

Investors in Families Lockdown Award checklist

This award will be given to schools that have supported children and families throughout the ‘lockdown’. Its 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>At Green Lane we tried to maintain our high level of communication with our school community. We used a variety of platforms and methods to ensure that we met the needs of our Green Lane Community during this challenging time.</p> <p>Our office team, teachers, senior leadership team to communicate to parents on a daily basis. This was done via social media, text messaging, emails, phone calls, local community communication walks, doorstep visits, letters, our school website and messaging platform, Weduc, and also some face to face communication as parents could make an appointment to come to school if they really needed help.</p>	<p>Social media: Twitter Youtube Google- Teams / Sway Weduc Purple Mash Certificates and post cards</p>	<p>Teachers and leadership team communicated with parents and families on a daily basis to support and discuss home learning queries and support with any other needs that they may require.</p> <p>SLT produced half termly newsletters, plus additional post on Weduc to communicate any changes relating to Covid 19 guidance.</p> <p>Staff delivered an interactive ‘sway’ every day. There was a weekly assembly to dial into and enjoy.</p> <p>Lessons and story readings were shared on the Green Lane youtube account for the children and families to watch when it suits.</p>

Our home learning platform, was also used effectively as a communication tool between parent and teacher to provide support for families whilst not attending school. There was a blog space for the teacher to supervise chat made between pupils too.

We wanted families to feel that, although we were physically separated, that we were not socially separated – we posted videos with messages from staff, different challenges to complete – such as pancake, wear a hat challenge, songs and stories challenge– this helped our families to understand that we were still here for them and part of their school family.

If we knew that parents were experiencing difficulties, we arranged for a known member of staff to contact them in a medium which suited i.e our IT lead produced ‘how to guides and videos’ to support. Our SLT would host a phone surgery for those struggling and if more help was needed, SLT would contact families on an individual basis.

We have a ‘worry hub’ button on the website where parents or children could report any




<p>concerns. Trained members of staff would respond to these within a day.</p> <p>If we had concerns about a family's wellbeing a trained member of staff would visit the family or speak over the phone on a regular basis.</p> <p>We used live and recorded assemblies – which had a really high level of engagement. It was an important moment to spread hope to the children and the community.</p> <p>We continued as many of our 'usual' activities as possible, like our 'First News' oracy questions.</p> <p>Engaged with local community groups such as BYO & BYP & Bradford Food Banks to help further support the community.</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>Leadership team, did local community walks. Doorstep visits Social media: fun and engaging activities Videos and photos on social media including themed videos on mental wellbeing.</p>	<p>Engagement in home learning increased on a weekly basis as a result of daily engagement activities and communication. Children at home could interact with their fellow pupils and teachers through Purple Mash.</p>	

<p>Phone calls to all the children from class staff and wellbeing and engagement phone calls from SENDCO where more specific support may have been needed.</p> <p>Text messages Certificates / postcards for every child to recognise their lockdown learning efforts. Weekly assemblies, which were also recorded for families to watch and enjoy at a time that suited them.</p> <p>We also offered over 80 families access to laptops. (20 of these we purchased from school) We offered family access to free wifi – through links with major service providers. We gave over 40 dongles to support people with their wifi connection. We arranged for data for phones so they could be used as ‘hot spots’ We applied for additional payments for Gas/Electricity for many parents,</p>	<p>Communication between parents and teachers remained strong throughout the school closures.</p> <p>Barriers: Engagement for families that did not have sufficient resources such as laptops / wifi restricted online engagement at first – until we had the resources to offer them.</p> <p>Dispelling myths and ‘fake’ news became a focus of our activities.</p>	
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Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>Developed, communicated and implemented a Home Learning Strategy.</p> <p>Children were trained by the ICT lead and class teachers to use the remote learning during in school lesson time, homework activities leading to an effective transition in to remote learning during school closures.</p> <p>The Home Learning Strategy was communicated parents via the school website. Teachers delivered a 'daily' sway for the children which linked to their learning content from school. It was filled with interactive videos – recorded by teachers- taking them through the lessons – but it ensured that they received high quality teaching and access to a progressive, well sequenced national curriculum.</p> <p>We could track engagement through youtube 'views' and also through the Sway tracker. Purple Mash also recorded who had logged on and when. These tools helped to monitor engagement.</p>	<p>Green Lane Primary School</p> <p>Home Our School Teaching The Worry Hub Parents Contact</p> <p>Green Lane Learning at Home</p> <p>Remote Education Provision: Information for Parents</p> <p><i>What should my child expect from remote education in the first day or two of pupils being sent home?</i></p> <p>Our home learning is set up on both Weduc and through Purple Mash. The first few days will allow us to evaluate the system and work with families to ensure everyone has access to home learning ready for the coming weeks.</p> <p><i>Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?</i></p>   <p>Purple Mash Spelling Shed Bug Club TTRS Microsoft Sway / Teams</p>	<p>5x per week the children was set online with a recorded video which talked them through the lesson.</p> <p>This suited our community because the children could access the learning when it suited them , particularly as many had older siblings that required laptops for online lessons.</p> <p>Click here to listen to the lesson Reading and Writing 12.2.21</p> 

