



*Believe Achieve Succeed Credu Cyflawni Llwyddo*

*WMS - a caring School*

**Headteacher/Prifathrawes: Emma Jordan B.A., P.G.C.E., MA(Ed), N.P.Q.H.**

26 February 2021

Dear Parent(s)/Carer(s),

I hope you managed to have a good half term break.

At the end of last half term, we asked parents for feedback on our remote learning provision. We had an excellent response, and we'd like to thank parents who took the time to give us feedback. I am writing to you to provide you with some details.

The feedback has been shared with staff and is now informing our planning moving forwards. Overall, the feedback was extremely positive. During these challenging times, it was heartening to read. The lovely messages of support we received really lifted the spirits of our wonderful staff at the end of what has been a challenging term; we are extremely grateful.

**Key strengths** – *these were things that came up multiple times in the feedback*

- Following the schools normal timetable works well;
- Having access to the live lesson schedule at the start of the week is helpful; and allows parents to plan for children to share devices;
- Pupils look forward to live lessons;
- Monitoring of engagement;
- Recognition for hard work;
- TEAMS as a platform works well and assignments are easy to monitor.

As always, there were some things parents wished to be improved. The **main areas for development** are outlined below with information on what the response is from school.

| Area for development  | Next steps?   |
|---|---|
| Sometimes not enough time between live lessons.                             | Live lessons will finish at least 5 minutes before the next scheduled lesson.   |
| There could be more reassurance and / or positive messages home             | WMS strive to increase sending positive messages home, where appropriate/possible.  |
| Encourage pupils to take screen breaks                                      | Faculties have been encouraged to set work which supports reducing screen time. Of course, there will still be a need for pupils to be on screens for portions of the day.  |
| Some issues around accessibility of materials                               | Teachers to be even more explicit about how long to spend on tasks & endeavour to realistic deadlines, where appropriate<br>Teachers to be mindful of appropriate font sizes and document types and where possible ensure that documents can be edited. |
| Homework on top of the normal school day is too much in the current climate | Homework tasks avoided <b>except</b> for Year 11 who will need to do work and revision for their assessments on top of the normal school day.   |
| More engagement in live lessons/ pupil participation.                       | There was a very successful staff training session held on Tuesday 9 <sup>th</sup> February to explore strategies to increase engagement. We hope to see to see the impact of this training in lessons over the coming weeks                            |

In addition, I would like to provide some context/rationale in relation to some other feedback we received:

| Issue   | Rationale  |
|---|--|
| May help to have the assignments for the day posted in the morning. | Many parents expressed a preference for adhering to the school timetable. In addition, the emerging research evidence on remote learning highlights the importance of helping pupils to structure their day and ensure they spend appropriate time on tasks. Furthermore, the teacher is available to support during the timetabled lesson time and therefore it is then then pupils are best placed to complete those assignments.  |
| More live lessons   | We know that live lessons are popular with parents and pupils and we ask that faculties provide at least 1 live lesson per subject per week. The Education Endowment Foundation carried out a rapid evidence assessment about effective remote learning practices during the first lockdown and found teaching quality is more important than <i>how</i> lessons are delivered. At WMS, we believe a blended approach to be most suitable including a mixture of live lessons, pre-recorded excerpts from lessons and independent study. This helps support households where there is device sharing to ensure that none of our young people are left behind. A blended approach ensures increased flexibility for our pupils to access work when they are able best able to complete the work. As well as ensuring our teachers the flexibility to decide the most appropriate way to deliver different lessons.  |
| Provide more consistent feedback from teachers.                     | <p>It is not possible for pupils to receive written feedback on every piece of work. In a secondary school setting, teachers of non-core subjects may teach 600+ pupils over a fortnight. We have recently provided training for staff on time efficient ways of giving feedback in these changing times. Indeed, remote learning has helped us to discover more innovative ways of giving feedback to pupils including voice recordings to support pupils to improve their work. Our revised remote learning feedback policy is clear that written feedback is one important way of giving feedback to pupils. However, there are many other important ways in which pupils may receive feedback. These include oral feedback on live lessons*, whole class feedback using crib sheets, checklists to support self-assessment and more. For further details on our feedback policy, please check our website.</p> <p>*Another reason why it is very important pupils attend all live lessons.</p> |

As ever, we remain determined to support our pupils and parents and we encourage you to continue to provide feedback to us – both things that are working well, as well as areas for development. Full details on how to do this can be found on our remote learning FAQs, on the school website.

Best wishes,

Rhys Hopkins (Assistant Head teacher – teaching and learning)