

Sharing your views with us

April 2021

Thanks to all who shared their views with us in our recent Parent Questionnaire.

In addition to the information presented in our Questionnaire Newsletter, the following is a record of all responses and, where appropriate, our responses to your comments (printed in green).



April 2021 78 responses (as of 9 th May) <i>1 response = approx. 1.28%</i>					
Question		Strongly Agree+Agree	Disagree	Strongly Disagree	Don't Know
My child is happy at this school		97%	3%	0	0
My child feels safe at this school		96%	4%		
The school makes sure its pupils are well behaved. (e.g.		90%	5%		5%
My child has been bullied and the school dealt with the bullying quickly and effectively.	NOT BEEN	Strongly Agree+Agree	Disagree	Strongly Disagree	Don't Know
	75%	13%	4%	4%	8%
The school makes me aware of what my child will learn during the year.		77%	19%	0%	4%
When I have raised concerns with the school they have been dealt with properly.	NOT Raised any	Strongly Agree+Agree	Disagree	Strongly Disagree	Don't Know
	33%	59%	5%	1%	1%
Does your child have special educational needs and/or disabilities (SEND)? (yes or no)		Figures based on less than 10 responses			
If yes, 'My child has SEND, and the school gives them the support they need to succeed.'		51%	25%	0%	25%
The school has high expectations for my child.		86%	4%	0%	10%
My child does well at this school.		96%	1%	0%	3%
The school lets me know how my child is doing.		90%	9%	0%	1%
There is a good range of subjects available to my child at this school.		92%	3%	0%	5%
My child can take part in clubs and activities at this school.		85%	3%	4%	8%
The school supports my child's wider personal development.		85%	5%	1%	8%
I would recommend this school to another parent.		94%	6%		

GENERAL QUESTIONS to be completed on this sheet and returned to school		Yes	No
1.	Can you confirm that you have completed the 14 questions on line via Parent View?	90%	10%

Safety within school (*Everyone to answer please*)

Since June last year we have had to reorganise so much with regard to the running of school to ensure everyone's safety. This has included staggering the start and end of the school day, specifying how to enter and leave the site, lining up in bubbles on the yard, the wearing of masks, staggered playtimes and lunchtimes, hand washing and hand sanitising etc.

Where the government have made changes, we have adapted accordingly.

		Yes	No
2.	Do you feel you have been kept well informed throughout this time through letters, emails etc.?	100%	
3.	Do you feel that the systems we currently have in place ensure, as much as possible, the safety of children and adults?	99%	1%

Please write any further observations/comments below.

Covid Safe Comments:

- I think the school have dealt with everything in a fantastic way since Covid arrived. (Rec and Y2)
- I think the children have been kept very safe and my children have not had to isolate in their bubble at all which had been great. ((Y1 and Y3)
- I think the school has kept me well informed and correct safety measures have been put in place. (Y3)
- I feel I have been informed the best way possible and have been happy with the regular updates. The system in place I feel is very good and is as safe as possible. (PS and Y2)
- Everything possible has been put in place (Y3)
- I felt much safer coming onto school grounds since all adults were told they had to wear face masks! (Y4)
- I feel safe sending my children to school because I know the staff work hard to keep the children in their bubbles and have adjusted well. (PS and Y1)
- Excellent organisation and adaptation where necessary! Clear guidance throughout. (Y4)
- I honestly can not highly regard the efforts that have been up into keeping everyone safe and well informed from you all. It has been fantastically organised and arranged at short notice (Y2)
- Well organised resulting in school staying open and safe. Staff have been brilliant (Rec and Y5)
- Very impressed with how this has been managed (Y4)
- Absolutely excellent systems and you have gone above and beyond for pupils and staff to remain safe. (Y5)

Staggered start and end comments:

- Reducing the leaving times from 15:15 to 15:00 has helped to reduce the time waiting when picking up a child from the lower school and the upper school, which is much better. (Y2 and Y5)
 - Happy with staggered start and end times for year groups (Y5)
 - The staggered start and finish times are great however the children are often out at 3 or 4 on the dot and taken to the office before 3:10/4:10 which can result in an upset child thinking their parent is late (Y4)
 - It's hard having children in different group times, lots of waiting around and I think 2:45 is a difficult time to collect children for working parents (Y2 and Y4)
- Children have to come out at the agreed time as we are trying to avoid bubbles crossing.
Re the end times we appreciate that this is difficult but we hope that, come September, we can change our timings again.

Keeping children with adults:

- Upper School yard on an afternoon has lots of children running around – it's hard to make my child stand with me whilst other children from her bubble and other year groups are all running around mixing together. She's too young to fully understand why she can't when her friends are. (Rec and Y4)

Parents and children are regularly reminded about this. We do appreciate that once the children come out of school they are wanting to run around but we hope that parents recognise that we need to continue to keep children separate at the end of the day and avoid them touching equipment they do not usually access.

Adults not maintaining social distance:

- Except parents standing at the school gates at the top of the steps sometimes (Rec and Y3)
 - There are a lot of people grouping at the main gate on the side wall, which is unnecessary (Y2)
 - Any parents not following the guidelines have been spoken to. Which is good. (Y4 and Y6)
- We have reminded parents again that they should avoid grouping together in tighter spaces.

Parking:

- We continue to observe inconsiderate parents/guardians parking on the double yellow lines outside of school (Y2)
- We will continue to remind parents – the Police Community Support Officers do visit our school to remind parents/take action. The School Crossing Patrol Man also has signs reminding parents about parking but we rely on parents making the safe choice.

Communication:

- The school's staff have always been consistent with communication (Y1 and Y2)

Remote Learning (All those who have accessed Remote Learning during lockdown please answer this section)

We have had two long periods of remote learning since our last Questionnaire in February 2020.

We're hoping there won't be any more lockdowns but we want to be prepared for this and, possibly for times when year groups might have to isolate.

It would help us if you can answer the following for us:

<i>Please don't answer this if your child was not at our school last year.</i>		Yes	No
4.	Can you see the improvements we made for remote learning from the March 2020 lockdown to the January 2021 lockdown? <i>i.e. March 2020 books children worked through but got not feedback. January 2021 onwards – use of eSchools, children able to submit work and receive feedback, use of Teams for emotional well-being sessions, use of YouTube channel.</i>	99%	1%

Please write any further observations/comments below.

Examples of it working well:

- There was an improvement and the volume seemed about right, if a little hard to balance around work etc. (PS)
- eSchools worked effectively most of the time. Any issues that arose were easily dealt with (Y6)
- My children have only accessed home learning for one week due to being in school but I found eSchools easy to use and great at helping me organise their day. Feedback was good, especially from the Y3 staff who were very quick to feedback but also to give constructive feedback for my son to see and then use to improve his work. Thought the Y1 work could have been a little more challenging. (Y1 and Y3)
- There was a clear improvement in the back and forth between the student and the teacher for feedback on work through eSchools, and it was much more structured. It helped to be able to read back to my child the feedback that his teacher had provided – it gave him a little boost each day to keep going when his feedback was good. (Y2)
- I feel the use of eSchools has really supported both parents and learners when learning at home, keeping them guided and allowing a two way communication (PS and Y1)

- Teachers were quick to get back to parents who had questions/concerns (PS and Y1)
- Much better having work marked after the work they put in completing it – more motivational (Y1 and Y3)
- eSchools was a huge improvement compared to the booklets used in the first lockdown. The work seemed more relevant to their curriculum and having the ability to communicate with teachers helped immensely (Y2 and Y5)
- Really well put together (Y3)
- The use of eSchools is fantastic and far better improvement to remote learning. Jan 2021 onwards was far more organised in terms of remote learning. (PS and Y2)
- Online platform is easily accessible and easy to use (Y3)
- eSchools worked much better than the books we worked from during 1st lockdown and introducing google classrooms meeting was great for my son. (Y4)
- eSchools was a good addition and also helped to see as a parent what they were learning (Y5)
- Using eSchools has been much better (Y4)
- It was great being able to receive daily feedback on work submitted on eSchools, this helped keep the children motivated. (Y3 and Y6)
- Good feedback online – able to see if work had been completed correctly (Y4 and Y6)
- I was extremely impressed with Tanfield's online provision for remote learning (Y5)
- Feedback was useful and work was more structured. The children liked seeing their friends on Teams. (PS and Y1)
- The introduction of eSchools totally transformed remote learning with excellent results. We felt more connected. (Y4)
- Using eSchools is a lot better than the work books, however it is not very compatible with tablet. We had to borrow a laptop (Y4)
- eSchools is a very good resource which is easy to use for parents and children. Appreciate the feedback to know how kids are getting on (Rec and Y5)
- Teacher feedback was appreciated and anticipated – helped maintained engagement, particularly where comments acknowledged effort (Y2 and Y5)
- Absolutely, a huge improvement. eSchools is a fantastic tool for 2 way feedback (Y4)
- I like the feedback and motivational phone calls and just the general welfare felt attended to. (Y4)
- Brilliant again at such short notice. Love, love, love eSchools mainly how you get constant feedback. Felt so much more supported second time round. (Y2)
- However now I feel there is too much on devices. I would like my children off their devices and writing in their books (Y1 and Y2)
- eSchools offered a much improved communication link and more motivation to complete homework (Y4)
- My child preferred the online system (Y5)
- We enjoyed that the books could be worked through at our pace. eSchools is fantastic however a longer deadline would be helpful as it can be difficult when also working from school/supporting a child with SEN (Y4)

