



## SMAB Parent questionnaire responses – remote learning

Thank you to all parents who completed our remote learning survey. We received 43 responses in all.

Question	Always	Sometimes
My child is able to access Teams each day	40 (93%)	3 (7%)
My child is able to understand and complete most of the work	37 (86%)	6 (14%)
My child is able to work independently on most tasks	25 (58%)	18 (42%)
As a parent I receive enough information and support from the school	35 (81%)	8 (19%)
	<b>Strongly agree/agree</b>	<b>Strongly disagree/disagree</b>
My child receives enough tasks each week	41 (95%)	2 (5%)
My child has enough contact with/support from their class teacher	42 (98%)	1 (2%)
I am able to support my child organise their learning during the day	36 (84%)	7 (16%)
There is a balance between work that requires screens and those that do not	36 (84%)	7 (16%)
My child has enough resources at home to help them learn	43 (100%)	0 (0%)
My child has access to high quality books and reads regularly	31 (72%)	12 (28%)
I know how to keep my child safe online	43 (100%)	0 (0%)
My child knows how to keep themselves safe online	39 (91%)	4 (9%)

The responses and comments were very positive. We are incredibly proud of the praise our staff have received for the quality of remote learning they are providing. They have had to learn how to do all this from scratch with extremely short deadlines. They have managed to be up and running incredibly quickly; responding to issues, adapting practice and improving provision all the time. It is lovely to hear that this hard work and dedication is appreciated.

Inevitably we have had some contradictory feedback because everyone's circumstances are different, along with their needs and preferences. One parent asks for more work and another for less; one parent asks for more live sessions, another for less. We feel we have struck the right balance of live lessons to independent tasks to ensure families can plan their days fairly flexibly and staff are not overwhelmed by their workloads. Timings and lengths of lessons will be adjusted as teachers become more confident teaching essential content. We appreciate that other schools will be doing things differently to us. Every school's context and capacity is different and our decisions are based on our own unique circumstances as well as extensive research into best practice. The links below take you to our remote learning policy, which is updated and amended regularly, and the



government's report on best practice in remote education, which we are using to inform much of our decision-making.

<https://www.smab.enfield.sch.uk/wp-content/uploads/2021/01/Remote-Learning-Policy-SMAB-2020.pdf>

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

In response to requests and suggestions in the survey, we will be making adjustments in the following ways:

- We have looked at the balance of screen-based learning and non-screen as we are conscious of the time all of us are spending looking at them. To support this, we have purchased a set of English and Maths workbooks for each child to run alongside and supplement our school-based provision (pupils will be advised as to which pages to work from on a given day). These have the answers provided to support the children to learn independently and mark their own work. These books should arrive in school this week and be ready for parents to collect early next week. Further details will be sent out as soon as they arrive;
- To further balance the time spent on screens, from next week each Friday will be almost completely screen free! Each class will have a twenty-minute PSHE session with their teacher, which will be a supervised opportunity for the children to connect and chat about whatever they like. There will be a set of suggested activities for the children to fill the rest of the day, like crafts, exercise, den-building and fun quizzes;
- Teachers who are in school teaching as well as leading live lessons with the children at home, will now teach their lessons from a different room so that there are no distractions from the children in the classroom;
- We have adjusted our timetables to identify the approximate lengths of live lessons (although these may vary slightly if staff feel they need to give more or less input) and the approximate length of time we would expect pupils to spend on independent tasks.
- The live teaching sessions will become slightly shorter but the teacher will remain online for 15 minutes so that children can stay to ask questions or attempt the work and re-join if they are struggling or to seek feedback.

We are unable to disable the chat function on Teams but have told the children not to use it unless specifically directed to. We ask that you support us in this by reinforcing this message and not allowing your child to go onto chat in the evening or after lessons have finished.

If you need to come to school and collect a new home learning book or any other resources, please just let the office know. Also, if you would like your child to have a pack of reading books from the school, please call the office and let them know your child's current Accelerated Reader range if you know it. We will be running some reading competitions over the coming weeks, which may help to encourage our more reluctant readers to pick up a book and read more frequently.

If you are finding that your child has done all the work assigned and would still like more, here are some links to websites that provide additional lessons and resources.

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

<https://www.thenational.academy>

<https://www.diddydisciples.org/thechurchathome>



[https://www.churchofengland.org/sites/default/files/2020-04/Prayer%20Book%20Digital%20%20April\\_0.pdf](https://www.churchofengland.org/sites/default/files/2020-04/Prayer%20Book%20Digital%20%20April_0.pdf)

Thank you once again for your support. We look forward to welcoming your children back to school as soon as it is safe to do so. In the meantime, if you have any concerns or questions, please contact the school and we will do all we can to support you.

Kind regards  
Mrs Maria Jay

A small, square, black and white image of a handwritten signature, likely belonging to Mrs Maria Jay, positioned above the title 'Headteacher'.

Headteacher