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**Investors in Families Lockdown Award**

**Aberdare Park Primary School**

***Pupils on role- 322***

**This award will be given to schools that have supported children and families throughout the ‘lockdown’. It’s aim is to celebrate and acknowledge the dedication, support, guidance, care and nurture that you have provided during the epidemic.**

*Key: F/P - Foundation Phase*

**Communication**

<b>How have you communicated with families?</b>	<b>What platforms did you use?</b>	<b>Frequency of communication?</b>
Seesaw (FP) messages/videos home sharing daily greeting/tasks for the day.	<b>Welsh Government HWB</b> Seesaw (FP)	Daily Additional phone calls for children with anxiety, from class teachers i.e. twice daily.
Drop in Live Sessions	Google Meet (KS2/FP)	Daily
Live lessons ( <i>more information provided under column ‘How have we engaged with families’.</i> )	Google Classroom and Google Drive and Classroom' with all its subsidiary programmes: jamboard, slides to encourage collaboration. (KS2/FP)	Daily
Via Email	Outlook (Email)	Daily
Questionnaires to all parents after 1st lockdown to assess the children who have limited/no access to ICT in preparation for another lockdown.	Various	After the first lockdown and before the Christmas holidays. Year 6 children also completed a questionnaire on their experience of distance learning. Daily
Phone calls		



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<p>Phone calls to the vulnerable families by the Head Teacher</p> <p>Regular text to parents</p> <p>School Twitter Account</p> <p>HT attendance at CP reviews, Core Group, CASP and CLA meetings and reviews</p> <p>Meetings with families for ALN</p> <p>Emails to parents of ALN children</p>	<p>School phone, staff mobiles (<i>staff withhold number but send text to parents via Eduspot texting service, so they know to expect a call.</i>)</p> <p>School phone</p> <p>Eduspot Texting service</p> <p>Twitter</p> <p>TEAMs, Zoom, Google Meet</p> <p>TEAMs</p> <p>Outlook</p>	<p>Weekly calls, although the most vulnerable children receive daily calls.</p> <p>When required</p> <p>Several times a week</p> <p>Average of once a week</p> <p>2 each half term</p> <p>fortnightly, although there have been more when helping parents with problems.</p>
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**Engagement**

How have you engaged with families?	Was this successful? What were the barriers?	What would you do differently?
<p>Seesaw (FP) messages/videos home sharing daily greeting/tasks for the day.</p> <ul style="list-style-type: none"> <li>Google classroom/meets (KS2/FP)</li> </ul>	<p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>A very few families who were provided with IT equipment still did not choose to engage, despite constant communication offering help and</li> </ul>	<ul style="list-style-type: none"> <li>We had planned to give all our families an online/blended learning workshop to enhance their skills in order to help their children more effectively at the beginning of the second lockdown;</li> </ul>



