**Investors in Families Lockdown Award checklist**

**Coleg Cymunedol Y Dderwen - Bridgend**

**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**

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| **How have you communicated with families?** | **What platforms did you use?** | **Frequency of communication?** |
| Communications took place via several different platforms:  **Academic**  Teaching staff used google classroom/MOTE to communicate with pupils. Work was set and feedback given on a weekly basis. Live lessons took place on Google Meet. Departmental information was also posted on Twitter/Instagram for Pupils & Parents to keep updated. Work was also sent out in the post to pupils who struggled using ICT to complete work. Texts were sent out informing parents of when Catch up day would be. This day would enable pupils to catch up with their work to relieve any stress.  **Pastoral**  Phone calls were made by the pastoral staff daily to check on the wellbeing of pupils and to ensure all pupils had the necessary equipment needed to complete their home learning. Any concerns with regard to wellbeing were referred to our school councillors and ELSA staff where they would then make contact with the pupils via Email/Text offering support. Referrals were also made to our Welfare Officer where contact was made with families offering welfare support. Where there were serious welfare family concerns, referrals were made to Early Help/Social services for whole family support.  Vulnerable pupils were also offered a place in our vulnerable learners and key workers HuB……. | Telephone  Email  Teachers2Parents  Google Classroom/MOTE  Twitter/Instagram  School website  Letters & Information packs  EWO Phone Calls, letters and door stop visits  Social Worker/Early Help  Hub  School cloud - Parents evening | Pastoral staff phoned parents/carers on a weekly basis.  Teaching staff would communicate on a daily basis following their timetable.  Rewards Friday, only celebration calls made on a Friday to learners who have achieved during the week. |

**Engagement**

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| **How have you engaged with families?** | **Was this successful? What were the barriers?** | **What would you do differently?** |
| Telephone  Email  Google Classroom  Texts  Twitter  School website | Parents were very appreciative of weekly phone calls and being kept up to date with their child’s progress. Parents were also able to phone Pastoral staff if they encountered any problems.  Staff, parents and students all communicated via email regarding academic, pastoral concerns and praises.  Parents were invited onto Google Classroom where they could monitor the work completed by their children. Working parents found this very helpful as they were unable to watch over them during the day.  Drop down day/Hub/KIT information  Celebrating student work and success. Staff video sending students their well wishes. Headteacher literacy challenge, staff music competition.  Important informative letters, updates from WAG, Hub and FSM information were uploaded. Step by step guide on how to use Google Classroom, ICT support for students/parents.  The barriers that we experienced were if the contact numbers/email addresses were not up to date. Lack of wifi/IT access - staff delivered Chromebooks/Mifi boxes to those in need. |  |

**Home Learning**

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| **How did you support Home learning?** | **What platforms did you use?** | **Frequency of Home Learning** |
| Home learning was supported in various different ways. Below is a list of actions that were carried out:   * Chromebooks Loaned * Mifi devices loaned * Live Lessons * Recorded lessons * Teachers online during all lessons times * Form time check in/assemblies * Paperwork packs sent home for students struggling to use IT * HoY/PSO phone calls/emails * Google form tracking student work | Google Classroom  MOTE  Twitter | Pupils follow their daily timetable.  Catch up days |

**Health and Wellbeing**

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| **How did you promote Emotional Health and Wellbeing?** | **How was this monitored?** | **Is further work required in this area, what will you be doing?** |
| ELSA  Counselling  Thrive emotional support  EWO  Vulnerable and critical worker HuB  Form class online meetings to discuss how pupils are, what’s going well, how can we improve - daily check in.  Early Help/Health & Wellbeing Team  WACADA  PE class healthy living activities i.e walk a mile a day etc / Joe Wickes style weekly challenges | Weekly emails/ telephone calls/Teams meetings between pastoral, support staff and outside agencies. Weekly updates were provided from support staff highlighting any further concerns that needed to be addressed. | Continue to monitor and support the learners on their return to school to ensure they are all safe and well. |

**Innovation**

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| **How else have you gone above and beyond to support your children and families?** |
| Using HuB for vulnerable children, MLD, key workers  Home visits by staff to ensure learners received laptops, mifi devices  invited more vulnerable learners and key workers into the hub provision than expected  Invited year 11 and year 13 learners who did not engage well with learning  Delivered additional free school meals and food boxes to certain families in need  Arranged and delivered art equipment packs for learners without the essentials to take part in online art classes  Staff wellbeing check in phone calls and staff wellbeing activities |