Some who struggled with eSchools:

- eSchools I don't find user friendly especially for younger children, too much of opening one page to view and then working on a different page. I was working from home and I found it difficult to share time between two children in different year groups (Y2 and Y4)
- The eSchools required us to do a lot of printing at home, which can be expensive for ink. Would be better if all work could be completed and submitted digitally. (Y2)
- I sometimes found eSchools time consuming as I would have to copy work onto paper due to not being able to print work. Especially as I was working too (PS and Y1)
- The use of virtual classrooms online, checking/marking/feedback on work. Although the system worked, many parents still had to work full time and had limited time to support their children. There was too much work to complete. (Y2 and Y6)

Early on we realised that some of the work might have to be printed out so teachers did try to change their planning and encouraged parents not to print out. We do appreciate that sometimes it might have been easier if you had been able to print but we did want to avoid this if at all possible.

With regard to the volume of work, there were guidelines set by the government that we had to adhere to but understood that home circumstances were different for everyone and we did appreciate the challenges.

Comments re Teams:

- I heard a few parents wanted lessons on zoom etc. Personally they aren't for us, we were happy the way things were (Rec and Y2)
- I feel by the second lockdown that the Teams session should have been up and running quickly and also used for teaching as well as well-being. (Y1, Y3 and Y6)
- The use of Teams once a week really did help with emotional well-being (PS)
- The use of YouTube is a beneficial bit as it is challenging for parents to explain new ways of teaching especially a topic not covered before (Y2)
- I feel that daily lessons via Teams should have taken place (Rec and Y3)

The Teams sessions were introduced as we appreciated the children at home needed some contact. We did this as soon as we could, without impacting on the quality of the daily eSchools provision as well as the Key Worker placements in schools. The YouTube videos were added once we recognised the need for this with certain concepts. Learning is the key element and live lessons would not automatically lead to better learning.

Our remote learning offer from January 2021 was planned to enable all parents to support their children at home. We purposely did not give set times work had to be accessed (e.g. for a live lesson) as we wanted parents to be able to manage their own time around the learning time for their children. We used eSchools as a way to share the learning – through instructions, informative videos, teaching snippets and tasks. This also offered a way for children to submit their work directly to the teacher and to communicate directly with them.

We also had to balance the remote learning at home for children who were in school. We had to be mindful that this had to be manageable for our staff to ensure the provision was good for all children.

(Questions regarding this are on the next page).

Please answer the following questions <i>if your child was working from home during the Jan-March 2021 lockdown:</i>		Yes	No
5.	Do you think eSchools worked effectively for supporting remote learning?	96%	4%
6.	Did you feel the communication between home and school worked well through eSchools?	95%	5%
7.	Could you see the benefit of the weekly Teams session we introduced, giving the children the opportunity to see each other and share in experiences?	99%	1%
8.	Did you have any ongoing difficulties in accessing eSchools via your devices?	12%	88%

Please write any further observations/comments below.

Positives:

- Children were in school but if I had time I would sometimes access it to see what there were learning that day 😊 (Rec and Y2)
- Having no set time was especially beneficial when dealing with two children of differing ages (Rec and Y5)
- Although my child didn't take part in the Teams sessions or eSchools due to being a Key Worker child and being at school, I have a friend whose child is in an older class and she said it was a great thing for her child to learn. (PS)

- Everything was very well organised. Would be happy for more than one Teams Meeting a week and even a lesson to be covered during the session as this would be beneficial to the children and adults! (Y1 and Y3)
- My child didn't understand some of the work but the school teacher was amazing (Y5)
- Both our children enjoyed the weekly Teams sessions and looked forward to seeing their friends (Y2 and Y5)
- eSchools is fantastic and effectively helps support my son's learning (PS and Y2)
- Having the weekly Teams session seemed to pick me son up a great deal. Seeing his classmates and teacher had a really positive impact (Y4)
- Teams was really good for children to see their friends they hadn't seen (Y5)
- Teams meetings were brilliant. My daughter looked forward to them every week knowing she would see her friends and teacher. (Y3)
- Our daughter had a balance of eSchool and attendance in school which was beneficial for social development (Y2)
- The weekly Teams sessions were very much looked forward to. Very easy to communicate through eSchools the children were able to seek additional support from teacher when needed (Y3 and Y6)
- My child really looked forward to the weekly Teams session, to hear and see her friends and teacher. The 'chat' section on eSchools was also a good way to allow them to stay in touch. (Y4)
- Support was what got me through home schooling – from my son's teacher, she was fantastic. Always there to answer questions or concerns. My son loved the weekly Teams sessions, being able to see his friends and teacher really helped. (Y2)
- At first until we got the hang of it (Y1 and Y2)
- Teams sessions were a good idea although some of the younger children (Reception that I could access) seemed to find it a bit overwhelming (maybe just unusual?)
- My child enjoyed the weekly Teams sessions as she missed her friends.(Y5)

Challenges:

- I had to purchase a laptop for Teams session (Rec and Y3)
- Could have been more Teams sessions, shorter in length (PS)
- I would prefer more Teams meetings for the children. It engaged them and they enjoyed seeing their classmates (Y2 and Y4)
- Only worked from home for a couple of days due to poor weather. Struggled to upload work to eSchools unless on a computer (Rec and Y4)
- Would be great if work could be uploaded via the app (Y1 and Y3)
- Bug Club not accessible on my devices – have to use husband's work laptop (PS and Y1)
- Teams sessions were great for children. They really looked forward to them however I feel there could have been more of these supporting home learning. Live/recorded lessons? (Y1 and Y3)
- I think more class meetings should have taken place so that children could see their teacher and friends. Also, children at home could not see any other children than the ones at school, which was a shame (Y4)
That's a shame but it was not the case for everyone – it could have been the device you used or the way you had it set up.
- I think children who were not adapting well to lockdown scenario may have found the eSchools workload overwhelming compared to work books. My son coped with books better – although that was first lockdown not the second. (Y2)
- eSchools is good but I feel more could have been done. We used the message facility a few times and had no response. (Y1, Y3 and Y6)
- Could not access for meetings as devices did not support the download (Y3)
- Had trouble using Teams as it kept crashing (Rec and Y3)
- Some issues with apps not working e.g. Mathletics (Y2)
- We do not have word on our laptop and the process of uploading work on eSchools is not simple (PS and Y2)

- We really struggled with this and just from our experience lessons online where you could see the teacher and they could explain the work would have been better for us. Excellent otherwise. (Y5)
- The Teams meetings were fab for the social aspect for my child. I would have possibly liked maybe small group teaching once or twice a week via zoom as my child was already behind before lockdown. I feel this would have helped a lot. (Y4)
- Year 1 was often worksheet based (to be printed out at home) we do not have a printer so at times needed to spend time preparing/writing out work sheets, which when working from home myself and have older child could be time consuming (Y1 and Y4)
- We had to borrow a laptop as we only have mobile devices at home (Y4)
- We initially had issues with the work disappearing when you moved between screens but found a way that worked for us. Some tasks had to be adapted by me to meet my son's needs/we don't have a printer (Y4)
- Too much work (mirrored same as what was being taught in school.) Children needed support (younger ones) and extremely difficult for working parents. Long school and work days as a result. (Y2 and Y6)
- We never used the Teams sessions (Y4)

Our responses to these challenges:

Devices – if you struggle with a device please let us know. We have some we can loan out. Some of our families accessed these and still have them to support them with the weekly home learning.

More Teams sessions – not necessarily possible in lockdown as teachers are managing a combination but could be possible to do shorter sessions to start the work if we end up in another lockdown situation. For any live teaching session we need to have 2 staff involved – this was not often possible due to staff having children in school too.

However, if a bubble was to have to isolate we should be able to manage this through more Teams sessions as well as tasks assigned via eSchools

Printing – teachers quickly adapted their planning to try to avoid anyone having to print off sheets as we appreciated this would not always be possible and would be an expense.

Apps not working – If this is the case – please let us know as we could let you borrow a device.

Too much work – There were guidelines set by the government that we had to adhere to but understood that home circumstances were different for everyone and we did appreciate the challenges this posed, particularly for families with younger children.