<p>Daily live sessions, videos, planning for daily tasks</p> <ul style="list-style-type: none"><li>● Phone calls offering support to parents and children</li><li>● Individual google meets with children/parents to demonstrate lessons and offer support.</li><li>● Multi-sensory learning packs, made up by support staff, were provided to all children in KS2 who were on the ALN register for Literacy. Examples of contents: plastic alphabet letters, play dough, wiki-sticks, pipe-cleaners.</li></ul> <p>The packs enabled the children to participate in Live sessions to practise their Individual Learning Targets.</p> <ul style="list-style-type: none"><li>● Head Teacher phone calls to offer support and to see if there are barriers to learning. Discussion with families as needed, to engage and encourage learning without adding too much pressure.</li></ul>	<p>support. For these families 'hardcopy packs' were created for them to access some learning at home and their well being was monitored by regular phone calls etc.</p> <ul style="list-style-type: none"><li>● Some parents/carers could be on the defensive and appear very negative, when offered support but many were a result of fear and frustrations of not having the skills and knowledge to use the platforms the children are using. (Please see the third column). <i>With the extra support offered many were more positive about supporting their child around their own working patterns.</i></li><li>● Very few parents felt the work was too hard - further differentiation was provided by the class teacher, videos, drop ins and 1-1 sessions with the class teacher to help parents understand.</li><li>● A few children were not always totally honest with their parents about how much they are able to do independently.</li><li>● Work commitments of parents/carers had an impact on children's engagement i.e. shift work.</li></ul>	<p>unfortunately due to the ongoing restrictions re social distancing we were unable to offer these.</p> <p>Nevertheless, to compensate for this, parents/carers were sent videos (created by staff at the school) together with instructions on how to access the various platforms. Nevertheless if parents/carers still had difficulty, one to one Google Meets or telephone calls were offered by the class teacher, and/or a designated support staff member, proficient in IT would contact t</p>
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	<ul style="list-style-type: none"><li>● We appreciate that not every home has an environment that is conducive to learning. <i>Nevertheless we endeavour to support families to the best of our abilities to overcome the hurdles i.e.extra IT and emotional support when needed, invitation to disadvantaged children to join the school hub, frequent well-being calls to families, referrals to appropriate outside agencies that can provide further support.</i></li></ul> <p><b><u>Successes</u></b></p> <p>Our Blended and Distance Learning Policy was formulated in September 2020 and all staff contributed to the document and drew on their experiences of the first 'lockdown'.</p> <p>Our blended learning approach involved a combination of asynchronous and synchronous learning (Policy available on request).</p> <p>Parents/carers were advised on the Best Practices of learning at home.</p> <ul style="list-style-type: none"><li>● Providing an environment conducive to learning;</li><li>● Engaging in conversations about resources, tasks and assignments provided/posted;</li><li>● Monitoring time spent engaging in online and offline learning;</li></ul>	
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	<ul style="list-style-type: none"><li>● Helping to provide emotional balance through ensuring ample room and time for reflection, physical activity, conversation, rest and play.</li><li>● Understanding that teachers are required to set online work for pupils to participate in, and respect that this is a part of their job in order to provide all pupils with blended learning opportunities.</li><li>● The 'live' sessions in FP have increased participation but the combination of both styles seem to appeal to KS2. In our opinion, the daily 'drop in sessions' with KS2 families appear to be very beneficial and it reiterated our theory that this synchronous approach limits pupil isolation and challenges apathy.</li><li>● An Engagement Tracker was created by the Deputy Headteacher in 2020, to accurately track the children's engagement with the school.</li></ul> <p>The colours change as staff input the level of engagement on EACH DAY; green if the child has engaged fully in all activities, yellow if the child has maybe engaged in a live lesson and</p>	
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	<p>completed half or part of the tasks set, and red if there is no engagement at all. If there has been no contact at all with a child. This will then turn purple, alerting SLT.</p> <p><u>Comparative data analysed in January 2021 is as followed:</u></p> <ul style="list-style-type: none"><li>• Data shows that <b>whole school</b> online engagement has risen from <b>63% to 78%</b> since 6th January (<b>45.3%</b> engaged in Lockdown 1 - March to June) - a <b>15%</b> increase in 2 weeks, but a <b>32.7%</b> increase since the first lockdown.</li><li>• <b>eFSM</b> pupil engagement has risen from <b>46% to 69%</b> since 6th January - a <b>23%</b> increase</li><li>• <b>ALN</b> pupil engagement has risen from <b>51% to 57%</b> since 6th January (to 15th January) - a <b>6%</b> increase</li></ul> <p><i>N.B. Of the 22% that have not engaged, more pupils have been supplied with devices (some parents reluctant to ask) and nearly all given 'Learning Packs'.</i></p> <p><b>20 Welsh Government laptops/Chromebooks and</b></p>	
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	<p><b>90 pieces of school equipment i.e. Ipads, Chrome books, Laptops were supplied to parents/carers.</b></p> <ul style="list-style-type: none"><li>● Interestingly, in KS2, the independent tasks on Google Classroom brought to light aspects of some children's skills that needed more practise e.g. spelling, different concepts in Maths, and also drew attention to the children who worked well with a partner or group work but found it difficult to work unaided. (not ALN). These children were then targeted by the class teacher and individual and small group Google Meets were arranged to hone their skills.</li><li>● When possible, teachers and support staff rearranged Live Google Meets to accommodate parents/carers working patterns, even sometimes out of working hours <u>One example of many...</u> <i>A teacher in KS2 marking work on Google Classroom on a Friday evening noticed a pupil in her class was online and appeared to be having difficulty with a Maths concept. The child, although a gifted mathematician, puts</i></li></ul>	<p><i>Evidenced by emails and parents/carers words of appreciation on Google Classroom</i></p>
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<ul style="list-style-type: none"> <li>• Support of The Attendance and Well Being service to visit families who the school has been unable to contact for 3 days and where there was no online learning engagement.</li> </ul>	<p><i>great deal of pressure on themselves. Therefore the teacher contacted the child's parents, explained she knew it was not during school hours but would the child welcome an extra tutorial that evening. Both child and parent were extremely grateful for the help.</i></p> <ul style="list-style-type: none"> <li>• Teaching and support staff provided training on Sumdog, Giglets and Google Classroom to make certain that the maximum amount of support can be provided to families on how to use the various platforms.</li> <li>• Visits by The Attendance and Well Being officers to families identified on School Engagement Tracker as not engaging nor answering wellbeing phone calls, texts and emails.</li> </ul>	
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### Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<ul style="list-style-type: none"> <li>• Variety of different lessons to suit/meet needs of different learning styles (FP)</li> <li>• Differentiated tasks depending on ability of learner (FP)</li> </ul>	Seesaw, Education City, Giglets, HWB, Sumdog Google Meet, Google classroom,	Daily





