



# St James

Catholic Primary School, Brighton

## St James Remote Learning 2.0 Parent Feedback (Responses) 2020

### Question 1. What positive developments have you seen in your child throughout this Remote Learning time?

- The freedom to work independently. To read and understand a structured timetable. Responsibility to ensure timelines are met and work is correctly uploaded.
- More confident & accepting of remote learning.
- Improved reading and spelling. Increased computer competency.
- X has become very mature, responsible, independent and thoughtful during this time. X is very capable with navigating the online google classroom platform and very willing to help her fellow classmates, and teachers for that matter, with technical difficulties they may face. X has been writing letters and dropping them on her friends doorstep as a way of staying in touch."
- X is working on her time management skills and how to prioritise her work.
- They become more self discipline and manage to finish their task on time
- Independence, determination and resilience. Improvement in technology skills
- X has been keen to complete the work and do his best, in a timely manner. He likes the challenge of getting everything done by lunch time! X is far more confident with doing work independently and using the computer and related applications.
- Not a change as much as an amplification; X speaks with genuine warmth and admiration about his teachers and school .
- ability to work independently
- X is a resilient child and she has demonstrated her independence and discipline during Term 2 and Term 3.
- X has continued to learn to read and write and we're very impressed with how much he has learnt this year, despite the circumstances.
- X and X have been keen to be independent with their learning and showed they care about what they turn in.
- Accepting it without issues
- X has plenty of time to concentrate on her baking and expand her skills in this area.
- The silver lining from the pandemic is the acceleration of independent learning skills such as problem solving, experimentation, patience, resilience. At times, when we are both working and immersed in what we are going, the girls have had to problem solve without guidance and they both have become increasingly prepared to do so and able. This has been empowering for them and is a life skill that would have otherwise been a slow burn.
- Through remote learning, my child is learning to work more independently and be self disciplined with doing set tasks. The benefit here is that this is similar to completing homework, which will be a valuable skill in the coming years. In terms of development from an educational perspective, I have not seen any.
- Has made different friends outside of St James

- X has grown significantly in his writing and reading. Particularly with the one on one support from myself and my husband, as well as the incredible feedback that he gets from his teacher daily. Teacher X has been so dedicated to providing our children with engaging learning opportunities and we are so grateful. Through his work with LSO X focussing on his PLP, we have also seen significant growth with his personal goals.
- X's confidence with technology has grown out of sight. Whilst technology can be a problem with overuse, we have seen her skills and knowledge of navigating the world of technology evolve and flourish. Her reading has also developed significantly, as she reflects on the feedback given to her by Teacher X.
- I'd like to personally thank both Teacher A and Teacher B for the dedication and positivity they have shown our children. Their quality feedback through SeeSaw, I believe has been outstanding.
- More confidence in using the seesaw platform and working independently.
- I am able to integrate her learning into everyday life more and so it becomes more incidental, because I know the details of the curriculum on a day to day basis. This seems to help the learning embed more.
- Both girls have been very self-motivated and independent. X in particular has surprised us.
- Continues to be persistent and a self starter.
- X's ability to read has come along in leaps and bounds.
- Enjoys the structure, and self paced learning.
- Independence and creativity
- The children have been able to work independently for longer sessions - they are more familiar with the new format of learning. They log on more readily without being prompted.
- I think my children have accepted the fact we need to follow a model of remote learning at the moment. They certainly aren't happy about it, but there is acceptance. Their independence has increased, although this waivers as their engagement and motivation drops. Their IT skills have improved exponentially and they have learnt how to conduct themselves online in a respectable way.
- Development of new terms and concepts as well as the refinement of writing and reading skills / capabilities.
- No bullying
- Independence has shone through.
- Learning to manage time.
- Greater use of imagination.
- Seeing classmate on zoom
- She seems very relaxed
- He adapts to learning at home, learns to separate his lesson time from playing time, becomes more independent in completing tasks, develops his computer skills to navigate the learning apps
- I'm amazed at the approach and commitment A and B have made throughout this unbelievably difficult and challenging year but particularly, in response to remote learning 2.0. I'm so proud of both of them for their positive attitudes and the way they've looked out for each other and helped each other with their school work and activities. As this was the second time they knew what to expect somewhat and certainly at the start were very keen to be at home for school!
- Becoming independent learners, IT skills

- Increase of responsibility, spontaneous interest in some areas
- She has been made to use and maintain technology better.  
X has realised how much she loves being at school.
- I think X has increased her ability to manage uncertainty, has improved her reading skills and is more confident about expressing her views and ideas .
- X has been more independent learning, gained skills on problem solving, and thinking more creative without her classroom peers.

