

Initial Parent Survey Feedback & Actions

1. Do you like answering surveys?

[More Details](#)

[Insights](#)

● Yes	194
● No	86
● Other	48



2. Which year group is your child in?

[More Details](#)

● Year 7	98
● Year 8	65
● Year 9	56
● Year 10	50
● Year 11	59



Question 3:

The biggest problem was in motivating students, and as time goes on it will be harder to do this.

Action: We are planning now for next half term. We will maintain our current provision until then, but are considering:

- A reduction in screen time (to avert screen fatigue)
- More immediate feedback
- Built-in 1:1 or small group time with teachers and tutors
- A greater variation between lessons
- 'Breakout' groups in class to enable students to work at their own pace

We are also aware that Internet access and access to appropriate devices remains an issue for many families.

Action: We urge you to contact us with any and all IT problems, We may be able to help more quickly than you think. Your child's [Head of Year](#) is the first person to contact, preferably by email. As always, however, you are welcome to ring the school on 01784 457275

Commentary and actions

Question 1:

328 represents nearly 45% of our parent body. Thank you - in survey terms this is an unprecedented number and makes any resultant actions more relevant

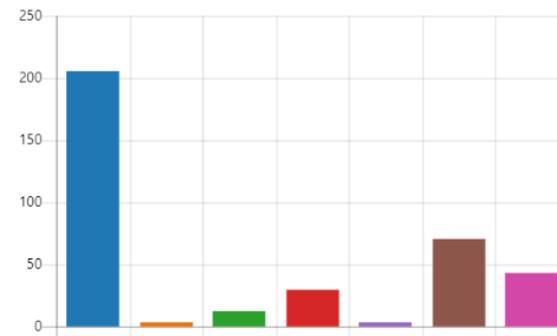
Question 2:

It was pleasing to see a good mix from of year groups represented. Again, it means that any actions taken are for the benefit of all students

3. Is your child finding it hard to attend online lessons (please click all that apply)?

[More Details](#)

● There are no problems	206
● My child does not know his or...	3
● He or she does not have their ...	12
● Our internet is unreliable	29
● We don't know how to use Te...	3
● Motivation is a problem	71
● Other	43



4. Can you monitor the quality and quantity of the work your child is doing?

[More Details](#)

● Yes	120
● No	59
● Sometimes	149



5. Does your child like to talk about his or her lessons?

[More Details](#)

● Always	40
● Usually	76
● Sometimes	166
● Never	46



Questions 4 and 5:

The response to this is expected, and a reflection of the family situation and the approach your child has towards school and you!

Actions: Don't forget that lessons are recorded, as are assignments. If you find it hard to navigate your way around teams, your child's Head of Year can help. Try to ask specific rather than general questions:

- "Which lesson was the most interesting today?"
- "Can you show me something you said or did that you are proud of?"
- "Tell me one of the good things about remote learning"

I know it doesn't always work!

Question 6:

50% of you have questions over the progress your child will make during lockdown and remote learning

Action: As mentioned above, we are planning for after half term. This will include the way we assess students' progress and a possibly more realistic expectation of progress that will look like for different students. We are looking at:

- Training all teachers in the use of Teams features which assess students and give immediate feedback
- More signposts to independent work for the more able
- A 'Super Curriculum' for G&T students
- A more realistic expectation of students' ability to maintain focus when working alone
- 'Breakout' groups in class to enable students to access support within a smaller group
- Working with the other secondary schools across the Trust to share good practice and innovation

6. From what you can see, is your child likely to be able to make progress through online learning?

[More Details](#)

Insights

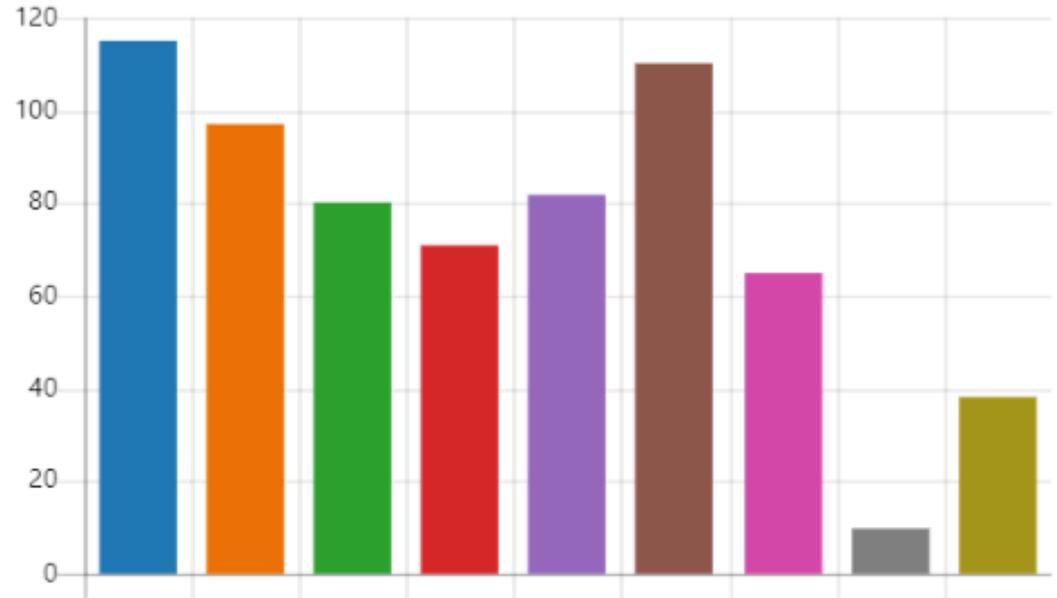
● Yes	131
● No	45
● I don't know	118
● Other	34



