

wildernschool

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Dear Parents/Guardians

Thank you to all the parents who contributed to our survey in January on your child(ren)'s progress and the feedback they get to help with their learning. Attached is a summary of the results of this survey.

Your views as parents are really important to us and help us to review our practice and make changes so our students have the best experience and you feel informed about your child(ren)'s school experience. There will be the opportunity to feed into future short surveys on different areas of school each half term. If you missed this one please have your voice heard by completing these in the future.

Best wishes

Mrs N Cowan

Deputy Headteacher



Parent Survey Feedback

Spring 2024



Feedback and Progress

We sent out a parent survey in November 2023 and had **444** anonymous responses. This was the second in our new style of surveys, asking just a few questions to make it quicker and easier for all parents to respond. We also surveyed students about the same topics and had **1275** anonymous responses and we have included reference to these in this report as well.

Having considered all responses, we have published this summary, building on the responses to the same questions in the previous year's parent questionnaire. We hope you appreciate our transparency about the positive feedback we have received, as well as the areas those of you who responded felt we need to improve. There were between **93** and **117** responses representing the parental views for each year group.

On the following pages you will find a summary of where we were in May 2022 and an update for Spring 2024 with a chart showing the views of parents. These will include some background information or rationales for why we have certain priorities and our next steps.

For fuller responses, please click on the links at the bottom of each page. All comments were read and discussed. However, please be aware that not all **444** respondents commented, many comments made were based on a similar theme, some comments were very personal about an individual and so not all comments are included in this document.

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My child receives regular feedback from their teachers on how to improve their work



Background:

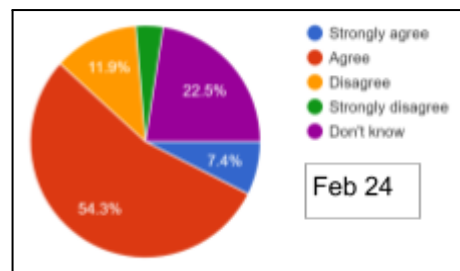
- 'Teacher feedback' can be anything that students use to improve their understanding or learning. We believe feedback should be used to identify students strengths and areas for development and improve students' learning. Students should take ownership of the feedback they receive through meaningful reflection and implementation and that teachers should provide these opportunities throughout lessons.
- Marking is just one form of feedback. Feedback also includes quiz scores and answers, verbal feedback, conversations in class, peer or self assessment/reflections, whole class feedback to address a misconception or in response to a task, modelling answers, teacher questioning or adjusted activities in lessons or for self-study.
- Our feedback policy is based on many sources of educational research including from the Education Endowment Foundation (EEF) and reviewed biannually. Staff will grade/mark an assessment or piece of work at least once a term in the majority of subjects for which students should receive feedback within a couple of weeks. Staff will also read students' work regularly and use this to inform lessons and feedback in other forms (not marking).
- More information can be found in the parent handbooks on the following pages: [Yr7](#) - pg 62, [Yr8](#) - pg 64, [Yr9](#) - pg 81, [Yr10](#) - pg 86 and [Yr11](#) - pg 77.
- We have worked with students to help them identify when and how they have received feedback that improves their learning and understanding, as well as the opportunity to put this into practice.
- Students use green pens to react to feedback in their books/on assessments. This might include annotating their work, marking answers, responding to verbal or written feedback, redrafting, re-apply, repeating questions whilst putting feedback into practice.



