



COVID-19
Parent Survey

Return to School Parent Survey: Home Learning



Thank you for your response to our **Return to School Parent Survey: Home Learning**. We had a very high rate of response to an electronic survey - with **63%** of our families taking part. The survey was carried out in September 2020 following the return to school as a result of the forced Covid-19 closure.

The survey aimed to establish:

- How your children felt during the school closure period;
- How you and your child engaged with home learning;
- How we should prepare for future home learning should schools have to close again; or year groups/individuals have to self-isolate for a period.

The survey findings are enclosed and include a review of the data, graphs to summarise responses and comments you made during the survey (examples of parental comments are displayed in *italic*). The report on the parent survey should be read in conjunction with the outcomes of the pupils' survey (**Mary Queen of Peace PS Return to School: Pupil Survey**), which was undertaken at the same time and is also published on our school website.

The staff have reviewed the findings of both surveys and the children have also discussed the outcomes. As a result of your input we have used the survey data, alongside feedback you gave us during the school closure, to create a number of Action Points for future learning. These action points are displayed alongside the  symbol.

In our school we want blended learning, the mixture of learning in school and online, to be modern and relevant to the children. We also want to prepare for a time, should it be required, when we will have to introduce home learning as a result of Covid-19.

Thank-you for taking the time to respond to the survey, your views and the children's views are important in planning for Mary Queen of Peace PS in the future.

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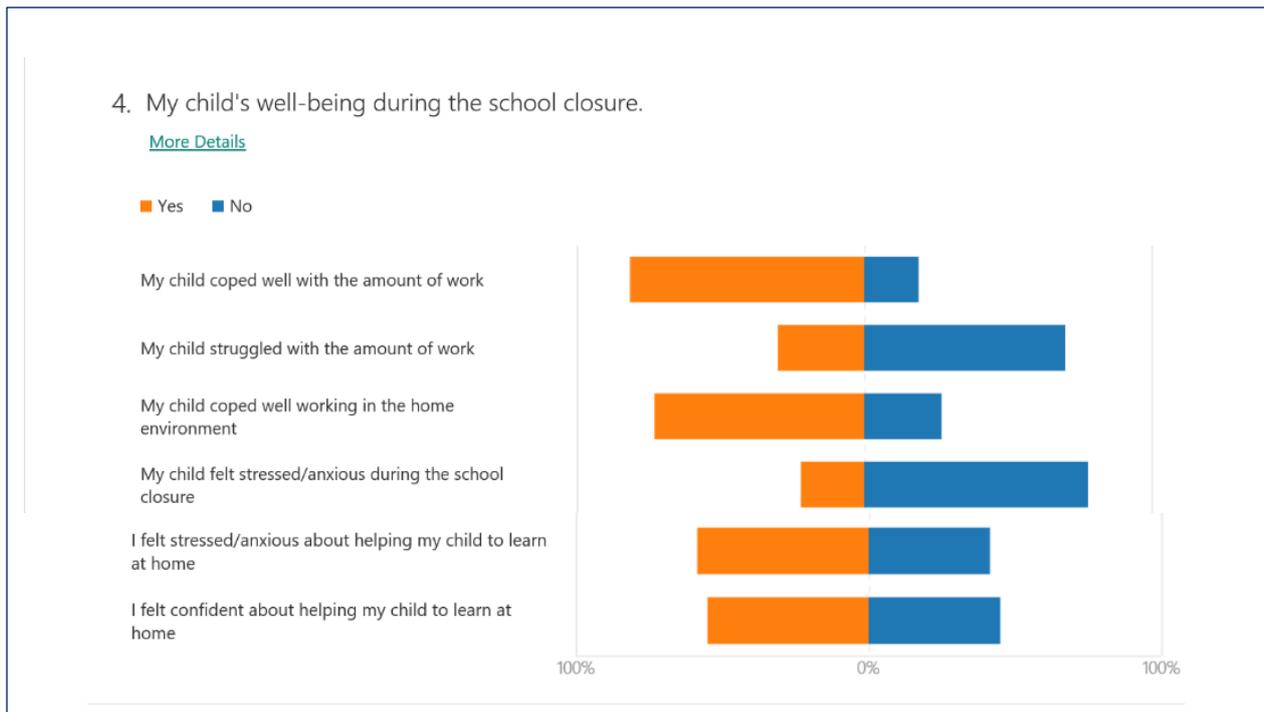
Principal

CHILDREN'S WELL BEING DURING the SCHOOL CLOSURE

We wanted to know how you felt the children coped during the school closure.

- 73% of parents felt their children coped well with working at home;
- 78% of parents felt that their children were not stressed and not anxious during the school closure.

These views match those of the pupils who reported that they understood why the school had to close and that they enjoyed many of the positive aspects of being at home – e.g. being with their parents, plenty of exercise.



Parents also felt that the children coped well with the amount of work set for them (81%). It was not always easy to learn at home, with 30% saying their child struggled with the work.