If you are a parent of a child in Pre-School please answer the following:		Yes	No
You were given a pack of tasks every two weeks for your child to engage with.		<i>16 parents responded to this section</i>	
9.	Do you think your child benefitted from this?	94%	6%
<p>If you can, please give examples.</p> <ul style="list-style-type: none"> • My child learnt a lot with her activity packs from pre-school. She learned more numbers and how to cut in straight lines and in zig zags by following the dotted lines. (PS) • My child enjoyed completing the tasks in the work packs and it kept some sort of routine/normality (PS) • It was good to have so that we know what was expected of them and the resources were fun and engaging, appropriate to age group (PS) • Lots of variety – my child was at school as well as home so it was good to choose the activities they would enjoy/engage in (PS) • The Pre-School packs were very, very good and helped enormously in supporting my child's learning. I very much appreciated the packs being brought to my home. (PS) • It encouraged my daughter to learn new things and give her an idea of what she will be learning at Pre-School (PS) • I thought the work from the Pre-School was excellent and well worked out. (PS) 			

<ul style="list-style-type: none"> Completed as and when for our son. He enjoyed it. (PS) Mrs Dunham provided extra for my son to meet his needs as he is very capable. They included interesting and suitable topics. It was very much appreciated that she took this into account. (PS) Tasks could be completed with ease and additional tasks meant that extra learning could be accessed with no pressure (PS) My child enjoyed getting a change of books every 2 weeks. Also the cutting and gluing activities (PS)

If your child was in school for the majority of time for the Jan-March 2021 lockdown please answer the following:		Yes	No
10.	Why did your child attend school during the Jan-March lockdown? Key Worker child Invited to attend by school		
		29	
		3	
11.	If your child was a Key Worker child , do you feel their learning was well supported in school? Please give details if possible.	100%	
	<ul style="list-style-type: none"> Both children were keen to discuss their learning more which was nice or maybe we just had more time to discuss is? (Rec and Y2) The children were far better off for being at school and we appreciate the school's efforts in achieving this (Rec and Y5) My children benefitted from being in the school environment (Y2 and Y4) Both children have progressed a lot with the smaller class sizes. My son in Y4 seemed more confident and has improved his attitude to work and participation in class. My daughter loved being at school but did miss her friends. My daughter's behaviour became a little bit erratic because she was bored of being at home and not communicating with other children, by going to school with her friends she became her usual happy self. (PS) I feel they have both benefitted from working with their teachers and certainly enjoyed coming into school, even though they were not always with children they knew well. It definitely helped keep them in a routine of coming to school and they were much happier in themselves than during lockdown 1. (Y1 and Y3) I feel my children got a lot from still being able to attend; routine, structure, safe feeling and excellent progression (PS and Y1) I got feedback from the teacher on how my child was doing through eSchools and when I needed support at home (PS and Y1) My children felt safe and were very happy to be in school. My Y1 child could have been pushed more maybe? The home schooling I did with her was too easy for her. (Y1 and Y3) Our children benefitted from being in the classroom setting and familiarity it brought (Y2 and Y5) Support was there when needed and progress was made with times tables and reading (Y3) Our daughter seemed to benefit from greater 1:1 time with the reduced class sizes (Y2) Mrs Dunham and Mr McIntosh made it fun and comfortable (PS and Y1) My child attended 2 days per week. Her learning (more so reading) really improved (Rec) 		

	<ul style="list-style-type: none"> I felt it was better in school as it was hard to manage at home with 2 children (Y1 and Y2) Communication all the way through – every step of the way (Y2) My child struggled at home and needed routine and the school system for his learning development. At home it was very stressful (Y1 and Y2) Excellent for educational and emotional well-being 		
12.	<p>If your child was invited to attend by school, do you think they benefitted from being in school?</p> <p>Please give details if possible.</p> <ul style="list-style-type: none"> The school went above and beyond to welcome my daughter (She was new to the school in January) and helped her in her education in every way (Y5) My child was in part time school and part time eSchools Speech (Y2) 	100%	

Bubble Isolation (Everyone to answer please.)

If we were to have a year group who were having to isolate it could be possible to do some live sessions as the teacher would have to be away from school too. This would be in addition to the daily tasks assigned.

The live session would be 15 to 20 minutes at the start of the Maths and English lesson to teach the children a new concept or consolidate a previously learnt one, before starting their task independently.

		Yes	No
13.	If this was possible would you prefer this to only having set tasks?	86%	14%
	<ul style="list-style-type: none"> If this was to set the child up to then do the work independently, that might actually be more appealing to the children as they are more likely to take note if the teacher is initially instructing. (Y2) Yes, instead of set tasks. (Y1 and Y2) Plus a recorded option for when home working commitments clash with home schooling (Y4) <p>If we were to do live sessions for Bubble closure it would not remove the need for children to still require some support from an adult - both during the live session and then as the child then completes the task. The plan would be to teach the concept and then assign the task, as we have done previously, via eSchools and the child completes this and then uploads for feedback.</p> <p>We would record live sessions so that these could be accessed at a different time.</p>		

On-line Websites (Everyone to answer please)

We have certain websites we use with the children and we encourage them to access these at home. Can you tick below which ones you know your children are accessing at home.

Early Years	Number who used it
Bug Club	28
Mathletics (Reception only)	14

Y1 and Y2	Number who used it
Bug Club	37
Mathletics	38
Times Table Rock Stars	27
Education City	20
Lexia	6
Readiwriter	24
Nessy (only a few have had access so far)	1

Y3, Y4, Y5 and Y6	Number who used it
Mathletics	46
Fiction Express	24
Times Table Rock Stars	50
Readiwriter	40
Accelerated Reader	46

YouTube (Everyone to answer this section please)

We have set up our own YouTube channel this year. We've used it to share and promote children's performances at Christmas and Easter. We've also used it to share stories during lockdown and specific teaching activities e.g. phonics, maths concepts, P.E. activities. It has also been used to share Mindfulness Sessions.

		Yes	No
14.	Have you accessed the school YouTube channel?	97%	3%
15.	Do you feel the activities we have done have supported children's emotional well-being and sustained a sense of community?	98%	2%
16.	Do you feel the teaching videos supported your child's learning effectively?	96%	4%

- The Teams Meeting was very good for the well-being (Rec and Y3)
- He hasn't really had any teaching videos on You Tube (other than the mindfulness videos), so not sure I can comment on 16. He did use You Tube generally through links to videos to assist in his home learning, but these weren't specifically on the School's You Tube channel. (Y2)
- I didn't know there were any teaching videos (Y4)
- Because my daughter is an only child. She was quite lonely through lockdown (Y5)
- Only accessed for performances, not to support learning (Y3)
- Accessed to view performances only. I was not aware of the teaching ones (Y4)
- The one or two we saw on mindfulness were good – my child enjoyed this (Y4)

We found using YouTube to share performances and some teaching was a useful medium and we are pleased that you have found this as well.

Catch Up (*Everyone to answer please*)

As you know, we decided to use the Catch Up funding to extend the school day by one hour on a Wednesday for all children. This was to enable us to do an additional hour of Maths during the week as well as giving the teacher opportunity to work directly with small groups of children during the extended hour to support their literacy skills.

		Yes	No
17.	Can you see that this is a positive thing for your child?	92%	8%

Can you describe any benefit you have seen for your child with this so far?

Positives:

- The children don't even know they are there longer, so the extra hour of teaching can only be positive (Rec and Y2)
- Although our son is unable to stay for this he always gets on with the set task at home as soon as he gets in (Y6)
- It is really difficult to say but we think any extra time at school is beneficial for our child. Thank you. (Y3)
- Any extra time to catch up is beneficial (Rec and Y5)
- Has improved her maths level very well and also her reading comprehension (Y3)
- More 1:1 time (Y2 and Y4)
- Not directly from Catch Up but from being at school during lockdown. My son has improved his confidence and is participating more in class since being in a smaller class. Catch Up sessions are helping both children to be at the right standard. Particularly my son who struggles with some aspects of Maths and English. (Rec and Y4)
- I have not specifically seen any benefit, though I am sure it is there. It can certainly do no harm (and gives me an extra hour at work, so helps me personally!). (Y2)
- The children are usually very tired after the longer day. However they tell me how hard they have been working although I am unsure as to what extras are covered (Y1 and Y3)
- Understanding her school work better (Y5)
- It's difficult to comment whether the extra hour specifically has helped, but I can say that there has clearly been an improvement in both our children's knowledge since returning to school (Y2 and Y5)
- Achieved so much more and getting on better (Y5)
- More confident within herself and good to be learning for an extra hour (Y3)
- His attitude towards it now is positive, considering he did not want to do it. (Y2)
- I think it's great but haven't seen any personal benefit to my children yet. It's hard to measure. (Y1, Y3 and Y6)
- Increased confidence with spelling (Y3)
- Her vocabulary has become better and counting is much higher (PS)
- My son seems to be enjoying Maths more lately (Y4)
- My child has progressed and done well in her tests. (Y5)
- Maths and literacy are both showing great improvement. (Y2)
- By doing this our son has come on a lot. His confidence is growing too. (Y4)
- Unsure – just seems to be a normal way now (Y4)
- Understanding Maths concepts and able to add double numbers which he has learnt quickly (PS and Y1)
- My child's willingness to stay at school an extra hour, not noticing the extra maths session and really enjoying the Art activities. (Y4)