<p>Children who struggled to access learning were given a school laptop – once the council provided them to the school. Bespoke lessons were also planned and delivered via Teams for the children with an EHCP. The children with speech and language difficulties access their speech and language sessions on a daily basis and their 1:1 TA contacted them by phone and for live sessions as appropriate.</p>		 <p>Here are some pages from a typical 'sway'. The children were also set activities on Purple Mash every day.</p>
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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>Children:</p> <p>Wellbeing activities were suggested every day on purple mash and they were also an integral part of the daily SWAY that was shared with the children.</p>	<p>SLT are monitoring this work for the children, The impact of the work that is being done by the health professionals is being seen in the classroom and at home – as reported by parents.</p> <p>Staff response to wellbeing surveys has been positive.</p>	<p>Further training for staff around how they can support wellbeing is being delivered by our Mental Health Practitioner.</p> <p>Further opportunities for face to face, group processing sessions once social distancing allows.</p>

<p>Since coming back from the lockdown, we have had a large focus on outdoor learning. This is because we recognised that many of our children had only spent time indoors as a result of the lockdown.</p> <p>We have completed wellbeing surveys and pupil voice and then acted on what the children's needs have been.</p> <p>Additional support for those children that have been more severely affected during the pandemic has been offered. We have employed STEP 2 – a counselling service and offer counselling sessions for children that have been severely affected.</p> <p>We also have a mental health practitioner 2 days per week through the Bradford and District Care Trust – she is supporting children that also need further focus on their wellbeing needs.</p> <p>Staff: We closed the school on a Wednesday afternoon for the year. This reduced the need to cross bubbles daily. The worries around this</p>	<p>Children reporting that they are 100% happy at school.</p>	
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JMC House
c/o 89 Park Street
Aylesbury
Buckinghamshire
HP20 1DU

<p>was having a detrimental effect on staff mental health.</p> <p>We have encouraged staff to leave school as promptly as possible and have tried to reduce workload, especially around feedback & marking.</p> <p>We have significantly reduced meetings and conducted virtual meetings if needed.</p> <p>There have been weekly staff quizzes to give opportunities for people to engage virtually. Teams groups were set up to ensure staff were messaged and didn't remain isolated.</p> <p>The Trust have invested in 'Health Assured' which gives employees avenues of advice eg physical & mental health, debt, counselling etc and we have directed staff to Step 2 support and the Council's SSWSS resources and helpline.</p> <p>Staff have been involved in devising the Whole School Risk Assessment on Infection Prevention and Control and have been</p>		
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instrumental in taking ownership of keeping everyone safe.		
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Innovation: See evidence on GL twitter / website.

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

We were also a local food distribution centre. We provided fresh food for struggling families and we did this for 5 other school communities in our area. We delivered the food parcels to the family's homes.