## Parent Feedback response summary

<table>
<thead>
<tr>
<th>Key Stage</th>
<th>EY</th>
<th>KS1</th>
<th>KS2</th>
<th>KS3</th>
<th>KS4</th>
<th>KS5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>10</td>
<td>26</td>
<td>50</td>
<td>38</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>1 Learning</td>
<td>100 (60)</td>
<td>100 (88.5)</td>
<td>94 (50)</td>
<td>100 (39.5)</td>
<td>100 (41.4)</td>
<td>100 (60)</td>
</tr>
<tr>
<td>2 Children</td>
<td>90 (40)</td>
<td>100 (38.5)</td>
<td>100 (42)</td>
<td>100 (36.8)</td>
<td>96.5 (65.5)</td>
<td>100 (66.7)</td>
</tr>
<tr>
<td>3 Parents</td>
<td>90(10)</td>
<td>92.3 (15.4)</td>
<td>98 (10)</td>
<td>94.8 (31.6)</td>
<td>100 (31)</td>
<td>100 (26.7)</td>
</tr>
<tr>
<td>4 Comm</td>
<td>100 (70)</td>
<td>100 (92.3)</td>
<td>100 (80)</td>
<td>100 (78.9)</td>
<td>100 (93.1)</td>
<td>100 (86.7)</td>
</tr>
</tbody>
</table>
6th Form

● As parents, TBS is doing its best and has been very prompt in showing concerns for the students, the online classes are going on well and the constant communication on the status and plans ahead is very timely and professionally delivered. These are unique challenging times and we would like to congratulate TBS for efficiently and effectively handling the situation. Best wishes for the times ahead!

● My child has really engaged well with learning on-line. I think this has a lot to do with pre-established relationships with teachers and fellow-students, so the social as well as academic connection is strong and valuable.

● We really appreciate your effort to engage with parents continuously!

● Very pleased with the great efforts of the teacher.

● That's was great!! Thank you for TBS' continuous serving of this difficult works.

● Keep the interaction going. Everybody must help and adjust during these unprecedented times.
# 6th Form

<table>
<thead>
<tr>
<th>1L</th>
<th>More group assignments - shared learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2C</td>
<td>Worried about screen time - advice on amount.</td>
</tr>
<tr>
<td>3P</td>
<td>Simpler instructions please Feedback to parents would be appreciated (coping, wellbeing)</td>
</tr>
<tr>
<td>5</td>
<td>Take into account increased household chores of children (and parents). Graduation and possible lack of farewell. Timetabled interaction with peers to replicate 6th Form normal day Rough timetable for learning now there are no longer formal examinations</td>
</tr>
</tbody>
</table>
• Considering this was a first shot at this kind of structure, we are really very impressed, and have to express deep appreciation for TBS putting this system into place.

• Please convey our appreciation and thanks to the teachers who have been doing a wonderful job.

• THANK YOU!!!! I sincerely believe TBS is well ahead of the curve... WELL DONE!

• We are really pleased with the communication provided by, and the commitment shown by the school in completing the coursework for this term.

• Not disillusioned about doing this again for several weeks to come; 'au contraire' - very lucky to be a parent with TBS!

• I am very relieved and satisfied with this new form of learning which is more effective than I expected. Many thanks to all the teachers who made extra efforts and contribution

• I can't thank you enough. Smooth and successful transition to online engagement/learning is clear demonstration of leadership and great commitment from all the teachers.
<table>
<thead>
<tr>
<th></th>
<th>Provide links to additional learning resources and assignments which they could work on. Please can you send parents the live class schedule Timings on how long assignments should take</th>
</tr>
</thead>
<tbody>
<tr>
<td>1L</td>
<td>Links didn’t always work</td>
</tr>
<tr>
<td>2C</td>
<td>Confirm receipt of work handed in please</td>
</tr>
<tr>
<td>3P</td>
<td>The time differences of people living around the world would make running the classes at one time quite challenging Reduce the amount of work, kids look stressed Concern about the two weeks over the Easter break - can specific tasks be given to complete over that period?</td>
</tr>
</tbody>
</table>
KS3

- Continuous learning has greatly supported my kids' learning and also a means to keep them at home during the stay-at-home period. Thank you so much for the arrangement. In addition my kids are in the process of learning some household chores, gardening, which will help them to support themselves in future.

