

**Investors in Families Lockdown Award checklist**

**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.**

**Communication**

<b>How have you communicated with families?</b>	<b>What platforms did you use?</b>	<b>Frequency of communication?</b>
<p>As a school we have kept contact with students and families over seesaw, video calls and phone calls home.</p> <p>We designated a team to carry out home visits and frequent calls home for the pupils who were highlighted from our remote learning team.</p> <p>School continued to open for some students and we were therefore able to communicate with some families from a distance during drop off and pick-ups.</p>	<p>Seesaw Email Phone calls Zoom Home visits Work booklets Text message service School Facebook page School Twitter</p>	<p>We communicated with most pupils and families over seesaw on a daily basis. For the pupils and families who didn’t communicate over seesaw we rang them 2 to 3 times a week and tried to organise zoom meetings or home visits to catch up. The frequency of communication was determined by the individual need of each pupil and family. Some pupils were contacted more regularly than others. All students were contacted by one or more of our platforms at least once a week.</p>

**Engagement**

<b>How have you engaged with families?</b>	<b>Was this successful? What were the barriers?</b>	<b>What would you do differently?</b>
<p>The platform used most frequently was seesaw but we also used zoom to catch up with pupils and families. Zoom was also used to carry out live lessons. Phone calls were made regularly to support learning and wellbeing as well as to provide updates. Some staff were also able to</p>	<p>Some families showed a preference to certain forms of contact rather than others. This meant that we did not engage with all families using the same platforms.</p> <p>In some circumstances parents/carers could at times be difficult for us to contact. In this</p>	<p>To improve our practice going forward we believe that introducing further home visits to all of our pupils would be beneficial.</p>



BUDDSODDWYR  
MEWN TEULUOEDD

<p>keep in contact with staff and students via email. Many of our pupils received regular home doorstep visits. This was in support of home learning as well as catching up</p>	<p>instance we found that regular home doorstep visits worked effectively. For any general notifications, as well as seesaw and phone calls, we used text messages to ensure that all parents/carers were reached.</p>	
---	--	--

### **Home Learning**

<b>How did you support Home learning?</b>	<b>What platforms did you use?</b>	<b>Frequency of Home Learning</b>
<p>As a school we had 3 separate teams who concentrated on the learning. We had the Remote learners, Seesaw and work booklets.</p> <p><u>Remote Learning</u> Remote learning was zoom based classrooms for the children who could access a laptop and for the pupils who would engage with face to face teaching. This was a daily occurrence with lots of staff and different subjects.</p> <p><u>Seesaw</u> Seesaw had plenty of daily worksheet and tasks that the pupils could engage in when they weren't on remote learning. This was frequently updated by staff and staff were always on call to help with any questions.</p>	<p>The platforms that were used by the school were Seesaw and Zoom. These were supported by email and phone calls when required. The students completing work booklets from home were supported by phone calls and home visits.</p>	<p>Home learning was a daily occurrence and pupils were encouraged to try and complete the work during online lessons. Seesaw work was also set out to accommodate for the usual timetable in order to keep as much routine as possible. Phone calls were given every other day for the people who were completing work booklets.</p>



BUDDSODDWYR  
MEWN TEULUOEDD

<p><b>Work Booklets</b></p> <p>For the pupils who weren't engaging in remote learning or didn't have access to seesaw, the team would print out work booklets produced by their teachers. These were then mailed to the pupils homes and frequent phone calls were put in place. On occasion staff would also deliver booklets personally to pupils whilst completing an arranged wellbeing check.</p>		
--	--	--

### **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>
<p>A health and wellbeing survey was given to every pupil to complete either on the phone or on seesaw with support if required. The results of these were then used to assist us in creating a plan to better support pupils and families in the highlighted areas.</p> <p>Staff frequently rang home for a catch up with both pupils and parents/carers. Many of our pupils also participated in regular zoom meetings with staff.</p> <p>During home visits staff were able to join some of our pupils on a socially distanced walk. This was found to be very beneficial.</p> <p>On each platform there were different challenges set out weekly to encourage a</p>	<p>This was monitored by a team of staff that split the students in to groups. Each member of staff was responsible for a different group. Staff filled in a form to record each time any contact was made along with a description of interaction and any other notes.</p> <p>A survey provided to all pupils also provided an insight in to the health and wellbeing of our pupils.</p>	<p>A group of staff have looked at the health and wellbeing survey and have identified key categories to work on and will catch up monthly to monitor progression.</p> <p>We created an action plan to support any students that stood out from the results of our survey.</p>



BUDDSODDWYR  
MEWN TEULUOEDD

<p>healthy lifestyle and a healthy mind. This included activities such as walking a mile a day and keeping a journal. School remained open for some students. Not only did this support with parents that were key workers but it supported the mental health of our pupils. We also continued to provide pupils with school meals.</p>		
---	--	--

### **Innovation**

<p><b>How else have you gone above and beyond to support your children and families?</b></p> <p>Continuation of school meals for all students Individual time tables to suit all needs Supply of resources to use from home such as laptops and stationary. Supply of individualised items for activities e.g. hairdressing dolls head Additional challenges set weekly for all students to complete at home. These included weekly cooking and outdoor external leadership tasks. School remained open for some students. To accommodate this there was a slight change of hours. Classes were made smaller and worked within a bubble. Timetables were adapted and there was a change of activities to suit individual needs. Continued contact and support with parents/carers and pupils during school holidays. This proved to lower anxiety and the pupils looked forward to conversations with staff on all platforms. Staff also continued to celebrate birthdays etc of our pupils using Seesaw as well as interacting via uplifting voice notes and check ins.</p>
--