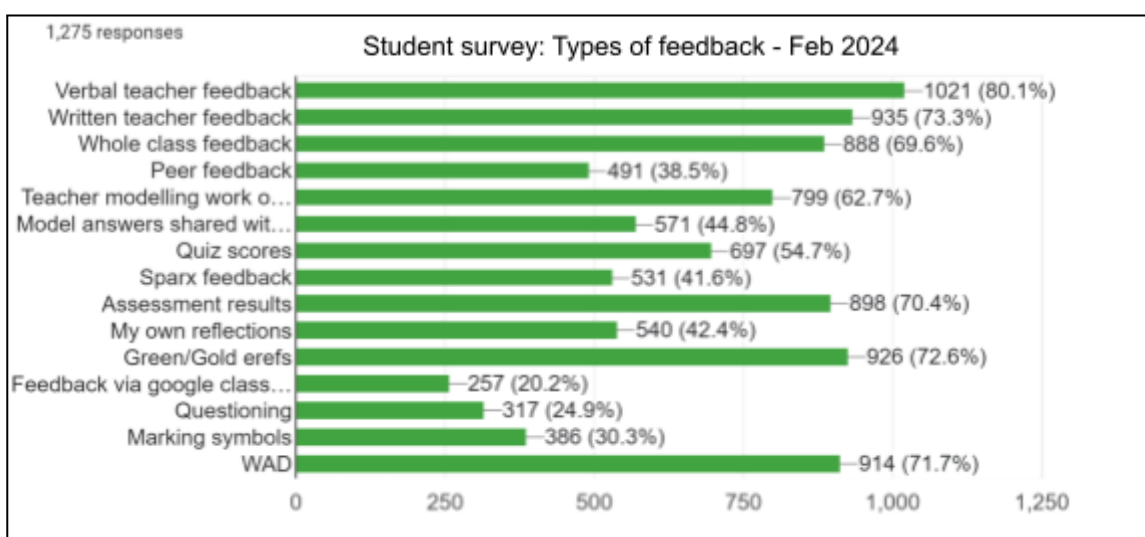


Our response / next steps from Spring 24:

- Nearly 80% of parents who felt they could answer this question said that their child receives regular feedback from their teachers on how to improve their work. There were just under a quarter of parents who didn't feel they could answer this question.



- Over 99.8% of students surveyed in February 2024 identified that they are given feedback by their teachers to help them improve, with over 90% recognising that this happens regularly. The types of feedback they said they receive can be seen in the chart below.



- We would encourage all parents to ask to see their child(ren)s exercise books and look for the green pen annotations / corrections / redrafting to see the impact of feedback in students' work and their understanding - the green pen use should be visible and students should have put feedback into practice through additional opportunities to answer questions or redrafting to improve their previous answers.
- We have been exploring the use of Google Classroom and the Google Guardians facility to see if this will share self-study / class task scores with parents.
- We will continue to provide staff training on feedback and our school expectations regarding this. Curriculum areas have updated their programmes of study to allow time for feedback to be implemented in lessons and this will continue to be a focus.
- Feedback has been one of the areas we have spoken to students about in our students as evaluators programme for the last 21 months. This is where student views are sought and used to feed into curriculum and whole school improvements.
- Quality assurance takes place throughout the school year looking at the various forms of feedback students receive to ensure that this is helpful to them, improves their learning and understanding and that they are given time to implement this.

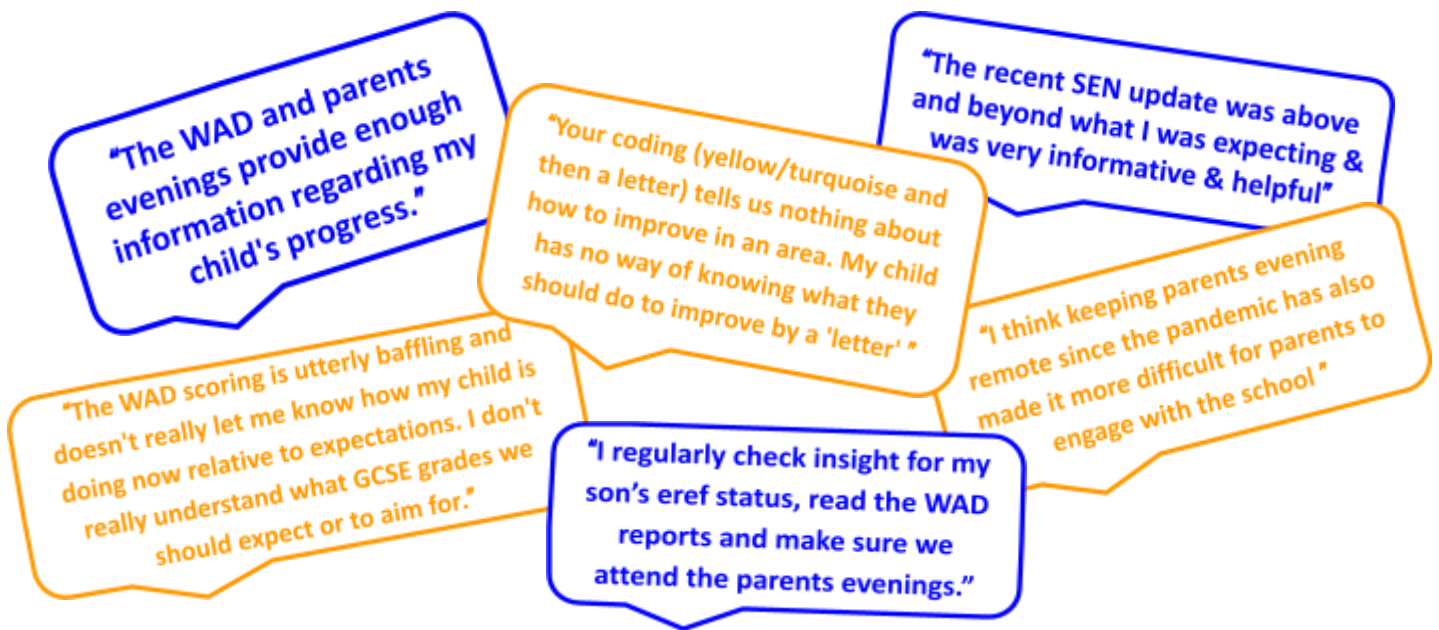
Read more parental responses [here](#)