- He has not accessed as in Pre-School but I definitely think this is a positive thing for children (PS)
- Although this is a longer school day, my daughter has had chance to see her friends and learn more (Rec)
- I feel my son is getting the support needed and the extra hour is helping to catch up on what he has missed (Y2)
- Speech has improved. So has his Maths and Reading (Y2)
- Confidence (Y2)
- Although children are tired coming home on a Wednesday, I appreciate the opportunity for them to catch up as much as possible (Rec and Y5)
- Not for my son but yes for my daughter (Y1 and Y5)
- No complaints made by children – they've accepted this. Enjoy the Maths session (Y2). (Y2 and Y5)

Concerns:

- I can't as no feedback has been given (Rec and Y3)
It's been too early for any feedback for you but we just asked in case there was any obvious immediate benefit.
- The day has been made shorter so this is not really benefitting and my child says she does P.E.? (Y1 and Y3)
Schools have had to alter the school day due to having to operate in a different way. The Catch Up hour is an additional hour to the week for everyone. However, the Maths Catch up does not take place during the actual hour we have added. The children will do an hour of Catch Up Maths at some point during the week and whichever subject has been replaced by doing this, is then taught in the last hour of the day on Wednesday. This will be what we would call a 'lighter' subject like P.E. or Art. During the actual hour for Catch Up on the Wednesday, some children are then withdrawn in small groups (e.g. one or two children) to tackle specific elements in English they have been struggling with. This way we get a 'double hit' and really are making the most of the time we have added.
- I feel this makes the day too long for the children and realistically 1 hour a week is not going to have a lot of impact. However, I appreciate why the school want to do it. (Y4)
1 hour is not a lot but we have found that it is having an impact. An hour extra a day might be a challenge for the children but the way we have organised this one additional hour the children are doing 'lighter' subjects that hour and are benefitting by having an extra hour of maths during the week.

Finally – the chance for you to say a little more... (Please continue on the back for any section)

18. In your opinion, what are the school's strengths?

Communication/Organisation/Leadership:

- Great communication between teachers and parents (Y1 and Y5)
- Communication – this was particularly strong during covid, especially when comparing against other schools. The visibility of Miss Hemmings as she welcomes children and parents in is great. I have friends who don't really know what the head at their children's school looks like (Rec and Y2)
- Brilliant head teacher, a well run school, well organised. Kids love going and I like them going there. (Rec and Y2)
- Communication has improved during/since lockdown. Reminder texts are especially useful. (Y6)
- By far the school's biggest strength is its leadership, in particular the head teacher and her deputy head. It is clear how much the school cares about its children and this is directly attributable to the philosophy of the head teacher (Rec and Y5)
- I think you have worked very hard to keep children and adults safe and both my children are happy to come to school each day. I don't feel like they are too far behind in their learning which is down to the hard work of staff, so thank you. Twitter is great at giving parents an insight into school life. It is sometimes a bit inconsistent with some classes featuring more than others. I think Miss Hemmings does a great job of knowing who all the children are and being visible on the yard to say hello and give parents

the chance to speak to her if needed. She certainly seems to know her families well! Both my children are happy in school which is my number one priority and I know that their teachers are there to support them when needed. (Y1 and Y3)

- The school is brilliant at keeping in touch with parents and have been great during the pandemic with communication (PS)
- Strong Leadership (good to have the opportunity to talk directly with teachers/lead. Visible support every day). (Y1)
- Good communication with parents (PS)
- Ability to adapt to home learning at short notice (Y4 and Y6)
- Wrap around provision. Outdoor provision. Communication. Reading – lots of opportunities and resources (Y4)
- I've always admired the security the school provides. Given the recent pandemic, you've handled the lockdowns really well. eSchools is an excellent way to pass work and allowing the children some form of communication. (Y5)
- Good contact on situations and updates on the changes. Organised through this situation with the pandemic which made me feel confident taking my daughter to school. (Y3)
- The communication between parent and teacher is extremely good. I believe if a child is misbehaving, good communication is the way forward. (Y2)
- Keep parents updated well with what is going on. Run a good variety of after school clubs. Excellent head teacher, clearly very dedicated, and staff also extremely good. (PS and Y4)
- Communication to parents. Excellent facilities. Strong leadership /head teacher (6)
- Miss Hemmings – amazing and puts her all into everything and always had time for you. Mrs Davis – best teacher in Tanfield Primary. Both of our children have had her. She is amazing, they both love her. Sorts any issues out quickly and makes learning really fun! Thank you. Such a lovely, well run school and so grateful our children could appreciate all that it has to offer. (Y3)
- Communication. All staff are approachable and friendly (PS and Y1)
- Communication – as I see my partner's children's school and the big difference during lockdown was that Tanfield communicated very well, gave feedback and support when needed (Y4)
- Communication with parents, updates on learning, teachers going above and beyond to help children learn (PS)
- Communication – keeping parents informed via email and teachers being approachable for informal chats and updates on our child's progress. It is so lovely to see how they are doing through social medias. Miss Hemmings is very visible and knows the children individually. (PS)
- Good communication with parents regarding ongoing activities, events, updates and holidays. Children are made to feel like part of the family and feel safe and relaxed with the teachers and staff (Y2)
- Communication. Putting children's welfare first always (Y2)
- School had always been consistent, put in strategies if needed, good communication between teachers and parents. (Y1 and Y2)
- The school is great at communicating with parents and keeping us up to date at what had been a difficult period. (Y1 and Y4)
- Excellent leadership; friendly and approachable teachers and staff. A great communal school (Y4)
- I believe the school has adapted well since the March 2020 lockdown. Everything that could have been done was done and the children are well supported. The continued support and communication with parents were brilliant. The daily emails with updates and reminders I have relied on! (Y4 and Y5)
- The communication from the school to us parents, I feel had been fantastic. I could not fault all the hard work and effort that has been put in from you all, in order to keep everyone safe and still provide the best possible education to the children in the circumstances we faced. Thank you so much, you kept me sane and supported me while trying to home school. I has been a difficult year – one we got through together. Thank you (Y2)
- It has been a very difficult year for the children, teachers and parents to adapt to. The structure and support the school has provided to the children to continue their learning at home has been excellent. I know many schools didn't adapt as quickly during the first lockdown. This vastly improved during the Jan-March 2021 lockdown. Loved the sharing of work on Twitter page during first lockdown so we could stay in touch with other pupils and see what school friends were doing (Y2 and Y6)

Staff Commitment:

- Great teachers who personally know the children (Y2 and Y4)
- Lots of effort made to ensure children's development (Y2 and Y4)
- Well organised, friendly and caring staff. Both are pushed to do extra work and take responsibility for their own work. My son actively asks to read and do homework so that he doesn't lose PT. My daughter is encouraged to learn about what her class is talking about at the time and does a lot of creative activities. Reception seems to be well set out and my daughter enjoys all aspects but regularly talks about what they've done in phonics or mega maths. (Rec and Y4)
- Outstanding teachers (it is clear each day is planned well with engaging sessions and high expectations) The impact on my child's development is excellent, clear to see the development from when they started. Recognition of achievement – this really encourages my children to do better. Communication – email and Twitter. We really love seeing what our children are doing each week. (PS and Y1)
- The school's efforts over the last year had been exceptional. The improvements made with eSchools made home learning much easier and the children were more engaged in their activities than previously. The addition of the YouTube channel with teaching activities was really beneficial especially with Maths allowing us as parents to support their learning based on how they are taught at school. The teachers are always approachable and we've never had any concerns regarding this. (Y2 and Y5)
- Safety and well-being, the girls love school and their teachers, they feel very safe and secure. They are very happy at school. They have lots of fun activities, visit and visitors in school which they love. The spinner being the week's highlight ☺ The school has been very well organised during the pandemic and ran very efficiently, with very few cases which has been excellent from a parent's point of view. Would be great if Y1 could walk in class like the other years as things gradually get back to normal (Y1 and Y3)
- My child always come out of school with a smile on his face. He enjoys all aspects of his school day. (Y2)
- Without a shadow of a doubt Tanfield Primary's strengths shines through the commitment and dedication from all the staff, to make sure the children that attend their school are happy, healthy and safe. It was very clear to see that throughout lockdown the dedication from the staff to make efficient changes to suit government guidelines were implement to the best of their ability. Tanfield Primary always go that extra mile, providing excellent learning to all their children, and it is evident to see the results in my children's progress. Thank you. (PS and Y2)
- Community. Extend activities. Play opportunities. (Y3)
- I have always found if any concerns or problems arise the school is always happy and will try their best to resolve them with me. (Y4)
- My child's teacher was in touch regularly by phone or could email at any time for support. The additional hour at school has helped her progress. The YouTube performances were good for the parents to see the children at school. The extra guitar lessons, football training has helped with my daughter's well-being (Y5)
- The school has many strengths. I couldn't fault them if I tried. I love the way their encouraging learning, not just in the classroom but outdoors also. For example, trips to the local pond to learn about the local wildlife etc. My son loves this school (Rec)
- The school had good strengths, caring staff team. My child had enjoyed his time at school. The school are always thinking of good ideas to improve the school. My child enjoys coming to school and has never had any problems with bullying. (Y6)
- The staff – everyone I've come across really cares about the children's welfare. The support from Mr Mansfield, understanding the mental aspect of the lockdowns etc. have had. Encouraging mental well being as well as physical. Offering breakfast club and out of school after care/sports clubs. Overall, fabulous school ethos. (Y4)
- All staff friendly and professional. Very clean and tidy (Y5)
- I think the staff have done an excellent job especially during the pandemic. (Y5)
- Teachers are supportive and friendly and care for the children. There are a variety of things for the children to do. E.g. activities and opportunities. Before and after school is affordable. Learning is interesting for the children. Parents are kept well informed. (PS and Y1)
- I think as a school you have all done a fantastic job – not only schooling but keeping the children and staff safe (Y3)