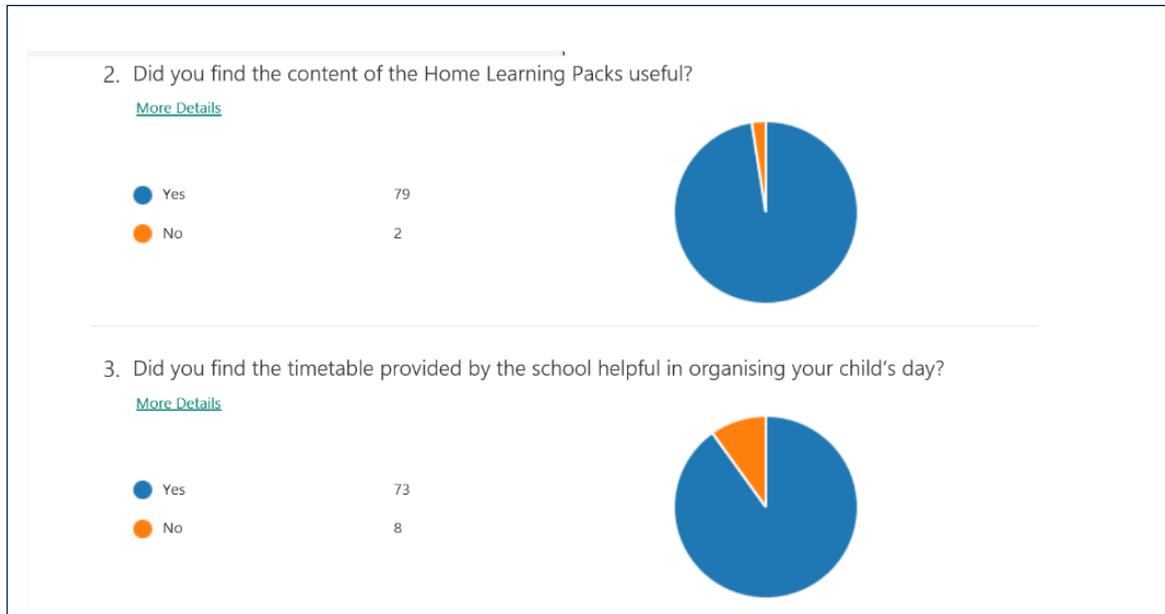
The school closure happened very quickly and parents had to come to terms with being the home teacher. You recognised this in the survey:

- 59% of parents felt stressed/anxious about helping my child learn at home;
- 45% did not feel confident about helping my child learn at home.

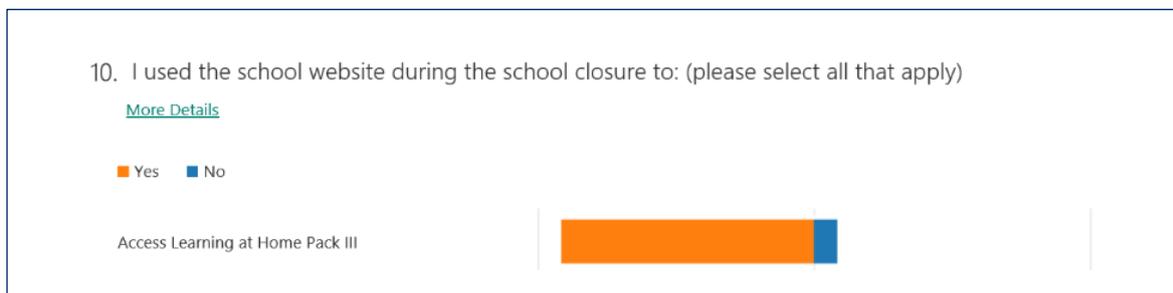
Similar findings have been reported nationally and it is clear that home learning for parents was difficult. Your children though, thought you did a good job with 73% of the children saying that their parents were good teachers. They also, very maturely, recognised that some parents found it difficult (56%); going on to identify distractions at home from siblings/noise (70%) and parents busy with their own work (40%) as barriers to home learning.

LEARNING at HOME PACKS

We provided three learning at home packs during the school closure (worksheets etc.), with accompanying timetables. The first two went home in photocopy packs and the third was online. You overwhelmingly found the three packs (98%) and accompanying timetables (90%) useful.



Learning at Home Pack III came via the website and 92% of parents were able to access the material in this way.



We are aware that printing items could present an obstacle to learning at home and despite the fact that 72% of homes have a printer, we know that it can be expensive to print materials for your child(ren).



Future Home Learning Packs and work for children who are self-isolating will be a blend of:

- work packs;
- and online learning.

Home Learning packs will have paper copies of worksheets for the children.

ACCESS to ONLINE LEARNING at HOME

School closures meant that online learning had to be put in place quickly and with no preparation time. The school needs to know how prepared homes are to continue with online learning.

Firstly, we wanted to know how many families had access to online devices at home. 97% of families replied that they had access to devices at home.

