



Longridge High School

Excellence and ambition from all, for all

RESPONSE TO PARENTAL/CARER QUESTIONNAIRE ABOUT REMOTE EDUCATION FEBRUARY 2021

Many thanks to all who took part in the Parent/ Carer Forums held at the end of January over 4 consecutive evenings. Each Forum was very well attended, with up to 35 / 40 parents/ carers per year group. Your contributions were excellent – lots of positive comments about Remote Education, and also many good points raised, particularly about the amount of work your sons/ daughters were receiving.

Alongside this, the parent/ carer questionnaire was completed by over 300 families. We are extremely grateful to you for the honest feedback, which was very supportive and extremely useful to help us refine Remote Education.

Positive Comments:

There were many positive comments from all year groups. Many people commented on:

- Having a TEAMS live schedule which follows the normal timetable is proving very beneficial.
- Parents are enjoying that live lessons are taking place as it is helping their children to get on with their work.
- Having live lessons is really helping pupils' mental health and wellbeing.
- Pupils are enjoying the learning, and the structure of the day that the live lessons give.
- Pupils are enjoying seeing their teachers.
- They like the care that is being shown by the school to provide online lessons.
- The communication between school and parents is extremely good and the calm informative messages have helped allay concerns.

Points for Action:

The comments were analysed in year groups, and then common themes were out together, with solutions sought. In some instances, individual concerns, such as issues with technology, were addressed with individual families. However, there were a number of key issues raised, mostly around lessons running into each other, and some lessons being so interactive that little time was left for pupils to complete all the work set. The school took action immediately as detailed below:

- Where families made a comment about a specific Department either setting too much or too little work, this was addressed immediately with the Head of Department.
- Lessons running into each other so that children were getting very anxious as they were late for some TEAMS sessions. This was addressed immediately by lessons being reduced to 50 minutes, to allow for one lesson to end before the next began. This also allows children to stand up and move away from the screen for 5 minutes, and also allows staff to do the same.
- Children are sometimes getting anxious as they don't have time to get the work completed before the next lesson. This was addressed through staff being reminded that there needs to be time in each lesson for pupils to have time to complete the work. All pupils were also given Friday 5th February as a wellbeing / catch up day.
- Clarity on what counts as feedback – this was addressed in the subsequent newsletter, which outlined the different kinds of feedback teachers use on Remote Education.

Headteacher

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