



HEADLANDS SCHOOL
SINCE 1965

Headlands School,
Sewerby Road, Bridlington,
East Yorkshire, YO16 6UR
Tel: 01262 676198
email: admin@headlandsschool.co.uk
website: www.headlandsschool.co.uk
Headteacher: Mrs Sarah Bone

26 January 2021

Dear Parents / Carers

Summary of Parent Survey Results

Whilst we know our Virtual School cannot replace the great “in-person” teaching and learning experience we have here at Headlands School, the team and I really do appreciate all the overwhelmingly positive feedback we have received in our recent Parent Survey.

In this letter, we intend to do two things. 1) Summarise the Parent Survey Results and 2) Provide “**Next Steps**” to help improve the Virtual School provision.

Total Number of Responses: 234 (24% of total parents / carers)

Year Group	Total Number (%)
7	56 (23.9%)
8	51 (21.8%)
9	38 (16.2%)
10	31 (13.2%)
11	42 (17.9%)
12	11 (4.7%)
13	5 (2.1%)

How Parents / Carers Rate our Virtual School:

40.2% Excellent

38.9% Very Good

15% Good

So, 94.1% (220 parents / carers) reported our Virtual School was Good or better. Amazing! 5.6% (13 parents / carers) reported our Virtual School was Satisfactory. 0.4% (1 parent / carer) reported our Virtual School was Poor.

:PRIDE :ASPIRE :RESPECT



Next steps -

- ✓ Where parents / carers have left improvement suggestions and their contact details, key members of the Senior Leadership Team will follow up these suggestions with phone calls so that we can ensure our Virtual School is even better in the future for our students, your children.

Positive comments:

"The teachers are quick to respond when asked a question via message. My daughter still feels part of a class and the teachers are very clear with their instructions or feedback and teaching when in class"

"The live lessons work well. A lot better for my daughter than just being set the work to complete on her own. I was worried about the amount of time on a laptop but it doesn't seem to be a problem."

"I think it's fantastic and gives more structure for the day, so much better than just being set work and letting them do it in their own time."

"Absolutely fantastic. This style of learning is actually encouraging my son to focus more, complete work and is engaging. The teachers are very much in control of the classrooms and very quick to keep people on target."

"The children are very well supported, and having this daily contact with teachers, ensures the work is done, help is there if needed and the importance of keeping up with everything, this is something they struggled with last time and having to independently work through power points."

"My child is in sixth form and has been receiving the lessons she would have had in school. This is excellent and is essential especially in these critical years."

"I'm really pleased with what Headlands is offering, it gives my child routine and the live sessions not only benefit her academically but also help her feel connected to her school community."

"This is a fantastic offer and from speaking with other parents it is a lot better than what other schools are providing. It keeps my child engaged and busy all day and although it doesn't fully replicate what it is like when school life is 'normal' and I know how hard your staff must be working, we are very appreciative of it."

Online lesson teacher contact time has been reduced to 45 minutes following feedback from students, parents & carers regarding "too much" screen time in the first week of the Virtual School offer, with eye strain and headaches a key symptom amongst some students.

Parents / carers were asked if they agreed with this change:

73.1% (171) Yes, it has helped my child

9.8% (23) No, it was an unnecessary change

17.1% (40) Had no strong feeling either way

Please note: there is no expectation from the Department for Education that every lesson is a “live” lesson. However, in line with our Home Learning Guidance (available on our school website at <https://www.headlandsschool.co.uk/wp-content/uploads/2021/01/Headlands-School-Home-Learning-January-21.pdf>) wherever possible, teachers are trying to deliver the “live” experience. Where this isn’t possible, alternatives are provided.

Next steps -

- ✓ Teachers, Year Leaders and the Senior Team to continue to monitor student engagement & feedback via our internal Management Information System (SIMS) and contact parents / carers via telephone, email or in person via socially distanced home Student Welfare visits in appropriate.
- ✓ The Senior Leadership Team to continue to closely monitor Government announcements in respect of Year 11 and Year 13. At the present time, whilst the Ofqual consultation on how students will be assessed this summer is underway, all we can do is continue to deliver our full curriculum offer to students virtually and ensure our students voices are “heard” in the Department for Education through our strong, positive affiliations with the Association of School and College Leaders (ASCL).
- ✓ Ensure all teachers continue to:
 - Provide a range of remote teaching approaches in line with Department for Education Guidance which can include “live” teaching, recorded teaching (including Oak National Academy lessons) commercially available websites and long-term project work.
 - Make time for students to complete tasks independently during the 45-minute lesson contact time. In particular, in practical subjects - building in time for students to collect resources needed.
 - Encourage students to turn their cameras on - some students still remain incredibly nervous and this is fine. If students want to turn them on they can. Equally if they want to keep them off they can.

Is the **quantity of work** children are expected to complete each week manageable?

89.3% (209) Yes it is

4.3% (10) No it isn’t

6.4% (15) Had no strong feeling either way

This is very reassuring feedback. Clearly, the vast majority of parents / carers consider the amount of work being set is appropriate.

