



11th March 2021

Ellacombe's Remote Education Survey

This survey, to seek feedback on our Remote Education offer, ran for 1 week in February 2021.

The Department for Education (DfE) have defined 'remote education' as any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. This includes both digital and non-digital (e.g., paper packs) remote solutions.

Here are some national statistics in relation to Remote Education so you can see how the results from this survey shape up. A DfE survey on remote education, published in February 2021, states that in their small-scale survey the key findings were that:

- 1) Nationally, not only does pupil engagement feature as a concern, but also lack of contact with teachers (35%). These views also corroborate recent data from the Office of National Statistics.
- 2) While 52% of parents suggested that a child in their household was struggling to continue their education while at home, only one in 10 of these parents identified that a lack of devices was the reason for struggling.
- 3) Most of these parents (77%) identified a lack of motivation as the main concern around continuing with their education.

We are pleased that the feedback from parents both at Ellacombe and across the Trust was incredibly positive, reflecting the hard work of parents, teachers, admin teams and wider staff during the period of Remote Education. In sharing the outcomes of this Survey, both here at Ellacombe and also the whole Trust Survey (which we will be sharing on very soon), we have also provided the evaluation and impact of the actions taken in working collectively to shape our Remote Education offer across the Trust.

The majority of parent feedback did not mirror the national findings that children have struggled to feel motivated to be engaged.

Our offer of Remote Education has been constantly evaluated since the first lockdown in March 2020 and shows how valuable it is working collectively with groups of teachers and leaders across the Trust, showing equity of quality provision for pupils in all our schools.

WELLBEING

1. Does your child physically attend school?

At Ellacombe, 15% of parents who responded said their child was attending school. Key Worker parents supported us by only sending their children in on days they needed to for work. Our numbers in school grew during this time, and by the last week of Remote Education, we had 30% of pupils attending school.

2. From your observations, how well is your child coping with the current situation?

At Ellacombe, 86% of parents who responded said their child was coping well or very well. We are so proud of the resilience of both parents and children during this time and all the effort that went into helping children to cope. This feedback shows our Trust approach to weekly phone calls, 3 live sessions per week, the weekly Assembly led by Mrs Semmens as well as trying to make work as manageable as possible. The Trust Remote Education working group of staff from across our schools met regularly to share ideas and best practice.

3. On average, how many hours per day does your child spend on schoolwork at the moment?

At Ellacombe, results showed:

13% said Less than 1 hour.

20% said 1-2 hours.

43% said 3-4 hours.

21% said 5-6 hours.

By working together, we formed our Trust Contingency Plan and shared this as a parent guide in early January. We worked to train teachers both in the Autumn Term and again when this 3rd lockdown was announced in January to ensure there was clear understanding of expectations for children, ensuring they were manageable. This was shared as our Remote Education Guide for Parents both in the autumn and in early January to ensure there were very clear and manageable expectations whilst still meeting the DFE's expectations of the amount of work children should be doing each day. Regular calls home as well as ensuring our admin office was always staffed, even with significant staff absences we experienced, meant that any worries parents had could be quickly talked through with teachers or others.



4. How well are you coping with your child learning from home?

At Ellacombe, 74% of families felt that despite the challenges, they were coping well and their child learning remotely. Of those who said they were not coping well; this was often down to families having to juggle helping multiple siblings to access their remote learning or having to work from home. To help families with access, we did a number of things. This included loaning laptops, supporting families to gain an increase in data allowance if they did not have fixed broadband and also access Wi-Fi Hotspots locally. We are proud of the work of our Admin, Family Support, Assistant Heads and Trust IT team in setting all of this up.



COMMUNICATION

5. How clear has the communication from the school been during the current remote learning period?

We were thrilled that 91% said that communication had been clear or very clear, with 60% saying 'very clear'.

This shows the impact of our Trust plans with communication as we know how important it is to communicate with parents, especially at such a challenging time as the National Lockdown where anxiety could be high. We worked hard to ensure all communication was timely, clear and that all staff were giving the same information.

