



BUDDSODDWYR
MEWN TEULUOEDD

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

How have you communicated with families?	What platforms did you use?	Frequency of communication?
<p>Range of engaging strategies used to communicate with families:</p> <ul style="list-style-type: none">● Letter● Text/School Comms/Email● Website (built a dedicated space for all Coronavirus FAQs/Information)● Twitter/Instagram● Phone Calls (all families contacted plus a weekly contact list for 170 families)● Newsletter (celebrating home learning and continued curriculum throughout lockdown)● Google Classroom (discourse between pupils and their teachers continued daily to support wellbeing and learning)● Wellbeing Podcasts/Videos (Yoga, Resilience, Workload, Organisation)	<p>School website Social Media (Twitter/Instagram) Phone (Text/Phone Call) Email Google Classroom</p>	<p>Daily – pupils would have interaction with their teachers on a daily basis; social media posts; phone calls to most vulnerable pupils.</p> <p>Weekly - pupils would have contact with pastoral support on a weekly basis; newsletter celebrating current affairs and progress of learners was communicated each Friday</p>

Office: 01494 866099 PA: Kate King - kate@waterman.education

Chris Waterman Mobile: 07736 069191

www.iifwales.com



Engagement

How have you engaged with families?	Was this successful? What were the barriers?	What would you do differently?
<ul style="list-style-type: none"> ● Videos (videos to show pupils and families what the changes would look like in school) <ul style="list-style-type: none"> ○ Reopening Bubbles ○ Transition ○ Options Process ● Social Media ● Phone Calls/Texts/Emails/School Comms ● Weekly virtual quiz ● Home visits ● Financial Support Questionnaire ● Pupil/Parent Voice ● DTRB Challenge Day ● ReadingPlus/MathsWatch 	<p>Successful:</p> <ul style="list-style-type: none"> ● Improved SMEH of pupils <ul style="list-style-type: none"> ○ Lockdown 3 we were able to specifically support the pupils we knew who needed the intensive support following March 2020 school closures. ● Improved outcomes and work completion of pupils. ● Engagement in holistic development activities was pleasing. ● 70% engagement in Literacy and Numeracy interventions (in addition to regular classwork) <p>Barriers:</p> <ul style="list-style-type: none"> ● Translating engagement to confirmed submission of work. ● Ascertaining financial need for some family support 	<ul style="list-style-type: none"> ● Increase holistic development activities (Challenge Days; Personal Development Curriculum; Enrichment opportunities) ● Introduce Instagram account sooner to encourage increased engagement and celebration.

Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>Moved curriculum delivery to Google Classroom</p> <ul style="list-style-type: none"> ● Pre recorded lesson content ● Live Lessons 	<p>Google Classroom / Reading Plus / Maths Watch / Paper resources where needed / additional text book provision</p>	<p>Daily (as per DFE guidelines, pupils were provided with 5 hours of high quality home learning on a daily basis).</p>



BUDDSODDWYR
MEWN TEULUOEDD

<ul style="list-style-type: none">● Live Q+A sessions to support pupil engagement and submissions <p>Live Wellbeing check ins with small groups of pupils (led by pastoral year group team)</p> <p>Supplied over 250 Chromebook devices to families (home delivery as well as school collection).</p> <p>Over 50 free internet dongles provided to families.</p> <p>Keyboard/Mouse provided to pupils who have Console but no specific device.</p> <p>Whole-school engagement tracker supported the identification of pupils who may have been struggling with accessing home learning provision and interventions put in place to move them forward.</p> <p>Timetable change to promote self-regulation and organization of work completion at home.</p> <p>In-school support for families struggling to access.</p>		<p>Half-termly DTRB Challenge Day. This was designed to encourage pupils to engage with their family, local community and to distance themselves from technology for at least one day within our curriculum. Pupils were rewarded with Class Charts positive points that can then be 'spent' upon their return to school.</p>
---	--	---

Office: 01494 866099 **PA: Kate King -** kate@waterman.education

Chris Waterman Mobile: 07736 069191

www.iifwales.com



BUDDSODDWYR
MEWN TEULUOEDD

Troubleshooting phone calls from pastoral team to support.		
--	--	--

Health and Wellbeing

How did you promote Emotional Health and Wellbeing?	How was this monitored?	Is further work required in this area, what will you be doing?
<p>Continuation of our Personal Development Curriculum</p> <ul style="list-style-type: none">Bespoke wellbeing sessions for each year group, twice a week <p>Year Group Virtual Assemblies</p> <ul style="list-style-type: none">These contained specific year group messages for pupils as well as promoting key skills such as resilience, communication and confidence during the lockdown. <p>DTRB Challenge Day</p> <p>Weekly Wellbeing Sessions</p> <ul style="list-style-type: none">Pastoral staff ran small group wellbeing intervention check ins to ensure most vulnerable pupils were well, safe and	<p>Classroom Submissions</p> <p>Social Media engagement from pupils and their families</p> <p>Attendance at wellbeing sessions</p> <p>Weekly phone calls from pastoral team</p> <p>Weekly safeguarding meetings and discussion</p> <p>Whole-school tracker to ensure all pupils were accessing and engaging with the resources and tasks.</p>	<p>Further work is required in this area following the most recent lockdown. In September, we found that our pupils had suffered more from a social and emotional perspective, than they had done academically. As a result, following our return from this recent bout of school closures, we have altered our whole-school timetable to provide all pupils with a full day of wellbeing sessions each week (these are called PACE Days). These will help to support all learners as they reintegrate back to school and encourage their emotional regulation and social integration.</p>

Office: 01494 866099 PA: Kate King - kate@waterman.education

Chris Waterman Mobile: 07736 069191

www.iifwales.com



BUDDSODDWYR
MEWN TEULUOEDD

continuing to have some social engagement throughout lockdown.		
--	--	--

Innovation

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

Through our close partnership with the Manchester United Foundation and local organisations, we have been able to provide additional financial support for over 230 families within our community. This has included financial help with utilities, rent arrears, clothing and essential home improvements, as well as a significant proportion of additional food support.

Over the Festive period, we provided 100 families with food hampers. Since the new year, we have also provided 40 families a week with additional food hampers, and have supported in the purchasing of uniform and shoes for families who are unable to pay for these goods due to the hardships provided by Covid.

We have now set up our own 'food bank' at Dean Trust Rose Bridge to offer immediate support to any member of our community who requires additional food.