Next steps -

- ✓ Senior Team to continue to hold weekly Year Group Assemblies and ask for feedback on the quantity of work being set by teachers and feedback accordingly

How would you rate the feedback your child is receiving on their work?

18.4% (43) Excellent

31.2% (73) Very Good

22.2% (52) Good

11.5% (27) Satisfactory

7.7% (18) Poor

9% (21) Unsure

71.8% (168 parents / carers) rate the feedback at least Good or better.

Next steps -

- ✓ As you can imagine, we would like this % to be higher and again, where parents / carers have left feedback and contact names, a member of the Senior Team is going to get in touch to see where we can make improvements.
- ✓ Our initial reflection is that perhaps not all parents / carers are aware that *oral feedback* is provided during the lesson to individual students and / or written feedback can be submitted by teachers on students' work whilst the students are working on a "live" document during lesson time.
- ✓ Indeed, parents / carers will have noted over the last two weeks teachers have been trialling a new Google feature called "Mote" which allows teachers to provide individual verbal feedback to students on their learning and classwork. Continue to trial "Mote" and secure student feedback via Assembly and Student Council.

Headlands School's Virtual School Teaching & Learning Routines, does go beyond the Department for Education Guidance.

For clarity, the Department for Education suggests schools create whole-class or whole-school feedback loops and suggest a weekly newsletter. We do this.

In terms of assessing students' progress, the Department for Education suggest teachers can use quizzes or online tests. We do these.

As such our Virtual School Teaching & Learning Routines do go "beyond" the Department for Education's suggestions.

Teaching & Learning Routines

Virtual School

1. **Teachers** will acknowledge students work online on a weekly basis by using as a minimum, the "private comment" facility on an online platform. **Students** will respond - if appropriate. *

2. **Teachers** provide High Impact Teacher (HIT) feedback, a mark and a comment, to **students** on at least two** assessments per ½ Term by using as a minimum, the “private comment” facility on an online platform.
3. **Teachers** will identify SPAG errors (Spelling Punctuation and Grammar) in assessments by using as a minimum, the “private comment” facility on an online platform. **Students** will correct SPAG.

*once every 2 weeks @ KS3 for foundation subjects.

**once per ½ Term @KS3 for foundation subjects.

Pride. Aspire. Respect.

Positive comments:

“My daughter gets voice messages to give her feedback telling her where she has gone wrong or could expand. She still gets the post cards so still feels part of school life. When she has done well she is told and the feedback is quick to come meaning she does not have to wait till her next lesson to know if she has done something well. I think it’s more personalised.”

“Most teachers give feedback on her work whether it be a voice message or a comment.”

“Some teachers give feedback continuously whilst others leave comments every now and then. The voice notes are a really good idea.”

“Great when feedback is a recorded message. It is good for my child to hear it verbally.”

“Great feedback is being left. Clear and constructive points given and praise where it is due being given in a timescale and manner that is easy for pupils to be able to relate to and access.”

“All the teachers have continued to be professional and timely with regards to feedback. They have given clear guidance on what is expected.”

“Most of the feedback is very clear and my daughter knows what she has to do to for her next steps.”

“My child has received lovely feedback that has encouraged her and made her feel like her work is being looked at. The feedback has been constructive and positive.”

“If the teachers are messaged then replies are received fairly quickly. Some teachers are far more interactive with feedback ways / methods of improvement. As a parent I am kept up to date with online learning.”

“It can be a little brief at times but however I understand that the teachers wouldn't have enough time to give each child feedback in greater detail.”

“Consistency with feedback is needed - some teachers give feedback whereas others don't. An acknowledgment on receipt of work submitted at the very least is needed to confirm that it had been received.”

How would you rate the school's communication over your child's engagement with online learning?

33.8% (79) Excellent

30.8% (72) Very Good

19.2% (45) Good

8.1% (19) Satisfactory

8.1% (19) Poor

As a result, 83.8% rate the school's communication of their child's engagement with online learning as Good or better.

Communication from Headlands School can take the form of a telephone call, email, Headlands Headlines, social media or socially distanced Student Welfare home visits by a member of the Senior Team. At the time of writing, the Senior Team and I are undertaking 30+ Student Welfare home visits per day.

Should your child(ren) be struggling to access our Virtual School offer, for any reason, please do not hesitate to contact your child's Year Leader, Mrs Westcott (Director of Student Services) Miss Brown (Lead Practitioner - Student Welfare) or any member of the Senior Team.

Next steps -

Ensure Teachers, Year Leaders and the Senior Team continue to communicate with parents / carers via the telephone and / or email regarding student's online engagement.

Finally -

At the time of writing, the Chair of the Government's Education Select Committee, Mr R Hafton, has asked the Department for Education for a "Road Map" out of lockdown for schools. Unfortunately, no such plan appears to exist, and even if it did, history tells us it is very likely to change. Therefore, with so much uncertainty, it is *imperative* we continue to work together, communicate and live in hope, that Spring will bring not only brighter, longer and warmer days, but also an opportunity for all our children to once again return to school, see their friends, and enjoy the rich curriculum offer we have here at Headlands School.

Yours sincerely



Mrs S Bone
Headteacher