## **Question 2. What positive changes have you seen in your child(ren) from the first to the second period of Remote Learning?**

- Not many positive changes from 1.0 to 2.0. Morale has been significantly lower and she is really starting to miss face to face interaction with her friends and teachers.
- One positive is the Friday specialist day! X really looks forward to this day, and it's a great way to end the week."
- Healthy assertiveness, learning independence & capacity to problem solve .
- More confident with activities and using computer and ipad.
- Settled in to remote learning a lot quicker than the first time.
- X has adapted better this second time around. X has been working completely independently, resolving school remote learning problems, and technical problems on her own. X is persistent, and does not give up.
- X seems happy and has adjusted well to working alone. X has thrived on the recent STEM incursion, where she was in her element, it was hard to pull her away from it. X has enjoyed time away from the screen where she has handwritten her research project on Sumatran Elephants which she happily dedicated many hours too. X especially enjoys long research projects to occupy her time.
- She is happier within herself as she feels that she is more protected from the bullying she was experiencing during term 4 and Term 1.
- They are more used to the home schooling routine
- Calmer approach and feeling of acceptance and happier.
- As above, X is more confident working independently and likes to take accountability for the tech himself.
- While he misses his friends, he seems more accepting of the current Covid-19 state and is just 'getting on with it'.
- ability to accept change and roll with it
- X accepts that she should try and make the most of a situation, regardless of how bad it is.
- We substantially changed our approach between lockdown v1 and v2, the second time we employed someone to assist. However, we discovered that they weren't necessarily assisting in learning so much as just providing childcare. Our workloads meant that the focus on learning was undercooked, in both periods.
- They have been more independent. The regular feedback is really encouraging and helpful to their learning. I love this.
- Status Quo really
- Her baking knowledge has excelled.
- They are more comfortable in their routine and proud of their work, as they are becoming more efficient and able with the technology.
- The second time around my child is attempting more of the set tasks.

- I think that the daily use of Google Meets in the morning, for years Prep and 2, has shown a greater connection with my children and school. I've loved the way the school has used Seesaw and the use of videos that we can work through at our own pace (particularly when working from home as well). However, the daily meets has lifted the wellbeing of the kids, their connection to each other and to their teacher. It's a lovely way to start the day and gives them a positive boost, to keep them on track and ensure the expectations are high. The 100 days of school was simply the best - X is just amazing!
- We look forward to participating in the new weekly challenges too!!! They are a great way to engage the whole community - and do something different. "
- Getting a routine, know what to expect from remote learning.
- This period has been even more challenging for us than the last, with the novelty wearing off. That said, the most positive element has been the introduction of daily google meets. Where X is reminded of her peer group and her teacher. It helps her 'start' school and provides focus for the day ahead, as well as give her important social interaction.
- To be honest, not many the second time around. X is struggling with it all now, she hates it. Like all of us, she's fed up with the isolation and not seeing any of her peers. I really don't feel like there are many positives coming out of this at the moment.
- X has gained more confidence and independence during the second period of remote learning. He is more accepting that work doesn't always need to be perfect and it's okay to make mistakes. He is more willing to have a go.
- Confidence in the platforms, activities and expectations. Also enjoy the shorter day!
- Self management of their daily routines
- The second period they have shown more focus and concentration in the mornings as they see the schedule finishes at 1.30pm; they can take extra time on things in the afternoon if they want to after lunch. They feel more in control of their time management. X in yr 1 is showing enthusiasm for the daily google chats; last time it was only weekly.
- They are more familiar with the format. I think they have responded well to the changes in school hours and the move of specialty classes to Friday. They really enjoy the small google meets with their teachers and friends. Honestly I am probably seeing equal downside though. They miss their teacher and friends and it is becoming more difficult to sustain. It feels quite relentless for them some days.
- Increased resilience and willingness to engage in educational activities. Enhanced cognitive capabilities and skill sets.
- no bullying
- Continuing independence but reduced engagement.
- Increased confidence navigating Google classroom.
- More self-sufficient when feeling bored
- More familiar with the required technology  
X enjoys the Google meets more than anything.
- More independent learning
- The key change from 1.0 - 2.0 for our children has been seen in their continued commitment to get their work/tasks done promptly and then the way they check their work and listen to the feedback from the teachers. They've really listened and engaged more with their teachers and vice versa this second time and I think the change in shorter school hours and morning zoom calls with their classmates has definitely reconnected them with the school.