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<ul style="list-style-type: none"><li>● Advice videos made explaining how to access different learning platforms (FP)</li><li>● Telephone conversations with parents (FP and KS2)</li><li>● Daily live sessions (FP and KS2) e.g.Literacy, Numeracy, Science, PE, Health and Well-being</li><li>● Constant communication with parents via messages through Google Classroom (FP and KS2)</li><li>● Weekly guided reading sessions planned and ILP target sessions to develop phonics with targeted groups of learners (FP and KS2)</li><li>● Daily drop in clinics to support the online learning (KS2)</li><li>● Calling parents via home/school to support them with any ICT issues that they've encountered. (FP and KS2)</li><li>● ICT devices provided to parents who require them and learning packs created for children for ILP work, no access to ICT, or personalised learning.</li><li>● All Support Staff were allocated classes and groups of learners to support on a daily basis. Staff have been trained to use Google Classroom and Seesaw and are able to set and mark work and lead</li></ul>		
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<p>'live' phonic, maths and guided reading sessions.</p> <ul style="list-style-type: none"> <li>● One to one sessions for learners if they were unable to join the Live sessions due to parents/carers work commitments or problems with IT equipment.</li> <li>● *Live accelerated learning sessions: Literacy and Numeracy</li> <li>● Live multi-sensory Literacy Launchpad sessions (children on ALN register)</li> <li>● 'Thrive Live' for children who require additional emotional support</li> <li>● Responding to concerns/technical issues as soon as the issue is noted to alleviate stress for parents (KS2/FP)</li> </ul>		
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### **Health and Wellbeing**

<b>How did you promote Emotional Health and Wellbeing?</b>	<b>How was this monitored?</b>	<b>Is further work required in this area, what will you be doing?</b>
<ul style="list-style-type: none"> <li>● Wellbeing tasks set on Seesaw (FP)</li> <li>● Class video made to give young pupils a chance to 'see' each other (FP)</li> <li>● Feedback comments</li> <li>● Synchronous and asynchronous PE lessons (KS2)</li> <li>● Well being check-in meets (KS2/FP)</li> </ul>	<ul style="list-style-type: none"> <li>● HWB Lead - KS promoted key Emotional Health and Wellbeing events, organised activity examples and promoted on Twitter.</li> <li>● School engagement tracker - notes flagged up of any concerns.</li> </ul>	<ul style="list-style-type: none"> <li>● Continuing on our Rights Respecting Journey</li> <li>● Continuing the journey for the Health and Well Being area of the new curriculum</li> </ul>