- Please convey my thanks to all the teachers for their hard work.

- Thank you so much for everything.

- Thank you so much for such great efforts on the distant learning activities.

- We can't thank you enough. Smooth and successful transition to online engagement /learning is clear demonstration of leadership. Despite all personal challenges, during the time of crisis, engaging children in continued learning is great expression of commitment by the teachers.
### KS3

| 1L | Provide the curriculum for all subjects  
Less research work and increase practical work as I see the student is sitting in front of a screen for hours every day, and not moving or doing anything else.  
Could you put more information on the tasks on GC  
Responses/answers from teachers sometimes slow  
Long time between lessons. Work is finished quickly leaving time between lessons which can be distracting.  
Have required documents for the lesson a minimum of 2 hours in advance available |
|---|---|
| 2C | A little be difficult - misses personal contact with a teacher  
Making the instructions for the task more understandable |
| 3P | Too few spaces for us all to have our online discussions without disturbing each other!  
Reluctance of child to share the learning |
| 5 | Add some homework too  
Difficulty in covering different time zones  
5 to 10 mins break in order to provide the child sufficient time to go prepare themselves for their next class and the child doesn't have to continuously sit for their classes |
KS2

- Compliments to all the teachers for all the hard work put in even during this tough time. Kudos
- Very happy with the provision when I compare to what schools here or in UK are providing, I think you compare very favourably. It feels like the school cares and the teachers care a lot.
- Thank you for finding a solution so quickly. Thank you for the effort and energy to keep our children occupied!
- Excellent initiative and very good work by the teachers.
- As we all are somehow adjusting with the situation what I felt during this week of continuous learning was that it was an amazing effort by the team and it is really appreciated
- We're very grateful for the commitment and efforts of the teachers and staff to maintain a high-quality and meaningful learning experience for the kids. Thank you!!
- Well done TBS team for setting up this brilliant continuous learning methods during this pandemic.
**KS2**

<p>| | |</p>
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</table>
| 1 | Ideas for further activities and more challenging dimensions  
More work - a few calls for this (inc Maths)  
Working hours should be together with the teacher  
A timetable for each week  
Less screen time and advice on break time, i.e. no screens  
10 minutes face to face interaction with each student  
Daily videos earlier in the morning and to have a written list of the tasks for the day |
| 2 | Lots of work and distraction from screen  
Session management could be more strict  
Helpful to move to a workstation in a separate room where there are fewer distractions  
Difficulty in completing tasks in time |
| 3 | Challenge in balance of helping and enabling independence  
Takes a lot of time and effort whilst other jobs need doing, especially with 2 children |
| 4 | Instructions for technology have been a bit confusing, e.g. where to post the videos  
Face to face time and live streaming may be helpful  
Daily video from the teacher given a bit earlier |
| 5 | More work, especially on other subjects besides English  
|   | More collaborative work  
|   | Ensure links are working  
|   | More independent tasks so parents can work  
|   | Be weary of slow internet speeds with regard to size of files etc.  
|   | More frequent slots of one to one conversations between kids and teacher  
|   | Can student ask questions in real time?  
|   | Can the teacher indicate any unfinished work at the end of the day?  
|   | More ‘responsibility’ task work to be given. They feel that possibilities tasks are not so important  
|   | Shorten or eliminate Easter break - this could then be used at the end of the school year to extend their summer vacation which hopefully would not be under lock down |
I am very impressed with how well TBS has prepared this and with the energy, personal commitment and hard work that the teachers, management and staff are putting in. The school is making a huge contribution to our daughter's and all our well-being in these challenging times. We feel very privileged to be part of the TBS community.