7. How is your child feeling? Click as many as apply

More Details

Positive	115
Focused	97
Challenged	80
Switched off	71
Tired	82
Bored	110
Stressed/unhappy	65
I would prefer not to say	10
Other	38



Question 7:

While it is good to see that many children are feeling positive, focused and challenged, we cannot ignore that so many are bored, switched off, tired and stressed. I hope that some of the stress has died down now that students are used to how their learning works. There is no doubt, however, that without being able to talk to the teacher in the normal way, many students are putting themselves under a lot of pressure and spending hours in front of the screen

Action: Many of the actions for earlier points are relevant here, particularly in finding the right balance between work, screen time, activity and rest. We are currently working on:

- Focusing on the wellbeing aspect of lockdown and using the website to promote activities for the family'
- Clarifying what is expected in terms of assignments and work outside lesson time
- Working with the other secondary schools across the Trust to share good practice and innovation
- Reminding students that if they want to talk to someone (tutor, HOY, East to West counsellors etc), they just need to let their form tutor know

Questions 8-10:

Your answers here were very clear - you would like more interaction from class teachers!

I know you understand that providing the number of lessons we are doing (which keeps class sizes down) and ensuring there is a second adult in **every** lesson means that staff really are working round the clock. However, I accept that it may be that we look at the payoff between number of classes and quality and frequency of feedback.

Action: I have already referred to the possibility of timetabled 'academic review' sessions - a bit like more regular parents' evenings. This would mean either breaks from learning or independent work being emailed. Some schools do this with a "Press Pause" day at selected points in the term, so that teachers and students can make appointments to look at their progress and tutors can find out how they are!

8. Please rate overall communication from the school about home learning - 4 is the best, 1 the worst

[More Details](#) [Insights](#)

328 Responses

★ ★ ★ ☆
3.49 Average Rating

9. Please rate communication about any individual queries - 4 is the best, 1 the worst

[More Details](#) [Insights](#)

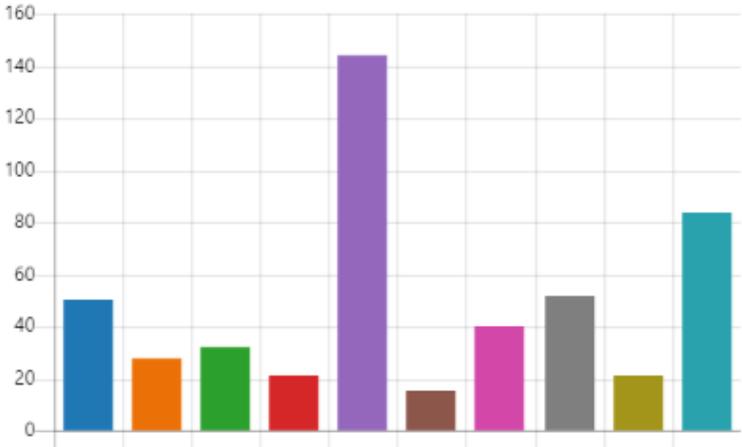
328 Responses

★ ★ ★ ☆
3.43 Average Rating

10. What improvements could we make to communication (please click as many as apply)?

[More Details](#)

● Frequency	50
● Letters from the Head	28
● Website	32
● Social media	21
● More contact from individual ...	144
● New build	15
● Exams	40
● Wellbeing tips	52
● Government announcements	21
● Other	84



And finally ...

The remaining questions gave you the chance to raise your own queries and I would like to use this final slide to make some comments regarding those queries. Before I do, however, I want to thank you for so many messages of support. It means such a lot, and is really generous when I know you have your own battles and worries.

- At the moment we are being asked to offer as close to a 'normal' curriculum as possible. As and when we can see how long this lockdown is likely to last, we can look at tailoring that offer to allow some students more time focusing on core subjects
- A real mix between too much work and not enough being set, which is understandable. We have already reduced the amount of homework being set for Y11, and hope that by signposting independent work, students lower down the school will have enough to keep themselves motivated and challenged
- Real concerns from parents of students in Y11 and Y10 about the affect all this is going to have on their child's life options when they finish school. I sympathise fully, and can only say that students at MA will be in at least as good a position (if not better) as their peers if they can engage with the live provision
- A lot of parents are struggling with space, younger/older children, the demands of working from home etc. You have my sympathy, and may I return the compliment to you - you deserve a medal for being all things to all people. Please don't hesitate to shout if you feel that teachers are not taking home situations into account enough - or if you just feel like shouting!
- Some concerns about feedback being visible to all students - I have asked Mr Scott (my Teams guru) to investigate this for me
- Many students are shy about coming onto the mic - the more you can help them to overcome this, the better their progress will be. They very quickly get used to it, but need to take that first step
- A lot of lonely children, missing their friends (and their teachers, too!), and feeling that life is going on without them. It really isn't! Encourage them to keep in touch with friends with short but frequent messages and engage in what we call 'random acts of kindness.' There is nothing like doing something nice for someone else to make you feel better about yourself!