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<ul style="list-style-type: none"><li>● Celebrated Child Mental Health Week</li><li>● Weekly 'Expressive Arts' day encouraged learners to take time from the screen and do well-being activities and then share, via video, with their peers.</li><li>● Wellbeing tasks being completed weekly (KS2)</li><li>● Live story time stories chosen to focus on wellbeing (The Colour Monster/The Huge bag of Worries/How full is your bucket?)</li><li>● Morale video shared with all children 'We'll be there for you' during the first lockdown.</li><li>● 'Lucy's Blue Day' delivered to Y6 pupils. Pupils encouraged to express their feelings openly and know 'that it is ok to not be ok.'</li><li>● Google Meets with parents/carers and children who were finding lockdown particularly difficult.</li><li>● Friday fun sessions, quizzes, games, activities via meet.</li><li>● Star of the Week weekly Google Meets</li><li>● Express yourself day - children/staff encouraged to dress how they want to express themselves - showed via Google Meet and Slides documents.</li></ul>	<ul style="list-style-type: none"><li>● School ALNCO - HJ informed of any worries or issues regarding a child's well being and mental health. Advice then provided of the way forward.</li><li>● Referrals to Educational psychologist and Learning Support Services by ALNCO</li> <li>● Families that need extra support have been put in touch with the local authority 's 'Resilient Families'</li><li>● Teachers' planning</li><li>● CPOMS - Software programme monitoring Safeguarding, wellbeing and all pastoral issues, (updated when appropriate).</li></ul>	<ul style="list-style-type: none"><li>● <b><i>Please see the comment under 'Innovation'.</i></b></li><li>● Continue to embed the four core purposes of learning.</li></ul>
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<ul style="list-style-type: none"><li>● Mini award/screening afternoon- to celebrate the film/poems the children created via online learning activity - children/staff encouraged to 'dress up' 'award style' to watch each other's films via Google Meet.</li><li>● 'Thrive Live' one to one sessions for children who require the Thrive intervention by accredited Thrive practitioners at the school.</li><li>● KS2 - Wooden 'hug' tokens sent to the children who were finding it especially difficult at home together with a positive affirmation note.</li><li>● Worry Monster and Worry Journal sent to a child who suffers with anxiety and insomnia (also receives weekly Thrive support).</li><li>● Transition of CLA child to a new LA, family and school</li></ul>	<ul style="list-style-type: none"><li>● Videos of the children's films/presentations and performances</li><li>● Comment sheets kept of each weekly 'Thrive Live' session and activities that were undertaken. Engagement tracker updated and any concerns conveyed to ALNCO , class teacher and Headteacher</li><li>● Multi-agency meeting to provide information, needs. Memory book made for the child and a toy purchased as a gift with a beating heart to remind him of the school he had left and the knowledge that we will be thinking of him.</li></ul>	
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<ul style="list-style-type: none"><li>● 1-1 support by a trained Emotional Learning Support Assistant for a recently bereaved child.</li><li>● A number of additional children offered provision in the Hub to support their health and wellbeing.</li><li>● Virtual rewards to encourage children to want to learn (KS2)</li><li>● Parents signposted to phone numbers for Educational Psychologist support or Resilient Families.</li><li>● St David's Day - Celebrating being Welsh and living in Welsh- Children encouraged to wear traditional Welsh Costume or the colours of Wales. Children explored 'cynefin' i.e. developing a sense of belonging and identity to Wales</li></ul>	<ul style="list-style-type: none"><li>● Same staff member sent cards and bought little gifts which she delivered to the child. She telephoned the family and spoke to the child regularly. Continued to build that strong bond when the child attended the Hub provision on the days the member of staff was covering.</li><li>● Children were identified from Engagement tracker and teacher/Head teacher discussions with parents/carers</li><li>● ALNCO document of referrals and meetings arranged.</li><li>● Welsh themed quiz on Google Meet with class teachers. Welsh activities for children to share with their peers i.e. Welsh recipes, Welsh window display, create a Welsh mascot,</li></ul>	
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<p>Children invited to an online story time session with a Welsh storyteller (arranged by RCT library service.)</p> <ul style="list-style-type: none"><li>● Links with 2 local churches within the community - Bryn Sion and St Fagan's, who provided Christmas presents for each child in the family and provision for a Christmas meal to identified families. They included presents for the parents as well.</li></ul> <p>St Fagans have continued to communicate with these families, sending cards, phone calls and providing bags of provision for more meals. In addition exciting activity packs were provided for each child as well.</p> <ul style="list-style-type: none"><li>● Safer Internet Day</li><li>● A variety of physical education sessions for children</li><li>● Experiential learning, outdoor activities for children</li><li>● Healthy Eating</li></ul>	<ul style="list-style-type: none"><li>● Teacher's planning and photographic and video evidence</li></ul>	<ul style="list-style-type: none"><li>● We intend to develop stronger links with both church groups as they provide for families in our community. The school are supporting St Fagans application for a grant to have a container put in their car park which will support uniform exchanges/provision for the local schools and a 'kitchen' with provisions/food.</li></ul>
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<ul style="list-style-type: none"><li>• Year 6 had a synchronous video session with South Wales Police , School Liaison Officer, PC Claire Price</li><li>• World Book day e.g. Masked Reader Competition, Staff video for children.</li><li>• Lessons on raising awareness of recycling, climate change and the Wonderful World we live in.</li></ul>	<ul style="list-style-type: none"><li>• Teachers’ planning -e.g. explore sugar contact in food and suggest healthy alternatives.</li><li>• For World book day children will share a few pages from their favourite book BUT with a twist. They will be masked. Children will be encouraged to change their voices and their peers have to guess ‘Who is behind the mask. An imovie was created for the children, of staff sharing their favourite book and to be shared with children on World Book day 4th March 2021.</li><li>• Teachers’ planning e.g.Creating agamographs and including two pictures to raise awareness of recycling, our planet, deforestation or climate change.</li></ul>	
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## Innovation