Teachers, you are doing great!

Thank you very much for teacher’s hard work!

We are worried about teachers burnout. Are you ok??

Thanks to all the teachers and background workers!!

Thank you so much for all your work, the videos we get are absolute highlights of each day.

Thank you so much for providing such high quality distance learning activities in such short time period.

Continuous learning is helping my child learn in a new way and it is also helping us by letting us know the ways child learn at school which will develop our understanding.

I think TBS is doing an amazing job - thank you!
**KS1**

<table>
<thead>
<tr>
<th>1L</th>
<th>Hopping from one app to the next is sometimes hard for the kids to manage!</th>
</tr>
</thead>
<tbody>
<tr>
<td>2C</td>
<td>Child upset due to change of plans</td>
</tr>
<tr>
<td>3P</td>
<td>Difficult to help child’s learning as also have more jobs to do Overwhelmed with the tasks to be done. Children not as receptive as would be in a class or to a teacher Tasks take longer than anticipated Patience!</td>
</tr>
<tr>
<td>4C</td>
<td>It’s a lot!</td>
</tr>
<tr>
<td>5</td>
<td>Face to face interaction between students Sometimes the video links are not working Too much work</td>
</tr>
</tbody>
</table>
• We really appreciate how much hard work was put into the continuous learning system. I believe this will help a lot to keep the children engaged in their school work during these uncertain times. Thank you so much.

• I am happy with the communication provided by the school.

• We are really liking all the work and activities given by school. Very creative way of teaching education
<p>| | |</p>
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</thead>
<tbody>
<tr>
<td><strong>1L</strong></td>
<td>Anxious about the change; is very unsettled. Excited about seeing her teachers video every morning but sometimes it takes a lot of negotiation to get her started on her tasks.</td>
</tr>
<tr>
<td><strong>2C</strong></td>
<td>Difficult to keep up with all the tasks given. Time management has been difficult extra jobs for parents.</td>
</tr>
<tr>
<td><strong>3P</strong></td>
<td>We are not able to do all activities and keep up with the pace. Fun and play is most important for us. We love the creative activities and reading books. Math and phonics all in a playful way but not too formal. The sound quality is sometimes poor on the F2 videos.</td>
</tr>
</tbody>
</table>
Teachers’ Feedback

Primary:
1. Student positivity, engagement and resilience has generally been very high
2. Responding to all the posts and uploaded work (via Seesaw) in a timely manner can be challenging at times
3. Missing the face to face interaction with students - the joy of being a teacher!
4. Planning for sequential units of learning can be problematic where students do not complete a prior learning activity
5. Asynchronous nature of provision has added layer of complexity when interacting with and responding to students in different time zones (doing so in an immediate/timely manner is especially important for young learners)
Teachers’ Feedback

Secondary:

1. High student engagement - 100% attendance on most days (our highest ever)
2. Students adapting well to online platforms
3. Students are asking lots of questions for clarification and staying in contact
4. They are respectful and adhering to online code of conduct
5. Working harder than normal!
6. Live sessions are great for being able to respond and clarify instructions - teachers are having fun too!
7. Concern over screen time/ sitting at desk time
8. Concerned about how to balance flexible work, which suits lots of students, with live lessons, which are the students’ favourite type of lesson
Secondary Students’ Feedback (123)

- Students are doing lots of exercise, reading and speaking with friends/family
- 64.5% speaking with friends more than once a day with 85.2% at least once a day

Worried about:
- School work/grades 52%
- World events/lockdown 33%
- Nothing 33%

- 25% feel less positive than usual with 5% ‘negative and worried’, while 12% are more positive than usual and 58% are the same.
- 82.6% understand the instructions/access arrangements
- 22.3% experienced connectivity issues frequently
- 100% comfortable with GC and 95% with GM
- Majority prefer a form of interaction with teacher with 55% preferring a mixture