In rank order, the devices that can be connected to the internet are:

1. Laptop (91%)
2. Smartphone (73%)
3. Tablet (65%)
4. iPad (49%)
5. Desktop (27%)

It was important too, to establish the level of internet connectivity in Glenravel. You told us that 4% of families have connectivity issues.

Almost every family has access to the internet and devices in their home to connect to the web which will allow us to continue to develop online learning at home.

Our telephone call with parents in June 2020 raised the issue of internet access if parents were working online at home or if siblings (either in primary school or post-primary school) needed to work online at the same time. 33% of families said this could be a problem.



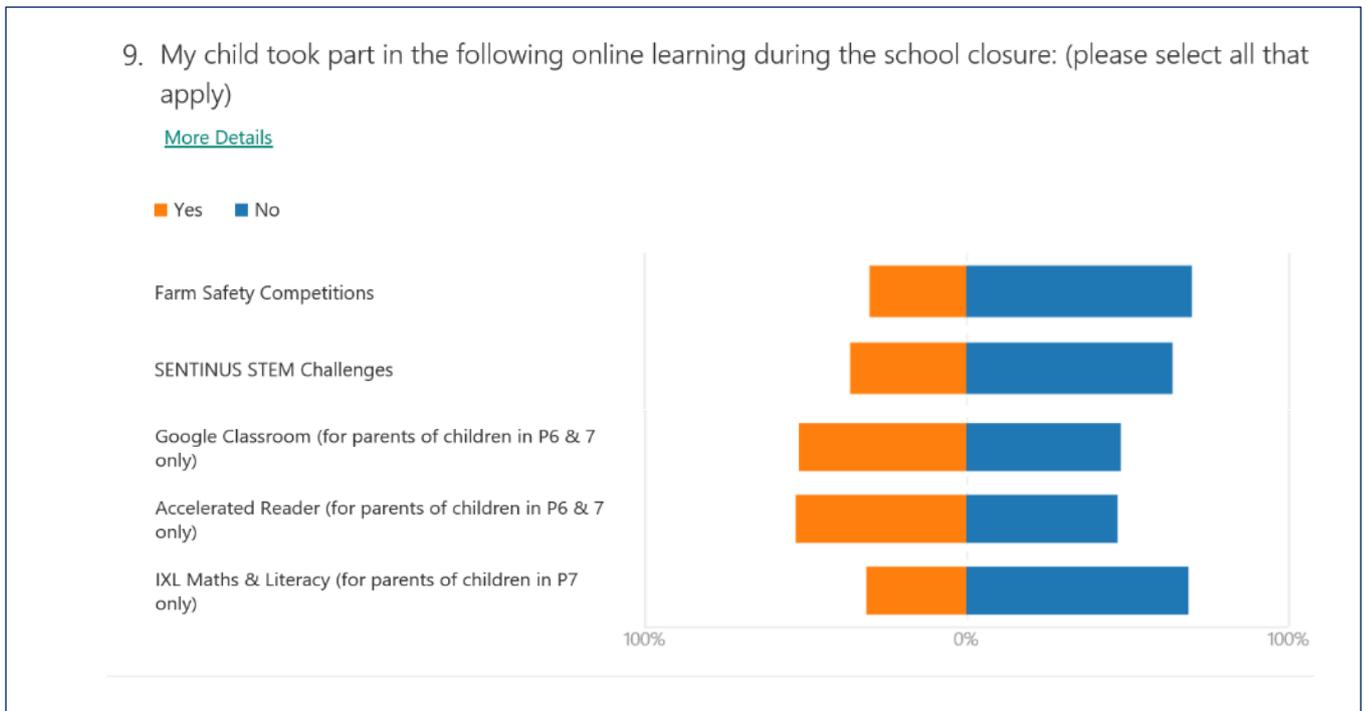
Pupils will have an online learning activity to complete each week when the school is operating as normal.

We will not ask the children to complete the task on a specific night because this may clash with work that their siblings have to do.

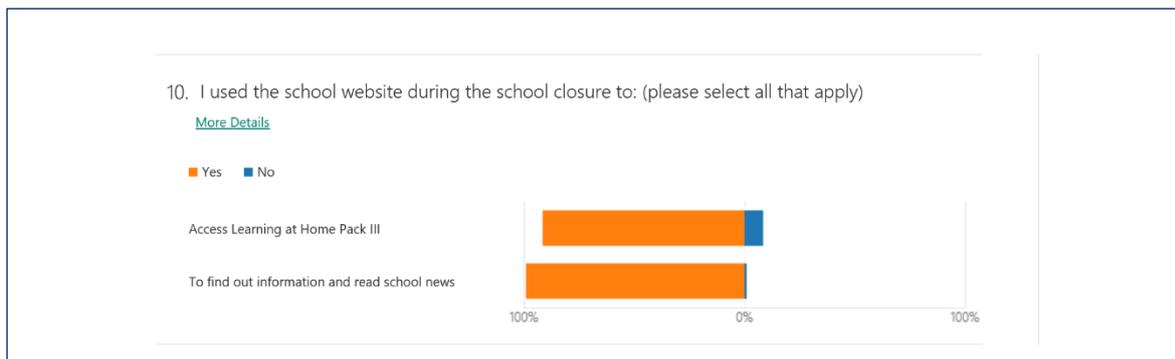
Instead, we will issue the activity at the start of the week and the children will have until Thursday of each week to complete their assignment.