Caring and Well-Being/sense of community:

- I feel that the school cares for the well-being of the students as well as the educational milestones the children must meet. There is a sense of community and an understanding of the challenges parents have met outside of school life over the past 13 months (PS)
- Everything the school offers is amazing and the children's best interests are always put first (Y1)
- The school has a strong work ethic, pushing the children to reach their potential. Whenever I am in the school yard I can see how happy the children are and that they seem to get on which each other well. I am unaware of any conflicts between the children. So the school clearly fosters a friendly attitude between children. The school has been excellent in supporting us during the lockdowns we have had. The communication from Miss Hemmings in particular has, as always, been first class. (Y2)
- The children are so happy. They learn so much and seem engaged in their learning as they talk about everything they do. Good relationships between the school and families. Well organised. Children's need put first (PS and Y1)
- Community – the school is a very caring one with a great sense of community.
Communication – schools had been excellent at keeping us informed during this unpredictable time
- Pro-active – Tanfield had been ahead of the game in remote learning and in making school covid safe. (Y5)
- Over the past year I think the school's strengths have been the fact you have all so obviously put in the extra effort needed to support the children during the most difficult of times (Y4)
- The school are great at promoting the student's personal, social and emotional skills. My son is really happy in school and has a great relationship with the staff, in particular Miss Forsyth, Mrs Hole and Mrs Batty (Y4)
- During the pandemic you have been great. From phoning my son every week to see how he was to helping with food parcels and vouchers. The school really cares for its pupils. You give these out a lot – here's one for you 😊 (Y2)
- Have supported our 'extra' needs without issues and helped put things in place with ease (Y2)
- A very friendly, caring ethos which has the children at the heart of everything they do. Always looking for ways to improve – will happily listen to parents and take their ideas/suggestions on board. The Head teacher is very approachable and always makes time for parents and children. The 'extras' such as performances and the involvement of the local church. Lots of different activities from a range of subjects. OPAL – can't wait for the children to access this again. (Y4)
- I know both of my children are supported within school. Both of my children enjoy coming to school despite my daughter experiencing some anxiety and not wanting to leave me. She knew support was there for her in school, which made it easier for her going in on a morning. (Y4 and Y6)
- Encouraging the children to feel comfortable in unusual circumstances/surroundings. Helping them to enjoy learning in a fun way. I particular found the session for parents useful when shown how teachers teach the children phonics. (Rec)

Curriculum:

- Sport for every child (Y1 and Y5)
- I personally think the school is a fantastic school, it is the best school I have seen, this is due to the many things like the checklist 'by the time you leave this school you will be able to' and all the different opportunities there are for the children (Y5)
- Good amount of homework set each week. Great selection of reading books. Dealing with Covid extremely well. Keeping everyone safe. Great variety of subjects. (Y5)
- The school is well organised with lots of interactive activities to engage children e.g. Y5 heart dissection. Pre-School and Reception – giving the children the change to be independent and make their own choices where they play etc. between structured learning. When possible, trips to go alongside learning are always to places that children enjoy and get to be interactive, making it more appealing to them. (Rec and Y5)
- As always my children are incredibly happy to come to school and enjoy their experiences. Residential visits are still being planned for which is great. School are great at providing additional opportunities and events are communicated in advance. (Y2 and Y5)
- Bringing a child's learning on (Rec, Y1 and Y3)
- Learning focused. Interesting subjects – dinosaurs/life cycle of a frog. Ensuring covid safe. Outdoor play. Extended school day. Variety at lunchtimes. (Rec)

	<ul style="list-style-type: none"> • My son still hasn't had a full year in school as yet with lockdowns etc. but we were very impressed with the work and feedback through these lockdowns (Rec) • Great opportunities for the children to develop new skills and learning e.g. our daughter is really enjoying staying for an extra hour for Spanish on a Monday. The system of rewards and prizes is great for giving the children a sense of achievement and motivation to continuously improve. (Y2) • Children have had nearly a year away from school. Two months back now and would be beneficial to see how my children are getting on as then I can help them in the areas they are behind. Communication via the teacher and parent is non-existent and no parents evening scheduled. (Rec and Y3) It's evident from most parents that communication has been a strength. However some have been keen to find out more about the progress their child has made. We have not wanted to report on this until the children have had a reasonable length of time back in school. End of year reports will be sent to everyone but we have added a Parent Meeting date for those who want to discuss progress prior to this. • eSchools has been a useful resource – especially during the period of closure. And a good way of submitting homework. I found that both children needed total and full attention from me to complete the home learning daily as could often be quite difficult for them to understand and fully complete a task independently. I feel more live Teams sessions would have been beneficial (to support tasks/understanding – Y3 work especially). Always received great feedback from teachers. Very challenging working and home learning. Very much appreciate the difficulties from the school end of things too! (Y1 and Y3) • In lockdown the home work needed to be completed by the children was a lot. Parents felt that not only had they more work to do but also some had to support their children – to keep up with the learning. (Y3) We recognise it was a challenging time for everyone and thank you for all you did manage to do to support your child.
19.	<p>What opportunities is your child offered that you really value which support their wider personal development?</p> <ul style="list-style-type: none"> • Mrs Marley rang my son every week to check with him which really helped him with his motivation (Y3) • More online, short classes (30 minutes perhaps) (PS) • Music classes (PS) • I believe everything on offer supports my child's development (Y1) • After school football training is very much enjoyed, and the same would apply to any other after school sport which could be offered. (Rec and Y5) • Any extra opportunities for trips away would also be appreciated (Rec and Y5) • One to one reading and ensuring that reading comments are gained through the week. It's helping them both to be responsible for their own work. Both enjoy spending a lot of time outside and OPAL. Both seem to be pushed to progress in reading and maths. (Rec and Y4) • My son enjoys being part of the school council and taking part in the weekly meetings. I think it had been good for him to mix with other children outside of his class and learn to work with others. He also enjoyed the Talent Show (Y1 and Y3) • Due to the recent lockdown, the external trips and visits have been cancelled but this has not impacted on the learner as they have been delivered using the digital technologies which both my children have loved i.e. Beamish Museum/observing the space launch (PS and Y1) • Routines. Establishing relationships with peers and staff (PS and Y1) • A wide range of online resources, which has been really helpful to use at home (Y1 and Y3) • Outside of school hours activities like choir and Spanish Club (PS, Y1 and Y3) • Use of Computer Suite, ukulele lessons and French language learning opportunities – my daughter really enjoys these lessons. (Y1 and Y3) • The school have welcomed my daughter in every way. She has settled down and transferred very easily. I thank very member of staff. She hasn't been at school too long and very recently started full time (Y5) • Accelerated Reader (Y4 and Y6) • Guitar teaching (Y4) • The focus on outdoor play continues and both children benefit from this. Opportunities to have trips away from home such as Grinton, Howtown and Germany have had an impact on our eldest daughter and we hope that in the future our other children will too. (Y2 and Y5)

