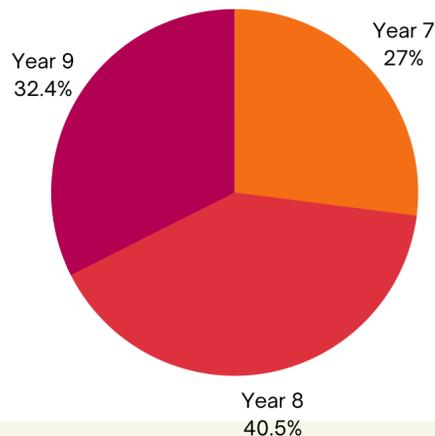


SNAPSHOT

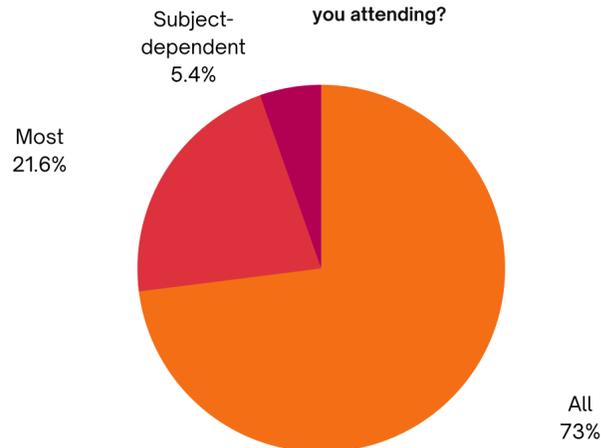
REMOTE LEARNING STUDENT FEEDBACK

A relatively even mix of students from years 7, 8 and 9 responded to the survey. Live lessons prove to have higher engagement/attendance levels. Many students are either not completing asynchronous work or completing it at a more convenient time.

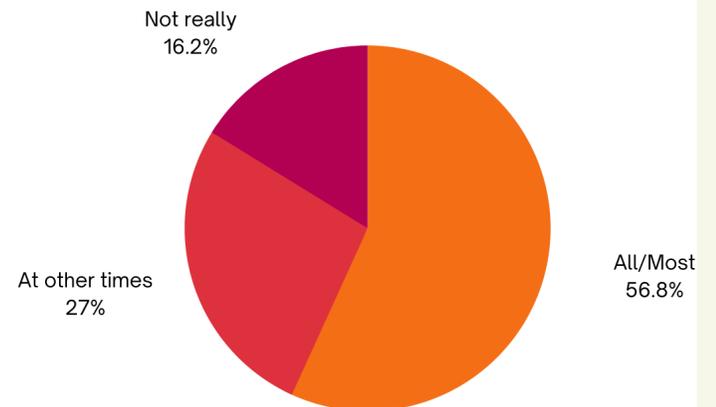
Which year level are you in?



How many live lessons are you attending?



Are you completing work during asynchronous lessons?



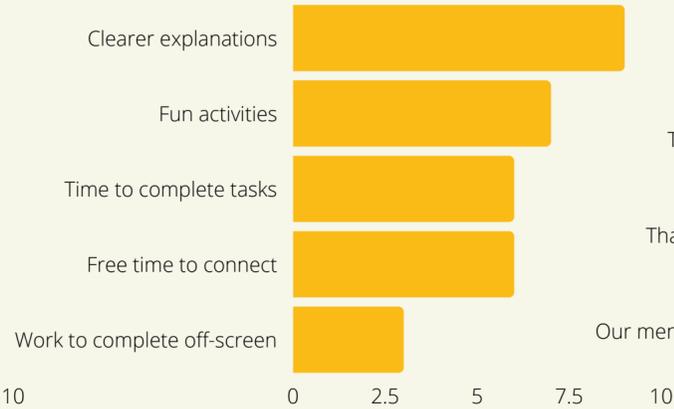
WHAT ARE YOU FINDING MOST DIFFICULT ABOUT REMOTE LEARNING?



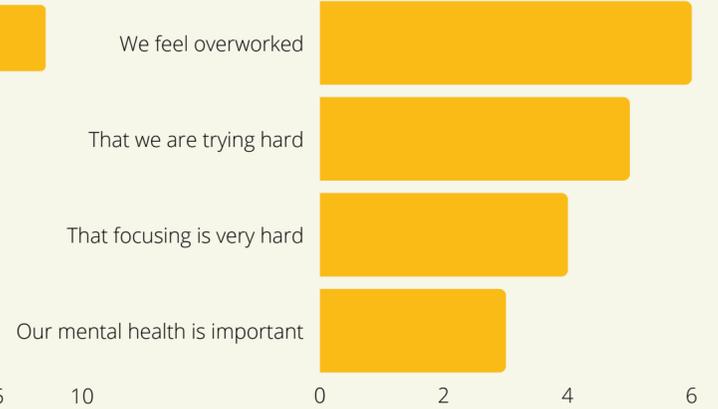
WE WANT TEACHERS TO DO LESS OF:



WE WANT TEACHERS TO DO MORE OF:



WE WANT TEACHERS TO CONSIDER:



QUESTIONS FOR TEACHERS TO REFLECT ON FOLLOWING THIS FEEDBACK:

- Are Teachers collaborating when planning the spread of live lessons and SATs?
- Have Teachers checked what students are seeing across subjects' WiSE pages?
- How can we incorporate wellbeing and self-care into the timetable during remote learning?
- How is attendance (non-attendance) being followed up?
- Do we need to involve parents more/less?

OTHER STUDENT COMMENTS - HIGHLIGHTS

- "It's important that the teachers know how much we appreciate their work for us. Thank you so much for teaching us through such a tough time, despite our lack of cameras or engagement."
- "Sorry for not turning our cameras on, its usually just because we don't want other people to see our faces."
- "We know it's hard, sometimes harder for you as well. Thank you for helping us so much in this pandemic, you've been trying so hard."
- "[Teachers should keep] being themselves "