6. How often does your child's school contact you during the current remote learning period?

80% of our families felt that we had got contact with them right during the remote learning period.

Some families wanted a little more and some a little less but on balance contact came out as strength with feedback appreciating the phone calls, check ins from PSED or Family Support, Assemblies, news updates, newsletters, and videos, that were received over the period.

7. How easy or difficult is it to discuss your child's learning progress with the school if needed?

77% of our families felt that they had been able to contact school easily to discuss their child's learning if they needed to. Teachers were on hand to call parents if requested to discuss learning and worked to support pupils with any SEND needs to really bespoke their work for them and this is something our families feedback really did help.



8. How much do you feel like a part of the school community at the moment?

75% of our families felt that they were still part of the school community during this time.

We worked as Heads across our schools to ensure that families still felt connected to school and the Monday Hope Assemblies were especially designed to support with this. Mrs Semmens was so pleased that so many children joined as whole families with older and younger siblings, parents and even pets and teddies! By showing children both at home and in school shared work on a shared theme each week, the children were able to stay connected. Our Friday celebration assemblies also helped connect those in school and out of school together and this was a very deliberate plan to stay connected. By working together as Heads and sharing ideas, we set up several sessions for parents each week, with the Family Support Team's coffee mornings and Tea @2 with Mrs Secker our SEND Lead.



EVALUATION

As a Trust, we sought to manage the remote education provision with the following at the forefront of our delivery and it is fantastic to see through the comments and evaluations provided by our families across the Trust and that these have all had significant impact, as highlighted in the evaluations accompanying the questions above but in summary:

Manageability

The Trust wanted to acknowledge that juggling learning from home alongside working from home was going to be challenging for the vast majority of families. Therefore, the Trust made sure that the Remote Education offer enabled enough flexibility with only some live lessons to ensure that no child was left behind. At Ellacombe, we deliberately staggered these times so that families with multiple siblings could all have their turn if they were sharing a device and or quiet space. The high number of children joining the live sessions shows that this did help children to get involved.

Accessibility

The Trust took up the full allocation of Chromebooks with the DfE and whilst supply was slower than anticipated we ensured that children could access remote learning through devices although some families did not take up the offer of laptops when contacted and requested paper packs instead.

Investment

Investment from the Trust in a phonics reading portal meant that all pupils were able to access daily phonics videos and the impact of which was seen in our achievement of 93% of Y2 pupils across the Trust achieving the Phonics Screening Checking pass rate.

The Trust employed 2 additional capacity teachers throughout the course of the pandemic using Covid funding meaning that all schools benefited from the capacity that they brought. Additionally, the Trust employed 2 additional members of the Family Support Team enabling greater capacity to keep in touch with families and support, this has had a significantly positive impact at Ellacombe, and our families have feedback how much this has helped them.

Trust Continuing Professional Development Strategy

The Trust's commitment to high quality bespoke CPD for all staff has meant that best practice in this new way of remote working has enabled our teachers to become quickly skilled in delivering learning remotely as a result of sharing best practice at every level, across teaching teams, admin teams and wider.

Signposting staff to key national research and using evidence tools such as those provided by the Education Endowment Foundation (EEF). Staff, across the Trust, have continued to focus on meeting the needs of all pupils and providing the very best curriculum that could be offered during this time.

Connectivity

A Key Trust priority from the outset was the importance of families staying connected as a school community. This strategic priority has been a driving force behind many of the Trust discussions and decisions and something we are very passionate about here at Ellacombe. We know how much families value the support from school, and we are committed to this ongoing support and connecting together even as the 'roadmap out of lockdown' progresses.

The importance of pupils being able to engage directly with their teacher, see their peers and regular, clear communication throughout from all members of the school community has achieved excellent feedback in the survey as highlighted above and clear evidence of the impact of the Trust.