PARENTS' EXPERIENCE of ONLINE LEARNING

Online learning during the school closure included the use of the school's website, Learning at Home Pack 3, SENTINUS STEM Challenges, Farm Safety Competitions, AR, Google Classroom, IXL.



The website was extensively used with 99% of families logging on to the school's site.

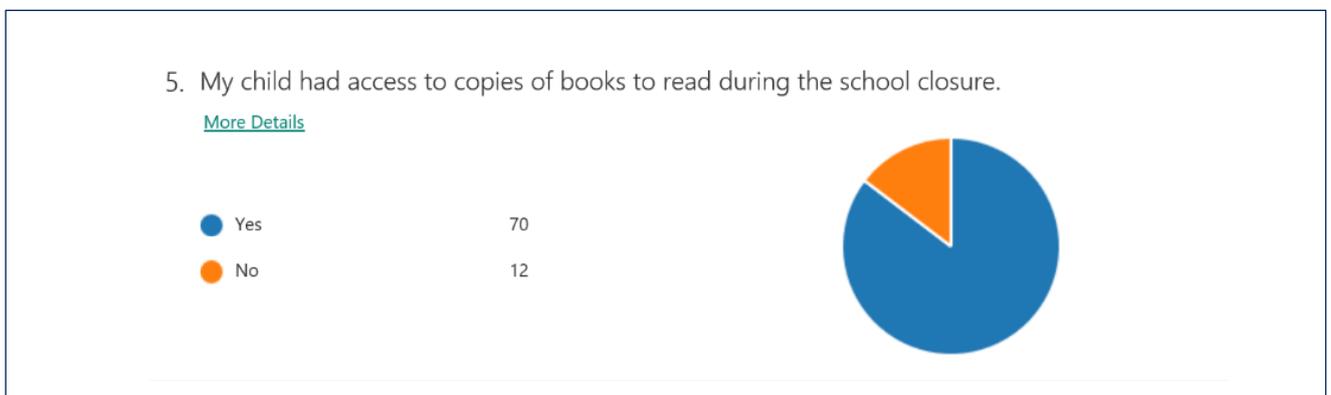
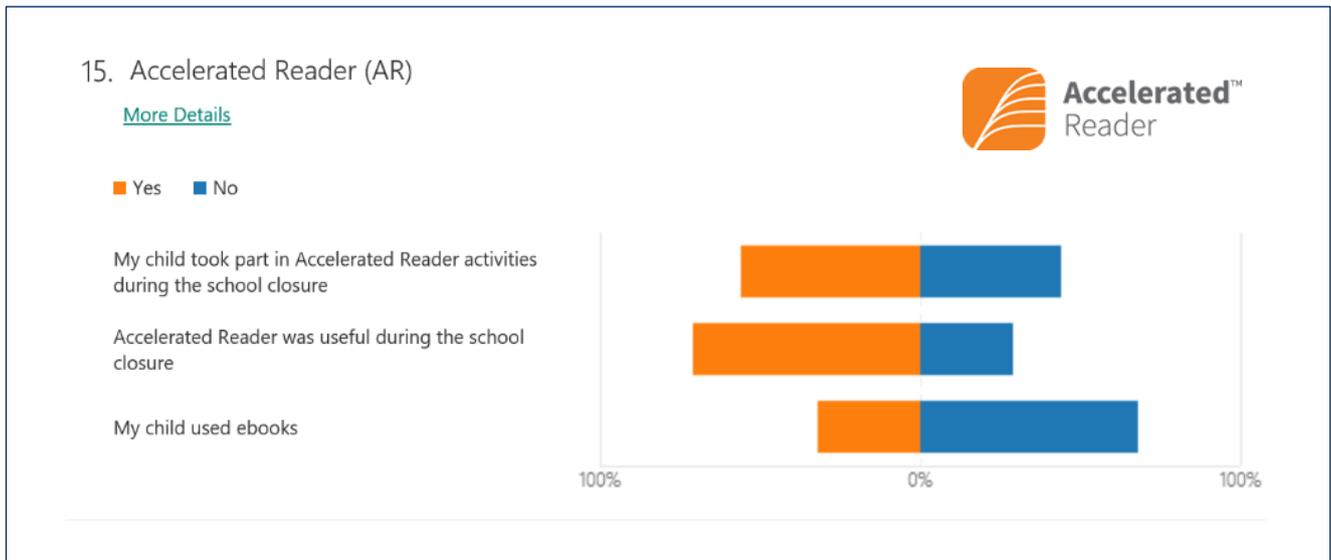


During the school closure there were **22,300** visits to the school's website (March 8,881; April 4,904; May 3,912; June 4,603).

