

**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?
<ul style="list-style-type: none"> <li>• Staff communicate daily with families via telephone calls or email.</li> <li>• Information is sent to families via our school text messaging system.</li> <li>• Information is made available to families on our school website and school social media platforms including, Facebook and twitter.</li> <li>• Family Engagement Officer communicates with vulnerable families daily.</li> <li>• Staff use seesaw to communicate with pupils and families.</li> </ul>	<p>Communication platforms used include;</p> <ul style="list-style-type: none"> <li>• Daily telephone calls</li> <li>• Emails</li> <li>• Text messaging system</li> <li>• School website</li> <li>• Social media including Facebook and Twitter.</li> </ul>	<p>Staff have daily and weekly communication with families, are flexible and always on hand to answer any queries or problems or offer support.</p>



**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"> <li>• Staff have weekly Google meet sessions with pupils.</li> <li>• Family Engagement Officer facilitates a weekly zoom ‘coffee and catch up’ session with families, as an informal way to ‘check in’ with them, offer any support and gain any feedback on home learning.</li> <li>• Staff hold weekly virtual celebration assemblies.</li> <li>• Staff send home certificates each week for positive learning or notes of encouragement.</li> <li>• School staff share engaging story telling sessions which are shared via social media and class web pages.</li> </ul>	<p>Some barriers to the methods of engagement include;</p> <ul style="list-style-type: none"> <li>• Difficulties with technology</li> <li>• Safeguarding concerns for staff and pupils being on video calls together.</li> <li>• Families inexperience of using video calling or being reluctant to talk on camera.</li> <li>• Staff member’s professional development needed upskilling in regards to ICT and editing videos.</li> <li>• Staff not having all the resources needed at home.</li> <li>• Due to the school being in an area of high deprivation, families have struggled with their own ability and confidence to support their child’s home learning.</li> <li>• Families lack of confidence in IT skills.</li> </ul> <p>Successes from these methods of engagement include;</p> <ul style="list-style-type: none"> <li>• Resolving the initial difficulties with technology, with practice.</li> </ul>	<p>Staff will continue to monitor and evaluate our current practices and make improvements where necessary.</p>



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	<ul style="list-style-type: none"> <li>• FEO and families being able to physically see each other during video calls promoted a positive sense of wellbeing.</li> <li>• Children receiving certificates or notes gave them the encouragement to continue with home learning and let them know they were being thought about.</li> <li>• Families are appreciative of the learning videos to assist them in supporting their child's learning.</li> <li>•</li> </ul>	
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### Home Learning

<b>How did you support Home learning?</b>	<b>What platforms did you use?</b>	<b>Frequency of Home Learning</b>
<ul style="list-style-type: none"> <li>• Teachers have planned engaging activities that the children can access to cover age related areas of the curriculum.</li> <li>• Learning videos have accompanied every activity provided, to ensure families have all the information needed to support their child's learning.</li> <li>• Paper copies of the home learning are available from the school reception each day.</li> <li>• Laptops and portable Wi-Fi have been provided for those pupils who had no</li> </ul>	Home learning platforms used include; <ul style="list-style-type: none"> <li>• School website</li> <li>• Seesaw</li> <li>• HWB</li> <li>• You tube</li> <li>• Facebook</li> <li>• Google Meets</li> </ul>	Home learning is uploaded daily on the school website, and paper copies are also available from the school reception for those who are unable to access the work online or prefer to use paper copies.

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<p>devices available to them, to access home learning online.</p> <ul style="list-style-type: none"><li>• Paper copies of home learning are posted out to families on request, if they are unable to collect from school.</li><li>• Teachers provide feedback via seesaw through voice comments and written positive comments.</li><li>• Video tutorials have been provided to support families to access the relevant platforms to support home learning.</li><li>• Teachers offer one to one support via telephone call or email, to any families struggling with home learning.</li><li>• Staff are always on hand to answer any concerns or problems, or to provide encouragement.</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>• The school hub is open for vulnerable pupils and key worker children, who are provided with the same learning experiences as if school was open as normal.</li></ul>	<ul style="list-style-type: none"><li>• Through communication with pupils and families.</li><li>• Staff sharing any concerns they have regarding a pupil or family.</li><li>• Weekly telephone call logs.</li></ul>	<p>Staff will continue to monitor, support and meet the emotional, health and wellbeing needs of the pupils and families.</p>



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<ul style="list-style-type: none"><li>• Breakfast club remains available for the vulnerable and key worker pupils.</li><li>• Staff have supported families in applying for FSM payments to be made into their bank accounts to ensure children continue to be provided with breakfast and lunch at home during the school closures.</li><li>• Pupils accessing the school hub continue to receive weekly Elsa and Thrive intervention.</li><li>• Well-being activities and stories have been made available on the school website for families to access.</li><li>• Family Engagement Officer has issued families who are struggling financially with foodbank vouchers to access food parcels from the local foodbank.</li><li>• Family Engagement Officer has supported families in applying for grants, when in times of financial difficulty.</li><li>• Family Engagement Officer facilitates a weekly zoom 'coffee and catch up' session with families, as an informal way to 'check in' with them, offer any support and gain any feedback from parents on home learning.</li></ul>	<ul style="list-style-type: none"><li>• Pupil related Elsa and Thrive evaluation forms</li><li>• Number and percentage of home learning engagement is recorded daily per class and as a whole school.</li><li>• Weekly percentage of home learning for the whole school is recorded.</li><li>• Vulnerable pupils and families have regular Core group meetings and Case Conference meetings.</li></ul>	
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| <ul style="list-style-type: none"><li>• Family engagement Officer has supported families by liaising with housing, Children services, Health and other community agencies.</li><li>• Working with local community organisations such as ADSA, who have supported the children attending the hub by providing learning packs, fruit and snacks.</li></ul> |  |  |
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### **Innovation**

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

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| <ul style="list-style-type: none"><li>• Staff have recorded and shared uplifting video messages of positivity, hope and encouragement to pupils and families to let them know we are thinking of them and for celebrations and special occasions such as world book day, Easter and Christmas.</li><li>• Staff have sent personal birthday wishes to pupils.</li><li>• Staff have acknowledged and celebrated individual pupil's special events, such as an adoption.</li></ul> |
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