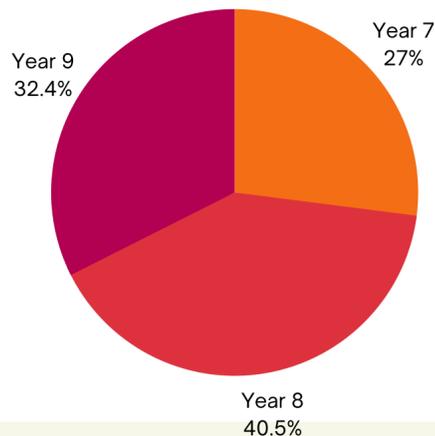


## SNAPSHOT

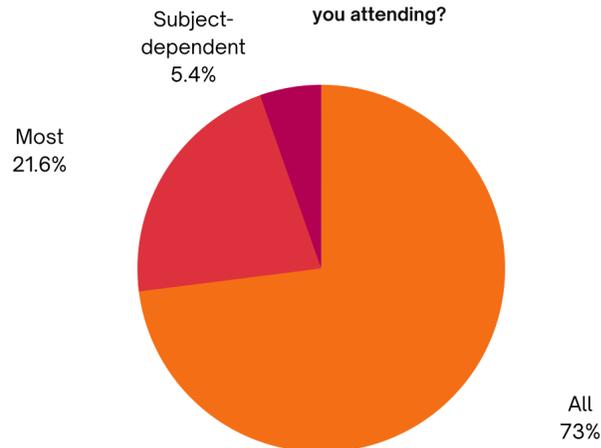
# REMOTE LEARNING STUDENT FEEDBACK

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.

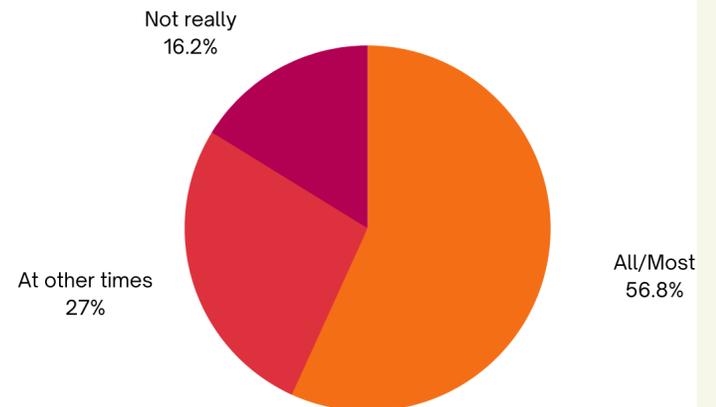
Which year level are you in?



How many live lessons are you attending?



Are you completing work during asynchronous lessons?



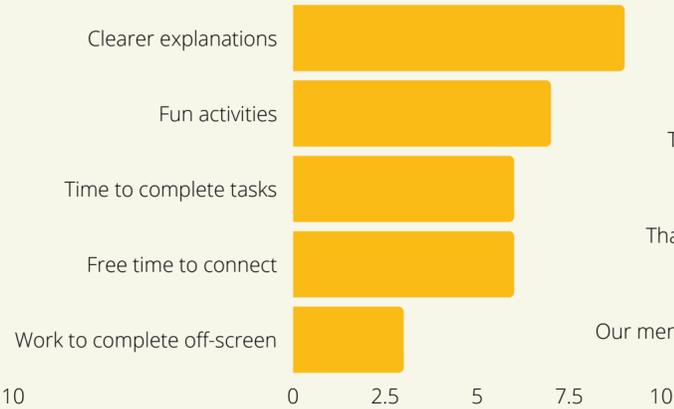
## WHAT ARE YOU FINDING MOST DIFFICULT ABOUT REMOTE LEARNING?



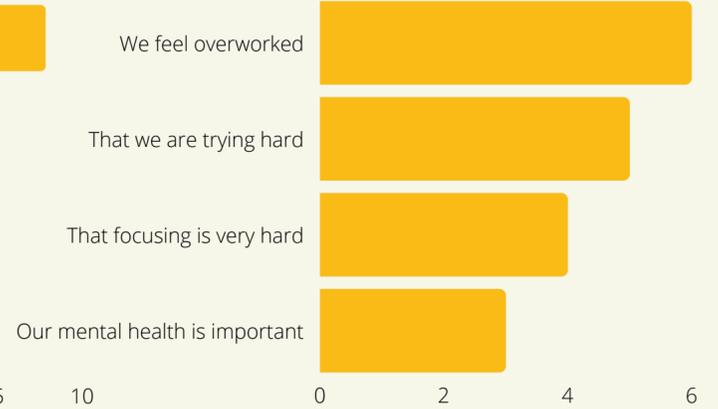
## WE WANT TEACHERS TO DO LESS OF:



## 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 "