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Two platforms were specifically used by pupils in Key Stage 2 (Y5-7) – Accelerated Reader (AR) and Google Classroom.

71% of parents found Accelerated Reader (AR) useful and the children were familiar with AR from using it in school. The challenge during home learning was to complete online quizzes at home and the difficulty of accessing books. Some children adapted to eBooks (32%) while others used books that they had at home (85%).



Reading is an essential part of learning and we found that when the children returned to school their reading standards were on a par with where they were before the school closure. We hope you find this reassuring.

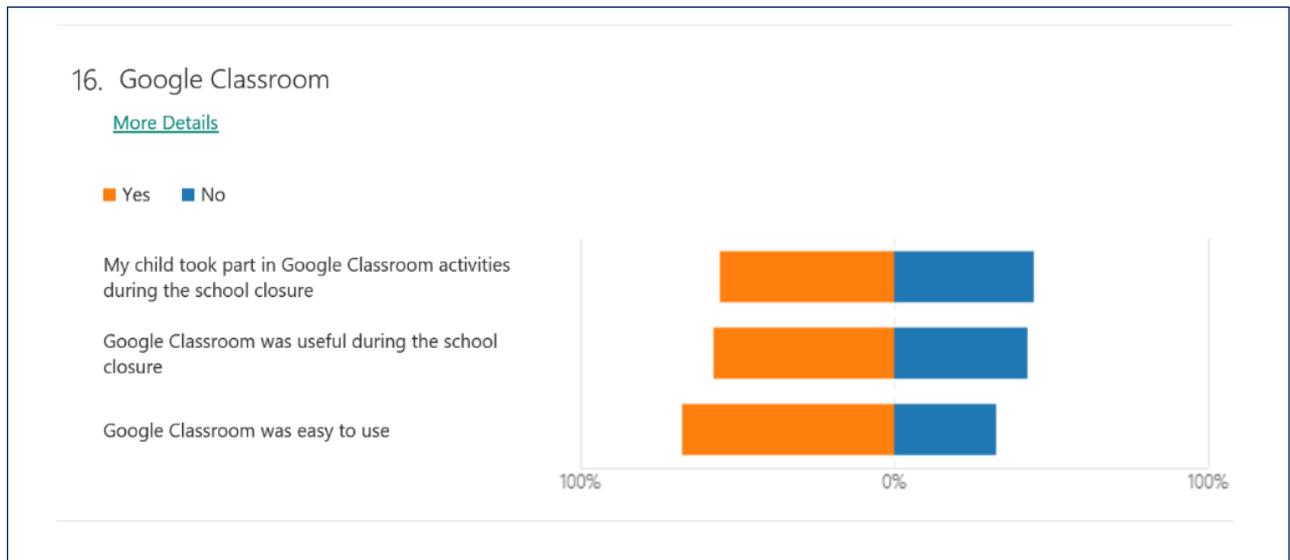
Should schools close in the future or individual pupils have to isolate we need to ensure that all of the children are reading.



If children are self-isolating for a period, we will deliver books to your home.
If schools are closed for a lengthy period we will, if it is safe to do so, open the school at set times to allow books to be borrowed.

Google Classroom was introduced in Ys5-7 as a result of the school closure. There was not time to launch it before the school left. The fact that it was launched remotely and operated successfully is great credit to the children, their parents and their teachers. 67% of parents found it easy to use.

56% of the children took part in Google Classroom activities and now that we have returned to school the percentage of children using it remotely will increase.



We have extended the use of Accelerated Reader to Y4, to prepare for any possible school closures.

Google Classroom has been extended to Y4 and the Seesaw app has been introduced to Ys1-3 to:

- set assignments for the children;
- provide feedback for the pupils from their teacher;
- and allow the children and parents to communicate with their child's teacher and classmates.