How else have you gone above and beyond to support your children and families?

\* Upon return to school in September 2020, children's Numeracy and Literacy skills were evaluated, using a variety of assessments to ascertain a baseline i.e. Salford Reading and Comprehension Reading test (KS2), Schonell Spelling test, teaching assessments and observations. The qualitative and quantitative data was gathered and used to create groups of children who would benefit from 'accelerated learning'. The 'accelerated learning groups' both in FP and KS2 were provided with extra Literacy and Numeracy support with designated support staff, face to face, until December 2020 (this is in addition to the ALN children who require Individual Learning Plans). These synchronous 'accelerated' learning sessions were then able to continue via Google Meet during the lockdown. Our Foundation Phase children returned to school on the 22nd February and the process of assessing all children using Malt (Mathematics Assessment for Learning and Teaching) has commenced. This will aid us to highlight particular errors and misunderstandings which are diagnostic of key learning needs – counting errors, misconceptions with decimals, etc. *KS2 children were also be assessed when they return,*

A 12 page action plan 'Reducing the Impact of Poverty in our School' was created in December 2020. Upon return to school and in light of reduced restrictions several ventures to support families will be put in place. We will work closely with the Child Poverty Action Group (CPAG) and our school governors have already been invited to attend an online seminar, hosted by CPAG. This will help raise awareness amongst all school staff and governors of the signs of poverty and being observant to identify a child that shows signs of being affected by the situation.

We would also like to mention the steadfast support we have received from our caretaker, cleaning and kitchen staff who have helped in the joint effort of keeping our families safe, in school, during the 'lockdowns'. We have included a 'quote' from our Headteacher about our caretaker, Mrs Ann Davies.

*'Our angel who is Ann has been on hand throughout every day. She made sure that classrooms were sorted as staff had to leave so abruptly at the end of term (Christmas trees etc) and has painted the corridors throughout the school to ensure the environment is bright, welcoming and clean for the returning children. She has delivered work packs and ICT equipment to families. She has welcomed children in the mornings as they have accessed the Hub and then been around to dismiss them at the end of the day.'*

*Mrs Ann Davies, has also delivered necessary resources to shielding staff.*

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