- I think eSchools, Mathletics, Rockstars, Fiction Express and Readwriter have been an excellent way for my child. Also spellings. We did 10 different spellings every day through lockdown and I am amazed how far he has come. (Y5)
- I love the art and recently the sheep's heart lesson. My daughter has always expressed excitement with some of the more creative lessons. (Y5)
- After school support on a Wednesday is good support (Y3)
- Reading at home my child enjoys, which helps him (Y2)
- For my son the outdoor facilities benefit him as he is an outdoor active child! This probably helps him do better in the classroom. (Y2)
- The opportunities offered to my children that I value range from outdoor learning, where my children are offered the time to explore nature and given time to learn outside the classroom. I also value the extra time given on a Wednesday, providing extra learning for my children due to missed school time, because of the lockdown. (PS and Y2)
- I appreciate the additional online resources that are available and also the wide range of reading books, particularly for the junior aged children. Having some after school clubs available is also great (Y1, Y3 and Y6)
- Spanish lessons. Residential in later years. Outdoor plan and learning opportunities. (Y3)
- How to get on with other children. Learning new things. Helping her to put sentences together (PS)
- My son was on the school council in Y3 and his confidence grew even more! This year he is on the anti-bullying team. Due to circumstances he is a bit upset that they have not been able to do things as they normally would. (Y4)
- Spanish lessons, Sports Clubs, Trip to Grinton, Authors/Artists coming into school to speak to children (PS and Y4)
- Music lessons. Guitar lessons. Football training. Outdoor play facilities. Continuing with school performances. (Y5)
- Trips to the pond and outdoor activities learning about wildlife/insects etc. Learning about dinosaurs/animals (Rec)
- Additional tuition and lessons e.g. Spanish (Y2)
- The football team (Y3)
- My son is offered plenty of opportunities at school to take part in after school clubs and to play musical instruments (Y4)
- More structured learning (Y6)
- Residential visits (Y4 and Y6)
- Children are known well by teachers and are encouraged and nurtured. We are delighted by the return of after school clubs (football!) and the prospect of extra-curricular visits (fingers crossed for Howtown) (Y5)
- Access to online learning such as Bug Club and Mathletics. (PS and Y1)
- The performances, especially the Gala Theatre in Y3. I really enjoy hearing my child telling me all about 'The Dip' and what you have to do to get out of it, I think it is such an appropriate and effective approach to support their personal development. (Y4)
- Outside learning. Snack time also encourages him to try foods he wouldn't entertain at home (PS)
- 1:1 reading (Rec)
- Again, haven't had much time in school since starting Reception so now aware of any as yet. (Rec)
- Learning a new language. My son is so excited to have the opportunity to learn Spanish (Y2)
- Speech and Language (Y2)
- Spanish after school. Lexia outside of class (Y2)
- Spanish Club, more sports would be good for younger years (PS and Y2)
- Introduction of Lingotots is something new for Y2 but is a great way to spark kids interest in language at an early age (Y2)
- Everyone works hard to support the children. High standards (Y1 and Y2)
- Regular updates, reports on development (Y2)
- The variety of after school clubs and extra activities that are usually available (Y4)
- The opportunity to represent the school in sporting events and the range of after school clubs which were ran pre-covid. These helped with my son's confidence, social skills and gross motor skills (Y4)
- To learn Relationship Education especially if sometimes you don't understand properly (Y5)
- My child has volunteered to do solo reading and I can see how her confidence has improved (Y5)

- I value OPAL a lot. I feel it is important for children to get the chance to be active, get dirty and have fun! (Rec and Y5)
- Football training. Residential visit, performances (Christmas etc.) Music from the Music Service, CnS Sports Days. (Y2 and Y5)
- My child had his first opportunity to go to a different country on a plane which I was more nervous of than him. This boosted his confidence in flying .(Y6)
- Music tuition, Grinton visit or other educational/social visits. Sports with other schools. Swimming lessons (when able). Anti-Bullying Champions/meeting with another school (Y4)
- My child has problems with friends and falling out quite a bit and I feel the school is supporting her as best they can (Y4)
- After School Club – Coding really enjoying it! (Y6)

20. What do you think the school could do to improve?

- More communication between teachers and parents, I would like to help bring my children to where they need to be educationally (Rec and Y3)
We are assuming this means communication about the children's progress. We have added a Parent Meeting to give parents who wish to discuss this directly the opportunity to do so. We have not done anything sooner as we wanted to get children back to a routine and time to learn before reporting on progress.
- More structured sport education. My son is only in PS but I think sports such as athletics or even just learning how to throw and catch would be of benefit. (PS)
The children will take part in a variety of physical activities whilst in Pre-School. These might not be traditional athletics activities but will be the building blocks for them.
- More after school clubs – once allowed (Y1 and Y5)
We hope to get these going again as soon as we can safely mix bubbles.
- We feel there is quite a lot of homework for children of their age. We both work long hours, the children are a school all week (then dancing, cheerleading, football, swimming on an evening) so we don't want to have to cut short days out/ family time to get all the homework done. Sorry! (Rec and Y2)
The children are expected to read at least 3 times a week (ideally every day but not necessarily), learn their spellings and then do a short piece of home learning. We do not feel this is excessive but appreciate they have other activities outside of school. The reading will take about 20 minutes each time and the home learning should take about 30 minutes for children of Reception and Y2 age.
- Due to the class teacher's other commitments, some lessons are regularly taught by alternative staff. Our child is commenting regularly and frequently that they are not enjoying these lessons and we fear this is putting them off the subjects affected (Rec and Y5)
Children do have different adults for different subjects but all lessons will be planned by the teacher. They may naturally prefer one teaching style to another and would probably prefer to have their own teacher all the time. Unfortunately this is not always possible but it does make children less reliant on one adult and supports the transition to secondary education for those who are higher up the school.
- Nothing at the minute – maybe look into more child friendly online learning (Y2 and Y4)
When researching online learning we looked at a variety of different platforms. We feel that eSchools is child friendly and accessible to all.
- More organisation on the Upper School Yard when waiting for Upper School to come out. It's hard to keep away from other bubbles as younger siblings are waiting for older siblings to come out of school and are all running around together. A lot of parents aren't keeping their children standing next to them. Same happens outside the gates where parents are sitting on the wall waiting for children to come out of school, stood talking blocking the path, meaning people are having to walk on the kerb/road to pass them. I know school have sent out a few emails reminding people but I think these are being ignored. (Rec and Y4)
Parents and children are regularly reminded about this. We do appreciate that once the children come out of school they are wanting to run around but we hope that parents recognise that we need to continue to keep children separate at the end of the day and avoid them touching equipment they do not usually access.
- Nothing. I think the way the school had been handled over the last year is incredible (PS)

- Communication and consistency from teachers could be improved. This is down to a phone call I received from one member of staff to say staff were asked to make contact with key worker children with an update to how the children were doing during their time in school. However, I had no phone call regarding my other child. (Y1 and Y3)
Teachers were contacting Key Worker parents so I am sorry if you missed this call. If you ever feel that you have been missed, please don't hesitate to call us as we will be able to resolve that.
- In my experience with the school I don't think any areas need improving (PS)
- More opportunities to talk to the teachers/school. One of my children has a support plan which hasn't been discussed with me since Autumn Parents' Evening. Although I have had interactions over eSchools with the teacher (PS and Y1)
Support Plans were updated in the spring term and shared but due to the time out of school, there was not much to update. In addition to this we were not having outside agencies working in school during this time. You will receive an updated Support Plan in the next few weeks. If you wish to discuss this with the teacher, please just get in touch.
- Feedback – I did receive a call reporting on my Y3 child's well-being – however I didn't get a call for my Y1. It would have been good to hear how they were doing academically. I know my Y3 child struggles in areas which I have become aware of during lockdown and home learning (Y1 and Y3)
Teachers were contacting parents so I am sorry if you missed this call. If you ever feel that you have been missed, please don't hesitate to call us as we will be able to resolve that.
- Increase Teams sessions if ever close again (hopefully not!) Answered earlier in this questionnaire.
Feedback on any areas we can work on at home (I could see some areas of struggle during home school that I am aware of) and we worked on at home for example Y3 Maths + just little things we could work on to build up confidence and understanding if required. (Y1 and Y3). The Home Learning is planned to tackle any areas that need consolidating.
- Key worker children should have priority over children whose parents don't work during lockdowns (Y4 and Y6) Key worker children were prioritised but schools were encouraged to invite other children into school and if key worker's situations changed places may not then have been available.
- Being fair on who gets picked to play football on the team or multi-sports. It always seems to be the same ones who get picked all the time and my child feels he's not good enough and gets upset. (Y5)
Any child can access the training offered. This year all children have taken part in the in school competitions. For the competitive football we do field the strongest team, whilst also rewarding those who regularly attend training. There has been no external football in Y5 but hopefully your child will get the opportunity in Y6.
- Gatherings right at the gate. I know people like to talk but not at the wall, literally at the gate. My child struggles with lunch – isn't eating. My friend's school does a menu, which is good. (Y2)
We do try to discourage adults loitering at the gate. The menu can be found on our website and children are now choosing their lunch every morning so they are guaranteed their first choice. You could look at the menu with your child and discuss what they would prefer before they make their choice in school.
- I appreciate the children are in bubbles, which makes it difficult, but I feel it has stopped some progression with my children. Some have come home having repeated some phonics, maths stuff and finding homework too easy etc. I know it's hard splitting them up into groups but feel their homework should be at their level and not all the same.
Home Learning is differentiated where appropriate. It is generally used to consolidate their learning. Some work may be research based and therefore children do this at their own level.
I also understand the need to stagger start and end times but the school day is now at least 20 minutes shorter. Would be good to know if there are plans to change this. It makes working from home and doing pick up and drop offs difficult.
It is hoped we can resume a more normal set up in September. This arrangement has been necessary for this year.
Perhaps more communication about children's progress., especially after missing so much school time. (Y1, Y3 and Y6)
We have added a Parent Meeting option this term following feedback.
- How you handle bullying – you have a good policy but you don't act on it (Y3 and Y6)
Any concerns with regard to behaviour are dealt with swiftly. Bullying is defined as persistent, targeted negative behaviour towards someone. It is not an individual incident. We believe we do act on our policy.