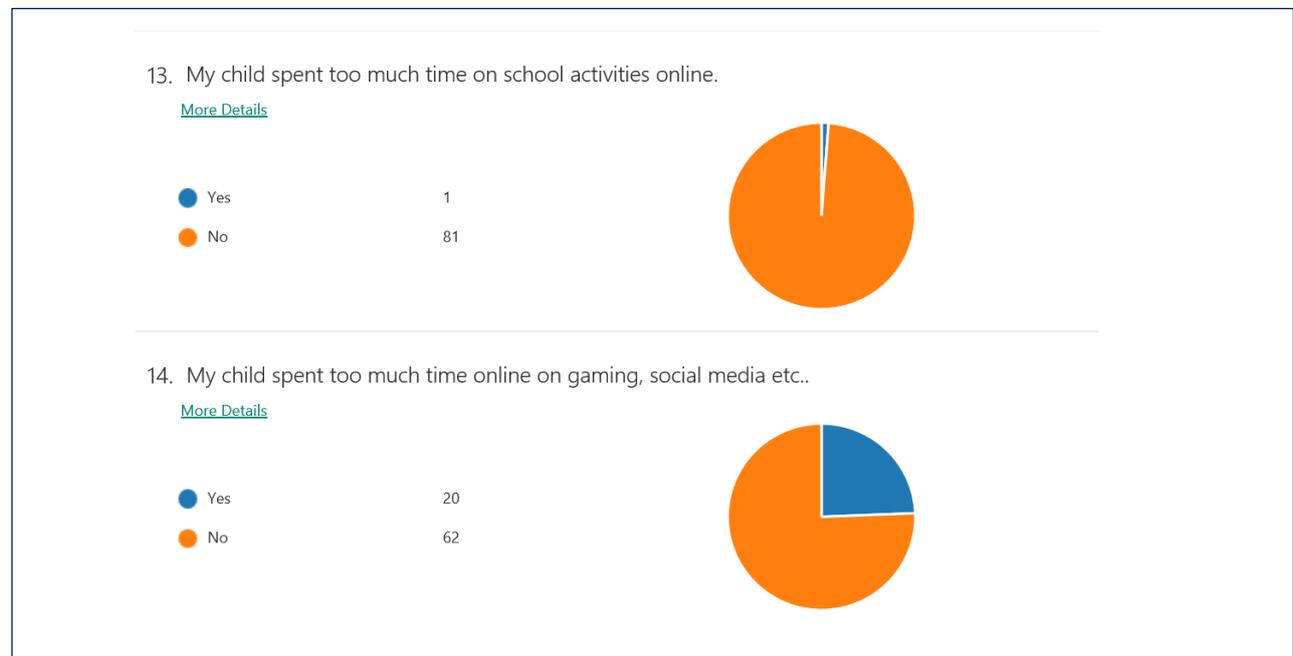
ONLINE SAFETY

Keeping safe while working online is a very important part of our Child Protection programme. Regular online safety information was posted on the school's website and 96% of parents said that the school was good at explaining how to keep my child safe when working online during the school closure.



We also asked parents about their child's online activity during the closure:

- 99% of parents said their child spent the right amount of time online doing school work;
- 24% reported that their children spent too long online gaming and using social media.