Requesting clearer written instructions
<table>
<thead>
<tr>
<th>What they’d like more of…</th>
<th>What they’d like less of….</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Interactive quizzes</td>
<td>● Nothing</td>
</tr>
<tr>
<td>● Live/ video lessons</td>
<td>● Workload</td>
</tr>
<tr>
<td>● Screen free tasks</td>
<td></td>
</tr>
<tr>
<td>● Group Activities</td>
<td></td>
</tr>
<tr>
<td>● Teachers staying ‘live’</td>
<td></td>
</tr>
<tr>
<td>while they complete work</td>
<td></td>
</tr>
<tr>
<td>● Interactive whiteboard</td>
<td></td>
</tr>
<tr>
<td>tasks</td>
<td></td>
</tr>
</tbody>
</table>
Initial responses and solutions

Primary:
1. One to one conversations scheduled in Primary this week and next.
2. Where possible, slides and units of work will be broken down to ease upload limitations and connectivity problems
3. Monitoring already in place to ascertain levels of engagement and completion to feed forward into refining provision
4. Whole primary staff meeting and year group meetings will address/respond to constructive parent feedback, e.g. how to provide more challenging tasks
5. First week was always planned so as NOT to overwhelm students and families; once remote/online routines, systems and expectations are well established, extending the breadth and quantity of learning provided can be explored further
6. The impact on teacher workload in terms of assessing and responding to all the digital work and feedback from students and parents needs to be managed carefully
Initial responses and solutions

Secondary:

1. One to one or small group conversations with students and mentors scheduled.
2. Workload: new guidelines have been added regarding submitting work at the end of the allocated time rather than when it is ‘finished’.
3. Workload: teachers are reducing lesson content slightly to allow for difficulties with wifi and accessing resources and materials.
4. Optional work will be set for those students who want to do more.
5. Students contacted by Mentor and Head of Key Stage if having difficulties accessing lessons; lessons by lesson attendance has been monitored throughout.
6. Whole secondary staff meeting and department meetings will address/respond to constructive parent feedback, e.g. how to provide a range of activities which the students enjoy, live, whilst students are working in a variety of time zones.
7. The impact on teacher workload in terms of assessing and responding to all the digital work and feedback from students and parents needs to be managed carefully.
Initial responses and solutions

Secondary:
8. Formalising the process by which we recognise and reward student work through the use of social media, the student briefing and emails home to students and parents.
9. Formalising the process by which we support students and parents where work is not being completed through communication between teachers, mentors, HofKS and parents.
10. Continuing with our reporting schedule as planned, with some adaptations
11. Increase the number of wellbeing activities and use mentor time for students to feedback on what they have been doing to take care of their wellbeing
12. There will be a repeat student survey next week to see if issues such as students not understanding instructions for the lesson have reduced, though there will always be an element of this, as in ‘normal’ lessons.
13. Look into independent ‘projects’ the students can complete over the Easter holidays.
Local situation/updates:

1. Government through its directive has extended the lockdown period to 7th April.
2. The suspension of international flights has been extended to 15th April.
3. Police are getting stricter on imposing of lockdown and resorting to stricter punishments.
4. Borders shall still be in operation for the transportation of essential supplies.
5. School site is secured with guards on duty - and the site has been used to assist the expat community in evacuating from Nepal.
Next Steps

1. Teachers will be working in teams to act further on feedback this week
2. Further changes communicated and implemented for the last week of term i.e next week.
3. More teachers and students will be expected to leave Nepal at the end of the week.
4. Provisional return date remains Monday 11th May (2 weeks after original term start date)
5. Update on the return date will be provided by email/SMS/website by Mon 27th April
6. Next survey first week back after Easter, focusing on wellbeing. Parents meeting the following week.