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I am well informed about my child's progress



Background:

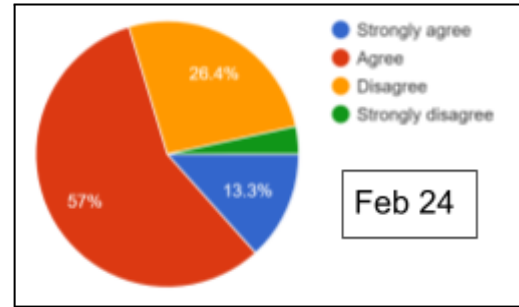
- We send out 2 or 3 reports on student progress that include Wildern Assessment Data (WAD) and Behaviour for Learning statements as well as exam results where appropriate across the academic year.
- Parents evenings are scheduled at optimum points depending on the priorities of each year group. For example, this takes place in Spring for Year 8, prior to the pathways process and in Year 9, 10 and 11 prior to the exam weeks for that year.
- The Insight App provides all parents with live Eref and attendance data, including any WAD reports.
- Our Behaviour for Learning reports were launched in 2021. These are designed to help you understand what your child needs to focus on to support them to achieve their targets.
- Yellow, Turquoise and Blue indicate if a student is likely to achieve their target grade band based on their CLP and behaviours for learning. If there are behaviours here that need improvement, they are indicated using the letter codes.
- We have issued further guidance including a video walk through on WAD and how to interpret these reports.
- We have refined the eRef system to make it clearer to students, parents and staff what these have been awarded for.





Our response / next steps from Spring 24:

- There has been an increase of nearly 20% in the number of parents who feel that they are well informed about their child's progress over the last 21 months which we are really pleased about but as this latest survey shows we have nearly 30% of parents who feel that we need to further improve this to help you as parents.



- We have recently updated the guidance for understanding WAD and this is now included on the second page of the WAD report for students. This helps to identify key information including what GCSE grades the Wildern Steps relate to.
- You may find that your child is awarded different Wildern steps in different subjects. This is due to how much exposure to these subjects your child has had at Primary School. The learning journey will differ for these subjects and we would expect your child to start on a higher step in subjects like English and Maths. However, by the time students end their five year journey with us in Year 11, we would expect you to see the variation in subjects lessen.
- The behaviour for learning statements have been divided to make it clearer which relate to behaviours and which relate to academic learning areas for development.
- We have highlighted the end of Year 11 Target Grade band on Year 7 -9 reports which can be found in the top right hand box to make this more explicit when reading.
- We have included links to Insight and the WAD guidance video in the WAD report to make these more easily accessible.
- Further information as to why subjects have different learning journeys based on our curriculums and whether these have been studied at Primary school is now included.
- We are working with Curriculum leaders to be able to communicate the criteria for Wildern Steps in a parent friendly format for September to help students and parents further understand what they need to achieve the next step.
- We are developing a series of top tips on how to support your child that link with our behaviour and academic learning areas for development in response to parental feedback about wanting more guidance on how to support your child(ren) with their learning at home.
- Following parental feedback we are going to trial a face to face parents evening for Year 11 in March 2024. We know that some parents have really come to like and appreciate the benefits that a virtual parents evening brings but we know that meeting face to face can be very powerful in developing the relationships between parents and teachers.

Read more parental responses [here](#)

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