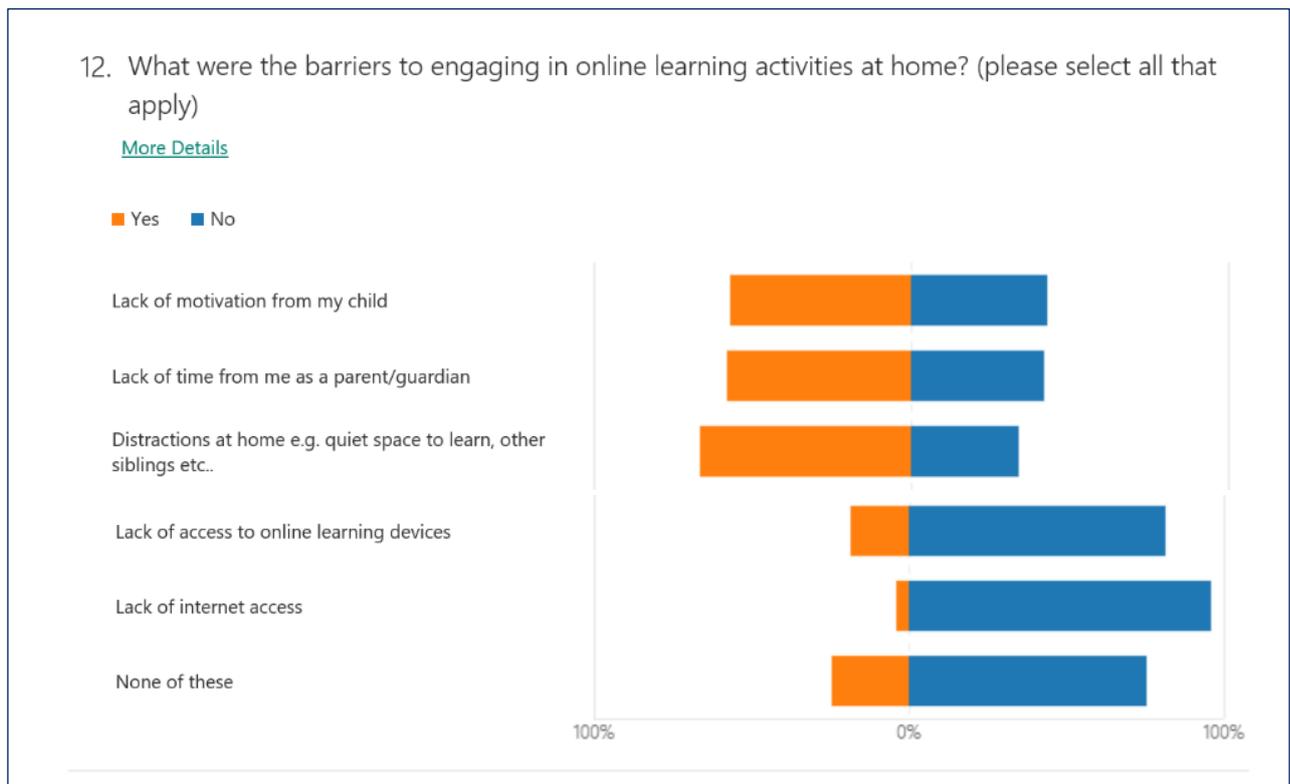


BARRIERS to HOME LEARNING

Learning at home was not always easy. You told us that some of the barriers to learning were

- Distractions at home (66%);
- Lack of time for parents to help because of their own work (58%);
- Your child lacked motivation (57%);

The children, in their survey, also recognised these difficulties. Their responses were broadly similar to their parents.



WHAT the SCHOOL DID WELL DURING the CLOSURE

We asked parents to comment on what the school did well during the school closure. A summary of your written responses can be found below:

What the school did well	No. of Comments from Parents	Example of Comments
Keeping in Touch During the School Closure		
Phone call from the class teacher to the children and parents	10	<i>Pastoral telephone call from teachers as this gave an opportunity to discuss issues with learning at home and also the children really appreciated the call. Cheery phone call & such kind words and interest on the well-being on a phone call! This is a small act & more personal approach.</i>
Keeping in touch	2	<i>Kept us well informed of changes.</i>
Easter treat	12	<i>The Easter Bunny visits were a great morale booster for kids. ...above and beyond expectations with the Easter visit.</i>
Queries answered (by email, telephone call)	3	<i>Always at the end of the phone if we needed help.</i>
School website	13	<i>Website always up to date.</i>
Communication	13	<i>Communication from the school was good throughout the period of closure and the beginning of the new school year.</i>
Rewards for children	3	<i>AR prizes great. ..rewards and also recognition on school website.</i>
Birthday sticker, text, message	1	<i>Also the birthday text was a lovely touch, as was the birthday sticker given in the home learning pack.</i>
Comments from teacher, motivating children	3	<i>Teachers engaged with children on Google Classroom everyday so even though our child didn't log on every day, when we did there was always a quick response. This kept the link with school very much alive.</i>
Early decision to make a full return to school (June) to allow parents to plan for own work	2	<i>The early decision to return to school was a big help. It allowed me to plan to return to work.</i>
School Work		
Activities provided for the children to do at home	14	<i>We were very grateful for the work provided during lockdown, it was laid out in a very clear structured way and we felt that our child was benefiting greatly from this work while at home in the most unusual circumstances. While we appreciate nothing will ever replace classroom teaching the detail of work provided was very good and learning was still taking place. Many thanks to the staff for their hard work in putting the packs together.</i>
Google Classroom	5	<i>.. providing constant support from teachers on Google Classroom.</i>
Printed Learning at Home packs	14	<i>I think the paper packs worked very well - everything was there that was needed. Worked well for our child who liked the structure and he knew what to do each day.</i>
Timetable	8	<i>Timetable for parents helped structure learning at home.</i>
Access to eBooks	1	<i>The timetable was helpful and access to the Oxford Owl books.</i>
IXL Maths & Literacy in Y7	1	<i>I also found the IXL Maths and Literacy website great.</i>

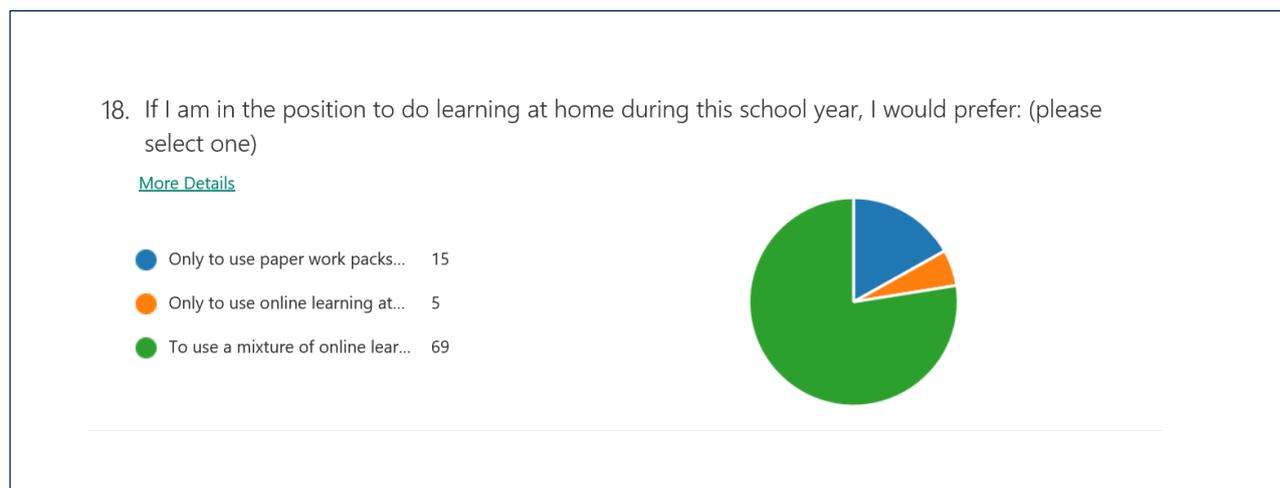
Getting Learning at Home packs together at short notice	2	<i>I would like to express my sincere thanks for the efforts made to ensure (at short notice) that the children had enough to learn at home and that I had excellent, clear instructions on what to do and when. The Principal and Staff should be congratulated on how they handled this stressful situation and indeed how they continue daily to make sure our children are happy, safe and continuing to learn! Thank you so much!!</i>
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BLENDING LEARNING MOVING FORWARD

