



King's Academy Ringmer

29/01/2021

Dear parent/carer,

Thank you to all of you who contributed to the KAR Parent/Carer Survey on Remote Learning. You will no doubt be aware of Wednesday's announcement by the Prime Minister regarding schools remaining open only to Key Workers and Vulnerable students until at least 8th March. As there will be a minimum of 5 more weeks of remote learning, we will continue to enhance our approach to online learning based on identified best practice across the King's Group Academies, East Sussex Schools and feedback from parents, especially that provided via the survey. In this letter I have detailed some changes we intend to make based on the feedback and some additional features we will be adding.

Generally, the feedback has been positive; the vast majority feel that there is clarity in tasks, especially where lessons are live as they all should be at this point unless a member of staff is unable to deliver the lessons live. They also felt satisfied with the support received from KAR. The majority of responses indicated that the balance of time spent on tasks, versus watching the teacher live and using pre-recorded materials is about right. Examples of some of the general feedback are as follows and we do welcome this:

"The fact the rewarding of achievement points has continued is brilliant"

"I am impressed with the provision of home learning and the communication from the school."

"Home learning seems to be better organised this lockdown than the first."

Just to continue in the variety and love of subjects that are being delivered by the staff, it's a pleasure to hear their lessons, thank you."

"Coping amazingly well with the change in circumstances, THANK YOU!!!!"

"The school's communication is excellent."

"The provision has been fantastic."

"Great communication and well planned lessons. Thank you."

"I think having regular mentor time is good so teachers can keep track of pupils. Teachers are working so hard to make sure students are well."

We do, however, recognise that not everyone is coping as well in lockdown and there are some aspects we can further improve on. Firstly, we have read through all the feedback and will contact you regarding any concerns raised in your responses. Where students are struggling with screen based tasks, we have made paper packs and text books available (especially for the GCSE years). Most responses indicated that students have space to work and they are coping admirably. However, Mr Madriaga, Mrs Lockyer, Mrs Peters and the Key Stage Progress Leaders will continue to be available

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Lewes Road, Ringmer East Sussex,
BN8 5RB

T: (01273) 812220

ringmer.reception@kingsacademies.uk

www.kqaringmer.uk

Principal: Mrs S. Williams BA (Hons) PGCE

to support the well-being of students and will be in touch with families where particular concerns were outlined in responding to the survey.

One aspect of the bubble system we had in place which carried through into the virtual lessons is the staggering of lunches and breaks for Years 8 and 9 in comparison with the rest of the school. We continued this as we have students in school and need to continue to socially distance. However, feedback from parents and staff indicates this does mean students in these year groups spend 3 lessons straight in front of a computer or device, and there are concerns about the effect of this on their physical and mental well-being. In addition, a parent highlighted the fact that "Split Break and lunch times for siblings don't allow family exercise/walk during daytime". We are pleased to say that we are able to re-organise the in-school bubble areas for break and lunch and will from Monday 1st February adjust the school day as follows. Please note that we have also introduced a 5 minute break between the lessons that back onto each other and these should be taken in double lessons.

Structure of the day for all years from Monday 1st February

Lesson 1	8:45
Screen Break	9:30
Lesson 2	9:35
Tutor time	10:25
Morning Break	10:40
Lesson 3	11:10
Screen Break	11:55
Lesson 4	12:00
Lunch	12:50
Lesson 5	13:35
Screen Break	14:20
Lesson 6	14:25
End of School	15:15

Although the survey identified that the majority of respondents felt that their child is receiving feedback on their work, this is one area where there was some concern, and as one respondent incisively commented, "Frequent feedback during lesson. I do not know about 'marking' but also do not expect it in this situation". Providing suitable feedback is something we have been investigating and, although staff have been providing written and verbal feedback, we are not aiming to provide graded work at this point in time. As students are spending a lot of time looking at screens, we want to avoid the need to read long pieces of written feedback and I am pleased to say that we have identified a new app

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called 'Mote' which will allow teachers to record a voice note and embed it in students' work. We will be using this during live lessons moving forward. Feedback on the effectiveness of this will, as always, be gratefully received. We also continue to use apps such as GCSE Pod, Hegarty Maths, Tassomai and Seneca which provide students with feedback about the progress they are making in the subjects.

Ultimately, the online experience does not match face-to-face learning for students and staff alike. I very much hope we will be able to safely reopen fully in the Spring and return to face-to-face learning.

Yours faithfully,



Paul Burchett
Vice Principal

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