



Feedback to Parents from the FGS online learning survey

228 individual responses analysed

Feedback - from students and parents	Actions taken
<p>Anxiety about the amount of online learning</p> <p>49% of responses stated they are struggling to manage time and remain organised.</p>	<ul style="list-style-type: none"> - We have modified our timetable to support students who may have felt overwhelmed * Please check your new timetables and feedback if there are issues* - We are moving to 3 hours of directed learning as a minimum a day as opposed to 5. We believe this is a balanced amount of learning hours given the current context and nature of learning (not in a school setting but sat looking at a computer screen) - Work can be completed on/ offline where possible. - We are asking that students and staff acknowledge that we are not learning 'as normal'- things do look very different and will take some time to get to grips with- be kind to yourselves and let us know if you are struggling - Further work can be completed if your daughter is coping with her learning. If she requires more work please see feedback below regarding pitch of work and contacting staff via google classroom for additional work to be provided.
<p>Difficulty in managing many tasks</p> <p>46% of responses said they were getting too much work set and the volume was hard to keep on top of.</p>	<ul style="list-style-type: none"> - We have asked staff to set tasks at the beginning of the week to help students organise their time and understand the 'big picture' of learning for the week ahead. - Staff will schedule work at the beginning of each week - Some departments may provide a short introductory video/ poster explaining the weekly tasks (via classroom/ instagram/ social media) - Reduced timetable to support students- feedback on how this is working in a few weeks - Students have designated hours per week on their timetable. This identifies the number of learning hours for that subject but this can be completed in any order and at a pace that suits them. - Students can send messages/ queries during the allocated timetable slots. Teachers will respond in a timely manner or dedicated subject drop in times.(Timetable to be sent out this week) - Students will be invited to live drop in sessions where they can access help and ask questions if they are struggling - they should check their google classroom and emails for these links.

	<ul style="list-style-type: none"> - Classroom queries may at times take a bit longer to respond to due to the volume of classes teachers teach online. Staff may also be in school delivering lessons to key worker children or may have personal commitments at home. - Flexibility is advised and students do not have to be online all day during lesson time as they may have set independent project work/ Independent learning programmes such as SAM learning and Hegarty maths.
<p>Feedback on work</p> <p>24% of responses stated they had not received any feedback (51 students)</p> <p>52% of responses had received written/typed feedback on work</p> <p>61% of responses had received private comments in google classroom</p> <p>Overall 71.3% of responses state they like it when teachers communicate with them via google classroom (64% said they like the private comment function in google classroom for feedback and 53% stated that typed feedback on their work is helpful too)</p> <p>Some anecdotal comments had requested that feedback enable students to not only now what they have achieved but how they could improve further</p>	<ul style="list-style-type: none"> - Week commencing 18th May introducing subject drop-in sessions. Department timetable drop-ins to be shared- students can access 'subject drop ins' during the week. During this time if your daughter has any queries, staff in each department will be available online in a google meet for students in particular year groups to drop in and ask questions (this is not live teaching- Q&A to clarify instructions/ explain an idea/ offer support). - It is also optional for Teachers to do this in their own classrooms if they feel confident and comfortable to do so. They may organise a google meet and give whole class verbal feedback - Staff are developing ways to improve feedback online as a department. - We are currently reviewing our feedback policy as this needs adapting given the circumstances and we are considering questions such as : What feedback is required for students to progress and how often should this occur? - w/c 11th May we had a feedback focus week whereby teachers were asked to attempt to give as much positive feedback on work and to students as possible. <p>Staff are already developing effective feedback practice such as:</p> <ul style="list-style-type: none"> ➢ Google docs comments www/ebi- ➢ Use of praise postcards ➢ Self marking google forms ➢ Personalised comments in google classroom given as private feedback to students ➢ SAM learning self marking system ➢ Whole class feedback on google meet if the Teacher is confident and comfortable to do so and the students are happy too <p><i>We are holding regular staff development sessions each week online to share strategies to improve our practice.</i></p>
<p>Work is mainly pitched correctly with some work too difficult/ easy</p>	<ul style="list-style-type: none"> - Work is pitched at an aspirational level to support the <u>majority</u> of students in each subject as best we can online. - The class teacher in an individual classroom will identify the differentiation required (be it extension work/ further support) based on the ability of the group - Students who would like further challenge outside of the set work must

	<p>communicate with their teacher about this in google classroom</p> <ul style="list-style-type: none"> - Staff can utilise the SEND team who have set up support classrooms for students for anyone who may be struggling. If your daughter has a SEND requirement we can also arrange further TA support in a particular subject to support her further.
<p>Use of live lessons/ video/ voice over</p> <p>84% of the responses state that it would help them if some tasks and activities were explained in greater detail so they are not confused with what they are learning</p> <p>84.2% of responses said that some form of video instruction would be of benefit to them and help them to understand their learning better</p>	<ul style="list-style-type: none"> - It is not a requirement for staff to deliver 'live' online lessons (having completed research into this and speaking to online experts in this area this is very difficult to do well without the right equipment and experience). - We are sharing best practice at present and we will be supporting staff who want to deliver pre recorded lessons with audio - We have suggested that staff may wish to record personal messages for students if they feel comfortable to increase communication in their subject/ form classrooms - We are offering 'drop in' sessions where staff will be 'live' at a particular time during the week for every subject to offer support for students who have questions/ are struggling. This drop in timetable will be available soon. - Some parents have mentioned the use of microsoft teams- or zoom we are a google suite school. This is a very similar function to microsoft and gives us the ability to complete the live drop-ins via google meet (similar to zoom but safer).
<p>Communication</p> <p>71% of the responses said they would like it if teachers communicated more in the google classrooms</p>	<ul style="list-style-type: none"> - Staff will continue to communicate via google classroom at a class teacher level - Students are expected to be a member of their 'Year group communication' to access important updates - Students are also expected to be a part of a form and house group where they can access support from their Head of House and Form Tutor. Being a part of these groups will only increase the flow of communication and provide students with support where needed. - Department drop in sessions will help to improve communication with students further and address subject misconceptions or queries - We will continue with the role of form tutor as we believe pastoral communication is key in supporting students during this time - Welfare calls are still being made to support families with any concerns they may have - If students have any subject concerns please contact the classroom teacher via google classroom. - For any other concerns students should contact their form tutor or a member of the welfare team (email in student guide) - Google classroom is for the student/ teacher interaction only - If parents or guardians have any other queries or concerns this needs to go through the formal channels via admin@flixtongirls.com