In the survey's final section, we wanted to know your views on how we can improve online learning in the future.

Should schools close in the future we asked parents how they would prefer home learning to be organised:

1. 77.5% a mixture of worksheets and online learning;
2. 16.9% photocopy packs;
3. 5.6% online only.



Should schools have to close or children have to self-isolate we will provide a blend of Learning at Home packs (which will include worksheets) and online tasks.

We asked parents to comment on how we could improve online learning at home.

Parent Comments: What the school can do in the future	No. of Comments from Parents	
Curriculum		
<i>Pre-recorded lessons</i>	1	The children will be able to see their teacher/hear their voice in pre-recorded lessons during an extended period of school closure. Seesaw is currently being used for teacher stories.
<i>Record a story</i>	1	
<i>Online classes</i>	6	
<i>Feedback from the teacher</i>	7	Individual feedback will be provided on the online platforms from 9 a.m. – 4 p.m.
<i>Interaction with teacher</i>	2	
<i>Daily work uploaded</i>	1	
<i>Pupil to ask a question so others can't see it</i>	1	This facility is available on Seesaw and Google Classroom. The children will be taught how to use it on Google Classroom.
<i>New learning and revision too</i>	1	
<i>Photocopy Learning at Home packs only</i>	2	A blend of photocopies and online learning will be used.
<i>Simple instructions</i>	1	
<i>Less work sent home</i>	1	
<i>Open school occasionally to borrow books</i>	1	Self-isolating pupils will have books delivered to them, at home. The school will look at ways of allowing books to be borrowed during extended periods of school closure. Links to ebooks will also be provided.
<i>Book not an eBook</i>	1	
<i>Maths & English only, no extra activities</i>	1	
<i>Would like World Around Us activities</i>	1	
<i>Didn't like SENTINUS STEM challenges</i>	1	
<i>Provide work that doesn't require parental input</i>	1	
Online Learning Platforms		
<i>Familiarity with learning platforms in advance of school closing</i>	1	Seesaw has been introduced in Ys1-3. Mathletics has been introduced in Ys1-7. Pupils in Ys4-7 are using Google Classroom and AR.
<i>Login passwords recorded</i>	2	Pupils have copies of all of their passwords recorded in their homework diaries.
<i>Maths activities</i>	5	Mathletics is being used Ys1-7.
<i>Information evening</i>	1	
<i>Difficulty printing/cost</i>	1	Photocopies of worksheets will be provided
<i>Need more devices at home</i>	2	The school does not have access to additional devices. It did not qualify for the programme for additional devices to borrow at home because it did not meet the social need criteria.
<i>Too much online learning</i>	1	

<i>Online contact with other pupils</i>	1	Ys1-3 pupils can now connect via Seesaw. Ys4-7 pupils contact each other using Google Classroom.
<i>Easier links to websites that are recommended</i>	1	
<i>Would have suggested other apps (e.g. Seesaw, maths) but already in place</i>	5	
Communication		
<i>More phone calls from class teacher</i>	3	Regular teacher phone calls will be used during a lengthy period of school closure
<i>More contact from the class teacher</i>	2	
<i>Keep in touch</i>	1	
<i>Keep up the good communication</i>	3	
<i>How a parent can raise a query with the school (email, phone call)</i>	2	Parents have access to the Principal via email during a period of school closure
<i>How a parent can raise a query with a teacher (email, phone call)</i>	2	Parents will now have access to their child's teacher via Seesaw (Ys1-3) and the teacher's email (Ys4-7) during a school closure period (9 a.m. – 4 p.m.)
<i>More films (like the school's Crème Egg video) to help the children feel connected</i>	1	
Parents		
<i>Difficult for parents who are working at home to support children with learning during the day</i>	1	
<i>Key workers are missing out because they do not have the same time to work with their children</i>	1	
Other Comments		
<i>Keep doing what the school did. It was good.</i>	7	

Appendix