- Supporting individual children to cope and manage emotions which they find difficult and can lead to crisis and challenging behaviours which impacts on the well-being of other children and acceptance of individual children. Possible links with other specialist settings for advice and support – referral to OT and EP.
We have strong links with specialist settings and draw on those regularly for advice and support. This is in addition to the support we have from our own experienced staff.
- Both my sons have attended this school and love it. I have no concerns at all about how it could improve! (Y4)
- Continue to use eSchools and Teams (Y5)
- Provide stronger encouragement for the children to drink during the day – our daughter returns home with a full water bottle (Y2)
Children are encouraged to drink regularly and have access to their own water bottles but it's difficult to monitor this.
- I think more rewards for positive behaviour and good work like other schools have head teacher awards and send messages to parents about how well their children are doing (Rec and Y3)
We have a clear reward system in place. The Success Card system celebrates the children's achievements. Please check our twitter feed where we also celebrate the children's learning. The twitter pictures are shared with the whole school every week, celebrating all the children have done.
- My child has only attended school for a short time but I already see a difference in his attitude to learning. Excellent support from the school (Y6)
- Have a system where I can see what my child has done in school and any rewards – team points. As I only know if they tell me about them. Maybe something online? (Y4 and Y6)
We have a clear reward system in place. The Success Card system celebrates the children's achievements. Please check our twitter feed where we also celebrate the children's learning. The twitter pictures are shared with the whole school every week, celebrating all the children have done.
- After returning from lockdown my child has expressed some frustration about repeating some of the work done at home. It is perhaps a matter of his perception, rather than actually repeating, of course. (Y5)
The children will have done a combination of new work and consolidating previous learning. It's good practice to review learning to ensure it goes into the long term memory.
- Happy with all that is being done – no suggestions for improvements (PS and Y1)
- The only suggestion I would like to make is for each class to have a personalised newsletter. This could maybe provide an opportunity to let parents know what their children will be learning/talking about each half term. This could initiate discuss at home. (Y4)
Our curriculum is well documented on the website. Please have a look at it and if you need any further information/clarification, please let us know.
- Inform parents of all issues with child good behaviour via planner is fine as waiting until parents' evening is too long. (PS and Y1)
We acknowledge good behaviour through verbal praise, weekly Privilege Time points, half termly hot chocolate treats (Y1 upwards) etc. If behaviour is a concern then we work with the children on this first and if it continues to be a concern we'd then contact parents. The termly charts are a summary.
- I am completely satisfied with everything provided (PS)
- More extended days. More trips out (obviously this is difficult with Covid) (Rec)
We could only extend the day if funding was given for this and it is agreed by all.
- Nothing we've noticed as yet as our son hasn't had a full year in Reception or Pre-School last year (Rec)
- Continue with the excellent communication skills and on going support (Y2)
- Free sports classes after school once you can i.e. football, cricket, tennis (Y2)
The free classes are generally run by staff. Currently Y5 and Y6 have been offered football session this term, Y6 have been accessing a lego session and the School Council have had their meetings. Normally free sessions include football, choir, lego and any other club staff are willing to lead.
- Possibly training or information on children with autism ADHD and awareness of difficulties and other needs. (Y2)
The areas of autism and ADHD are wide and far reaching. We'd encourage anyone wanting to know any more to speak to the teacher first and then our SENDCo. We would be able to support as well as signpost to further information.
- Continued use of virtual lesson plans so that parents can better support children with their learning not just during periods of isolation but to assist with challenging areas that kids may be struggling with (Y2)

The curriculum we are covering is on the website. We would not be able to share weekly plans with parents. However, if you use the Home Learning as a guide, this will support you in supporting your child.

- After school activities to build confidence and self-esteem. Reduce the pressure to complete so much work outside of school. Stop punishing children if parents have not written reading in organiser – sometimes I forget too. (Y1 and Y2)

As stated previously, we do not feel that the Home Learning we ask children to complete is excessive. With regard to After School activities we hope to resume a wider programme once bubbles can mix. Regarding reading comments – reading is so important and it's crucial we encourage children to read as much as possible. We appreciate parents can sometimes forget to complete the reading comments in the organiser and we do take this into consideration but children understand the system and know what is expected and so we encourage them to take responsibility, which has to be a good thing.

- If isolation period has to happen, maybe some pre-recorded lessons for children (Y2)
We will endeavour to offer this if necessary.
- After school clubs when allowed would be great. However my eldest needs finger therapy lego play dough for his motor skills and fine motor skills. Also some sort of balancing (gymnastics) as he walks on his toes – an after school gym activity would be most welcomed for him by me. (Y1 and Y2)
We do offer movement groups across all school for children who are identified as requiring this extra support. If your child is accessing this it will be referenced on their support plan. If this is not the case and you have concerns, please let us know.
- Start providing after school clubs until 4 p.m. again e.g. dodgeball. The communication between school and parents of SEN students. I know my child gets extra support which he enjoys but I don't know much about it. (Y4)

Once bubbles can mix we should be able to resume providing after school clubs but for now, it is more important to ensure the safety of all and keep the core business running.

With regard to SEN students, support plans are updated every term and these are shared with parents either during Parent Meetings. This term (summer) we have offered a video call for parents with children on a Support Plan.

- A better understanding of children with additional needs and cater for them slightly more. Especially when it comes to home learning and lunchtimes (Y5)

We feel we have a very good understanding of children's additional needs and cater for them across the school. Where adaptations are made, the child might not be aware of this as we don't want them to feel different, but allowances and additional support is given.

- Teachers to be more available in person (if possible) to discuss any concerns etc. (Rec and Y5)
This has been more difficult this year although we feel that teachers (PS to Y4) have been more accessible due to the way children leave at the end of the day. This has not been the case with Y5 and Y6 teachers due to the way the children come to school. If you ever want to discuss anything then we encourage parents to ring up and we will get back to you.
- I think the school has done really well during the time my two children have attended and I cannot think of anything that needs improved (Y6)
- School meals – choices not always available (despite pre-order). Not enough food provided – my child is often too hungry, so have decided to switch to packed lunch which I have put off for as long as I could. Lunchtime supervision I feel is a little too lacking. Often my child is bruised or injured during breaks or talks about children throwing stones/chasing other children with items and whacking them. Mr Mansfield is supporting me with my concerns over this. (Y4)

We would be surprised if food choices are not available with the current Lunch Hound system. This has made a huge difference. Children order first thing and, unless there is a glitch in the system (and occasionally this can happen) they get their choice. If a child arrives at school later in the morning they may not get the full range of choices as cooking has already started. The portion sizes are dictated by the government so we have little flexibility with this. We always encourage upper school children to bring a snack in for morning break.

With regard to lunchtime supervision – we have an appropriate number of staff on duty over lunchtime. However, they can't see all things all the time. Children may be bruised through the activity they are doing and there are times when children will behave inappropriately. This is always resolved. Mr Mansfield is very pro-active in this area and is pro-active with the children.

- I feel the P.E. could do with a change and introduce actual sports earlier. I feel it is not extending the children enough. Especially children who are not as engaged in the classroom – sport keeps them interested in school. (Y4)
We also see the value of sport. Children have access to a wide range of sports in school. It's important they learn the skills before applying them to 'actual' sports. Having said that, from Y1 children are learning to play a variety of sports including hockey, football etc. They also get chance to apply these skills in the multi-sports events. Competitive football begins at Y4 in normal years.
- Fantastic! Sometimes better explanations with homework i.e. if not covered much in class and needed for both children and parents. Mindful of the amount of homework given sometimes and none for completion over holidays. (Y2 and Y6)
For remote learning the work given was often new material and so we did appreciate this would be more of a challenge. Generally for normal home learning the tasks given consolidate the work done in school so this would not be such an issue. With regard to homework over holidays, we do not set any but encourage children to log on to the various websites we regularly use and of course, always encouraging reading.

21. Additional comments – If you want to explain any of your answers or if there is anything else you would like us to know about, please tell us here.

