



# BCPS Parent Forum

## Autumn Feedback 2020

**Lead: Anna Remington Davidson**

### **Lockdown Provision**

In general, how was the home learning provision during lockdown March-July 2020?

Many agreed that while BCPS was quick to act, home learning quickly lost its novelty. It was proposed that the provision offered to the children was initially poorly structured but that this was quickly resolved and appreciated. Several parents commented that our provision had been copied and used by other schools. All agreed that lockdown and the learning that took place at home was different for every household, so comparisons may be difficult to make. One parent explained that they were saving the work until the weekend, as they could not work and support their child's learning from home.

### Resources available

It was suggested that using many different platforms for work was too confusing, and could work just be on Education City or worksheet based etc. Again, this was different for every family. Several parents asked if a project could be set, while others liked the daily structure. Some pointed out that they did not have access to laptops and therefore the internet, so were working on mobile phones. If it were possible to avoid needing to print, this would be encouraged by parents. The workbooks were well received. One parent asked if the teachers had been aware of the Oak Academy (Government website) resources. It was explained that initially this website was not used but teachers are aware that this has now been updated and resourced more thoroughly. Furthermore, while the Oak Academy may be helpful to parents, teachers were trying to match their curriculum for their year group and some resources could not be sought from other websites. All agreed that 'one size fits all' was not welcomed. One parent asked if more could be provided for a challenge and another explained their child had found some of the work confusing – and that they had been working from home, so had not had the time and resources to support the learning further. All agreed that motivating the children had been hard. One parent commented that expectations of work set was also inconsistent, with children in Y1 doing more work than those in Y3. It was therefore hard to keep all the children working when tasks would vary in length and consequently concentration time. The reading exchange was appreciated but was put into place too late and many parents had already sourced a different resource. One parent said that they had use Oxford Owl as an additional source for finding activities for their child.

### Incentives

It was suggested that other incentives should be offered, in addition to Class Dojo – perhaps through Zoom clubs or certificates (Star Reader etc.).

### Did parents feel Class Dojo was a successful platform for keeping in touch?

The reception to Class Dojo was mixed. Largely, KS2 children benefited from the site, being able to comment and communicate with teachers and friends, however, work uploaded was not always responded to. Some parents felt the use of Class Dojo was inconsistent, with some teachers posting regular videos and messages, with others posting too much content that was hard to follow. All agreed that collecting Dojo points was a good incentive for children from all year groups. Vanessa videos were appreciated, as were the updates from teachers and lesson input in EYFS. One parent mentioned they had also use Cosmic Yoga ad Joe Wicks for physical activities.

### Could the school run Zoom sessions?

Overall, parents would like interactive sessions – if only for the missed social aspect of schooling. An hour a day would be preferable, with teachers being available to answer questions within the session.

### How was the interaction with Class Teachers?

While parents appreciated that the teachers were juggling Key Worker bubbles, resourcing the website and responding to comments and posts on ClassDojo, it was felt that a personal video or phone call once a week would have been beneficial to keep the children engaged. *Specific thanks to: VG, DMW, EYFS, Y56.*

### How was communication from the school?

Many felt the Newsletter was too focused on the Key Worker children. One parent explained that they felt the information shared with parents, who had children at home, was not a priority and they only found out information by talking to parents, whose children were in school.