- Settled into a routine
- Easy manage of the resources (seesaw, pm, etc)
- She has become more independent in her studies.
- X is able to manage her time which makes me hopeful for high school homework.
- Greater self efficacy
- The main one would be X's ability to manage the work and not need as much guidance with getting through each day. She was also just much more confident in herself with achieving her work.

### **Question 3. How have you supported your child's well being during Remote Learning?**

- More one on one learning time (particularly maths). We've been more relaxed around the timetable and reset our expectations, with more focus on well being. We've also introduced video calls with class friends to work through school work together.
- Being available to assist with questions / brainstorming & encouragement..
- Same bed time.
- Walk every day.
- Breaks during the day.
- Follow our own itinerary.
- "X and I, in our spare time, go on bike rides and many daily walks with X. We cook together. X has learnt to knit alongside me. X has made sculptures on the dining room table. X enjoys organising family zoom meets for us.
- I have spent many hours playing, dancing, and ""colouring in ""with her, and watching films together which she is enjoying. She enjoys listening to me teach my students at home. "
- "Making sure she takes regular breaks and balances her time between various subjects.
- Ensuring she exercises at least 1 per day.
- X has been keeping a diary to write her personal thoughts and experiences. "
- I watch the teachers video with my preppie and supervise her when she is going the task, for my year 2 he can do most of the task independently I just need to give him suggestions if he is unsure about how to do
- Quietly being there in the background and talking about everything especially about emotions.
- "We've been the 'at home support staff' :) So we help him with tech issues, answering any questions, discussing possible approaches, gathering materials and checking work before submitting. We listen to the teacher's feedback together and discuss the highlights / areas for focus.
- We try to find 'everyday' related learning opportunities now that we know what he's learning at school.
- If X is having a rough day / feeling a bit off - we help him adjust the day accordingly; so less focus the seesaw tasks and more on general wellbeing, be that through extra outdoor time, bike rides or simply a chat / reading a book."
- absolutely
- We talk to X regularly about her day and the work she has done.
- By assisting their learning where possible, without putting too much pressure on them, By also focusing on their mental health and trying to boost their days with what is

missing while they're not at school, like free play outside in nature, silly play and dedicated one on one time.

- We encourage them to accept what it is, feel grateful they can still learn and keep them in touch with their friends. We try to get outside and keep a routine as much as possible. We encourage them to email the teacher or their friends if they are unsure of things or having difficulties and to talk to us and see if we can help so they are dealing with issues and resolving them. If we notice they are not coping we try to address it quickly and then assess if things are improved. This way they can learn difficulties can be addressed and worked out.
- Kept up the communication channels and cutting her more slack
- Ensuring our pantry is stocked for baking.
- We have injected lots of breaks with sport, walks, fun activities to punctuate the day. This hasn't been much of an issue, as they are motivated and generally pretty adaptable.
- "We have supported our child during remote learning by;
  - encouraging her to complete her daily school tasks but not getting too stressed if she doesn't
  - sitting with her when needed to give direct guidance and asking questions about her learning
  - moving her learning space to a central location within the house so we can interact more while she's learning
  - removing her use of phone/ipad during school hours
  - encouraging her to go outside during break times
  - setting up walks in the park & Facetime chat with her friends
  - eating healthily
  - getting together as a family more and connecting through games of an evening"
- We have engaged a private educational provider to instruct visually in a one on one environment to ensure a level of learning is maintained and this has been very successful
- I've worked with them through each and every task, essentially being the guide on the side. Working from home and juggling a prep and year 2 has been exhausting, but we've all been in the same boat. We owe it to our children and to you at school, to work in partnership, and I feel that X and myself have done a great job of it. (most of the time ;-)).
- "Being positive about the situation.
- Lots of emotional support and positive praise.
- Reading books about emotions.
- Lots of cuddles.
- Fun family activities: bike riding, toasting marshmallows, movie nights."
- I try to get out for a walk everyday with her, have 'talk time' during that walk as well as at bedtime to ensure she can talk about how she's feeling.
- Family fitness, set screen times (break from screens 1.30-3.30).
- Try to remain positive, just reminding each other that one day this will come to an end point.
- My husband or I sit with X during his school day and support the completion of each task. If he finishes a task before the assigned time, we provide other learning opportunities.
- Tried to be there for any questions they have, but also realising when they need a break and not to push them to do the work if they are having an 'off' day