Lockdown related concerns:

- If another lockdown ever happens the school has to do on-line lessons. Most schools in the area provided this especially in the latest lockdown. The weekly Teams 'Catch Up' demonstrated it COULD be done (Rec and Y3)
- We would have liked online video lessons with the teacher during home learning (Y5)

It is not necessarily possible in lockdown as teachers are managing a combination but could be possible to do shorter sessions to start the work if we end up in another lockdown situation.

For any live teaching session we need to have 2 staff involved – this was not often possible due to staff having children in school too.

However, if a bubble was to have to isolate we should be able to manage this through more Teams sessions as well as tasks assigned via eSchools

If we were to do live sessions for Bubble closure it would not remove the need for children to still require some support from an adult - both during the live session and then as the child then completes the task. The plan would be to teach the concept and then assign the task, as we have done previously, via eSchools and the child completes this and then uploads for feedback.

We would record live sessions so that these could be accessed at a different time.

School Day Timings

- School drop off and pick up – I am now in the school yard for 10-15 minutes waiting around for Y1 to go in. They have their own door. Is there any reason the children could not enter the classroom earlier? Will this remain like this when we revert back? I may have to use Breakfast Club going forward as I'm delayed getting into work. Y1's homework is one size fits all – I feel she needs to be challenged more (Y1 and Y3)
Unfortunately the Y1 children cannot go in earlier as we are keeping the Y1 and Y2 bubbles separate. Both year groups need to access the sinks – some in the cloakroom area and some in the intervention room so although it seems as though they could go in, we need to keep them separate for this reason. We are hoping to change to a different system in September.
Re Home Learning, response to this has been given earlier in the questionnaire.

Behaviour related:

- We don't know what the answer/solution to this, but a concern this week has been a parent of another child asking us if our son is ok after being hit at school. Our son hadn't mentioned it and didn't want to talk about it be obviously it concerned us. Probably nothing and wouldn't want teacher to speak to us every time something like this occurred but felt it needed mentioning. (Rec and Y2)
If something happens in school that we think you need to know about we would always contact parents – either through the teacher catching you at the end of the day or via a phone call or email. Sometimes children can come home with stories that are not accurate.

- Some of the parents don't stick to social distancing measures outside of school at pick up time. I tend to see many parents talking to each other without masks, standing closer than the recommended 2m apart. They may also stand in the middle of the path way so anyone who wants to get past has to walk past them closely (Y5)

This is something we are aware of and will continue to encourage parents to act in a safe way.

- If progress data is important to measure how well children are achieving – can how you report to parents be more focused and meaningful. Attitudes information is subjective. Progress over time is not possible and it is therefore an additional workload expectation on busy teachers with no impact on pupil outcomes. (Y3)

We added the Attitudes to Learning form following feedback from parents in a previous questionnaire. Parents were wanting more regular feedback and so we saw this as a good way to feedback on a termly basis. It is subjective but gives the opportunity for the teacher to share how they feel their child is operating in the class on a daily basis. If your child is meeting expectations, that's exactly what you want. It can impact on pupil outcomes as, when shared with the child and discussed, it has changed some children's attitude and behaviour and does not take long for teachers to complete.

Reading Comments

- Child in Y1 being told her can't have break time for reading @ home not recorded. However often we read but no time to write down. (PS and Y1)

As stated previously regarding reading comments – reading is so important and it's important we encourage children to read as much as possible. We appreciate parents can sometimes forget to complete the reading comments in the organiser and we do take this into consideration but children understand the system and know what is expected and so we encourage them to take responsibility, which has to be a good thing.

After School Club

- More after school clubs, sports for pre-school, reception and Y1 and 2 (PS and Y2)

Once bubbles can mix we should be able to resume providing after school clubs but for now, it is more important to ensure the safety of all and keep the core business running.

However we do not offer after school clubs for pre-school, only after school care is available for that age.

Catch Up

- I feel that the extra hour on a Wednesday is unnecessary when I have my child in Y3 finishing so early the rest of the week. 2.45 seems very early to be finishing his day and if he was at school until 3.15/3.30 then an extra hour wouldn't be needed. It also means that it has a knock on effect for their after school activities as it makes them late. We altered the school day this year due to Covid. We hope to change this in September. The additional hour has been very beneficial for teaching purposes. My other comment would just be related to the provision in Y1. It has saddened me that my Y1 child had her time cut short in Reception but it seems very unfair that she returned to school in September in such a formal fashion. Seeing such small children sitting in rows at desks feels like they have missed out on all of the play based learning opportunities they should have had and an extra hour of this style of learning every week only adds to my feelings around this. We can fully appreciate this. Our Y1 classrooms are not set up like Early Years and, in September, transmission of the virus was still an unknown and although we had the Early Years children interacting in their normal way we felt we did not want to risk this with the other year groups, even Y1. With regard to the extra hour, we felt that they were having this social time at play times and really felt the need to catch up on the academic learning they had missed. But I love the school, the staff and the way in which you have dealt with this whole situation. I have at no point felt worried about the safety of my children or had concerns about their learning. I know that all of the staff work hard to get to know the children as individuals and help them to be the best that they can be. Whenever I have had a problem it has been dealt with and I feel I can approach staff if ever I need to. So thank you! (Y1 and Y3)
 - Catch Up hour – both of my children are too tired with the extra hour – they usually cry coming out of school. Pre-School child usually falls asleep. 10 minutes daily would be more beneficial. (PS and Y1)
- We appreciate that all children are different and clearly yours are finding this difficult. We needed to put the plan in for everyone, otherwise it would not have worked and, for the vast majority of children it has.

Home Learning

- I feel Y2 get too much home learning. Between work and the children's after school activities it's a bit of pressure. I feel my children benefit from their after school activities more and it supports them emotionally. We lose a lot of weekend fun completing home learning (Y1 and Y2)
The children are expected to read at least 3 times a week (ideally every day but not necessarily), learn their spellings and then do a short piece of home learning. We do not feel this is excessive but appreciate they have other activities outside of school. The reading will take about 20 minutes each time and the home learning should take about 30 minutes for children in Y1 and Y2.

Sport

- Same reason I filled in and explained last year. His sister never got picked for anything either which I think is really unfair. (Y5)
This year all children have taken part in the in school competitions. For the competitive football we do field the strongest team from those who attend the training, whilst also rewarding those who regularly attend training. There has been no external football in Y5 but hopefully your child will get the opportunity in Y6.

Lunches

- My child's lunch or school dinners to be catered to her needs (Y5)
There are guidelines as to what can be provided by Taylor Shaw (our caterers) and what packed lunches should adhere to. We have to follow this to ensure everyone has a healthy lunch.
If a special diet is required for medical reasons, this will be catered for.

Positive additional comments:

- Given the circumstances, the school had adapted well and we are pleased with our son's progress. Any fears we feed back are addressed quickly, leaving us feel reassured. I do think there could have been more online classes for kids that stayed at home but appreciate the difficulty with so many kids still in attendance. (PS)
- Thank you – it's a lovely school and both children are happy and enjoy coming every day. We couldn't have worked throughout both lockdowns without the support of the school. (Rec and Y4)
- I absolutely love this school, the head teacher is lovely and always happy to help. I would like to say a big thank you to Mrs Dunham and Mrs Watson for being so welcoming to my daughter, she absolutely loves to come into pre-school. Also for acknowledging my daughter who is due to start Pre-School in September. She gets a little nervous around new people and it's so lovely that they say 'Good Morning' and say her name – she's now really excited to start. (PS)
- For all I think improvements could be made, it is a great school and my children are all very happy! Thank you for all the hard work of all the staff 😊
- I will always appreciate all the help my son received when we found out his grandad has dementia! It was a huge shock with him not being very old and you helped him understand and learn ways to treasure our moments with him. (Y4)
- As ever, we would like to extend our thanks to all the staff, who have been fantastic during this difficult time. (Y5)
- I really appreciate the support Mrs Dunham and Mr McIntosh provide for my children. They understand their needs and provide relevant materials to help them progress and praise them for their achievements. My children are happy to go to school because they feel welcome. My son has a great bond with Mrs Watson. (PS and Y1)
- You have a lovely school which my child loves attending! (Y4)
- I am so pleased with all the school and staff do for my son. He loves being in Pre-School and he comes home and surprises me with all he has learned every day. Thank you. (PS)
- Personally think the school has been great during the pandemic. Always kept me informed and always there to help as and when needed (Y2)
- Would just like to thank staff for doing an amazing job and adapting/helping keep children safe while providing the same standard of teaching (Rec and Y5)
- We are incredibly pleased with the education our children receive, the additional opportunities they are offered but most importantly their feeling of being part of a caring community. (Y2 and Y5)

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| | <ul style="list-style-type: none">• Great that we continued with Christmas Nativity and performances and shared on YouTube. Grandparents really appreciated that they could watch this as usually limited to 2 tickets per home so miss out! (Y2 and Y6) |
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