- Through the management of expectations, routine, regulatory vigorous exercise, setting goals, meditation and mindfulness
- "I've been available to them for all their questions along the way. Each morning we go through the schedule together and chat about the activities and I give pointers and encouragement for the items they show less motivation towards.
- I've ensured they get a balance between desk-time and movement outdoors. They have healthy meals and I remind them to be presentable and groomed before each session starts so that they can feel their best."
- Trying to have valued family time particularly on the weekend, creating things to look forward to, acknowledging this is not ideal - but we will be ok and speaking about how fortunate we are. We have listened to them, and accepted without judgement, that some days are better than others, and that is ok.
- Observation, questioning and supportive dialogue. Providing regular breaks and other engaging activities as well as contact with family and friends.
- Consistent and regular checks and assistance with learning. FaceTime with friends and family, Zoom ballet classes, Zoom Girl Guides, etc
- Being present, offering help when needed (not often), keeping her safe at home.
- "Supporting phone conversations with friends, physical activity & healthy snacking. Family yoga sessions.
- Reflecting on gratitude at the end of each day."
- Frequent outings, doing activities together (baking) and ensuring structure and routine to days and limiting use of devices.
- Top of mind and ongoing
- We have a special study area set up for her. We try and be there if she needs something. We get her to read to us.
- Spending time together reading, playing, going out for exercise
- Everyday we sit with them and show them we are here if they need our help but encourage them to do things on their own. It's important to us they learn resilience and strength as well as learn and complete the day to day tasks that are set. At the end of every day, we tell them we love them and are proud of what they did today. Personally, I've really enjoyed helping them with remote learning. My only upset is that I feel for X whose first year of school has been so out of sorts.
- Present when required
- Breaks, exercising after learning, good food, immediate support when he needs it
- She completes her work as much as she can and isn't pushed to do more. She is encouraged to join the optional meets and talk to her teachers and friends.
- I arranged counselling for her.
- X has required different levels of support on different days but probably less than isolation #1. This support would include educational and also emotional support plus keeping her active physically. She has done really well but maybe starting to lose some motivation.

#### **Question 4. What have you as a parent gained from this time?**

- Patience! Giving up control and letting X learn independently at her own pace.
- Observing X's personal , academic & emotional growth..
- I value teachers and school.

- Other than that I have not personally gained anything. This is a difficult time homeschooling plus looking after a 4yo and a 5 month old with nap times and feeding demands. I was supposed to be on maternity leave enjoying this precious time.
- I have gained time with my family. Precious time to talk together, and to listen to one another. I have had time to learn who my child is as she is forever evolving and growing, and becoming an incredibly independent, intelligent, kind, young lady.
- Additional time with her that we would not have had.
- Having lunch with her everyday which we check in and talk about our day.
- Insight into X's character whilst learning."
- I get to know more about what they are learning in school
- I have really enjoyed watching my children learn and how they solve problems. Also spending quality time and not rushing around.
- We've really enjoyed gaining an understanding of what X is doing at school and his strengths / areas for focus. We have never had this level of insight before and it has enabled us to connect in new ways as well as reinforce related learning in our everyday (such as discussing money maths / gardening / measurements in baking / emotional awareness).
- It's also been wonderful to get to know the teachers a bit more .
- Whilst a little challenging I have gained an understanding of his strengths and weaknesses and areas that he needs to work on.
- Nothing. It has been massively disruptive for our family.
- An appreciation of the expertise of teachers, and the diversity of content even at Prep!! We especially love Ms X's unique teaching of word structures. It has been a huge help to our son picking up words and reading! He's taught us a thing or two on occasion.
- A greater appreciation for the teachers and how much effort A and B put into their school day. It's been a great time to engage with them through the hard and good times. We are more understanding of the challenges they may face at school. It has also been good to see what they are learning.
- I think we are lucky we are able to learn from home during this pandemic and that this time around it is much harder mentally for everyone so I am very relaxed with them. I remind myself this is very unusual and that they need home learning to be a positive experience. I have gained the understanding that we are struggling more with the routine this time partly due to me working 10-3 (only been for the last two weeks) and X working from home is not able to supervise as closely. I have been more liberal with the devices to stay in touch with their mates. We will make sure they are not on the devices in the meets. They are therefore organizing their time between 10-3 themselves. I find A and B have usually completed their day by 3.30 however some days they may take longer. This maybe due to device use and also going out for a ride and meeting someone at a particular time so they stop what they are doing and complete the work later when they get home.
- X particularly chats often to her friends on the device. She needs the contact. X could probably have more contact but not forced. X was making a big effort before this started to play with different people. She can't do that so much now. I think she is content but might not realize that a little more interaction might be fun and positive."
- Less stress, more family time
- A few kilos due to X's baking.
- Lots of time to reflect with the girls and spend valuable time together that we will cherish.
- A bit on an insight to what my child is learning at school.



- More grey hair ;)"
- An appreciation of the old life we used to lead. To be honest, we've been hammered from all directions, and it's been a real lesson in prioritising wellbeing. We've been able to achieve things we never thought possible. Both as parents, and as a school community.
- I've also gained a few kgs and lots more grey hair - but haven't we all?
- More family time.
- Better multitasking skills.
- I feel much closer to her learning which I'm really enjoying. (although not doing that well at!)
- We have enjoyed the transparency about what they are learning, particularly X's work via seesaw. Individualised feedback on seesaw has been excellent. We have a clearer understanding now of what Jas enjoys and where she is struggling.
- One positive is realising that many of the extracurricular activities are perhaps not necessary.
- I have a much better understanding of the school curriculum as well as X's approach to schooling. It has been a real pleasure to see X's skills develop and his confidence to grow.
- Time with them!!! Enjoy seeing what they are learning and how they learn it!
- Greater awareness and appreciation of what good students they are. The opportunity to share dinner together every night and seeing my girls find new hobbies and rediscover old ones. No rushing around!
- I've gained a better understanding of my children's strengths and weaknesses. The obvious gain has been extra time together and that has been very special. I've learnt to follow their cues more as they have changing energy levels and interests.
- Time with the kids and better connection to the curriculum. Greater appreciation for the difficulties the teachers have in finding a suitable program to meet all children's needs.
- Better understanding of the curriculum and ability to provide educational support to our daughter. Additional time as a family unit.
- Mostly just additional stress. I was already highly involved with my child's homework and learning.
- Nothing except feeling good the kids are safe and well. I've gained more cooking and cleaning!
- Free time to slow down & appreciate family time together.
- More time with children and more wrinkles
- Understanding strengths and weaknesses
- I love her being around. She is a very positive, happy child.
- Being able to understand my children better, observing changes in their behavior, more bonding time as a family
- "I've really enjoyed my family time and just being together with them and helping them learn. I've loved being a part of what they're learning each day and how the teaching process and approach is with each subject. I too have been reminded of quite a few things - basic things - I had completely forgotten, so I too have loved learning them again 😊"
- Appreciation for teachers
- To recognized the academic level my children are at
- I am able to see the growth in learning and my child's independence through this.

- It's been absolutely wonderful having X home all the time. It's like the time we spent together before she went to school.
- Spending time with X and seeing her amazing work and what she is learning and her ability to complete and desire to achieve well. Also learning and seeing what they are doing in class and being creative with X in some of her activities.