

**Investors in Families Lockdown Award Checklist Gwersyllt Community Primary School**

**Putting Children First**

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?  |
| School Level * Through social media Facebook platforms, we updated the school Facebook page with information, and ideas to inspire families to engage together
* We also used Seesaw and Google Classroom to communicate with pupils and families
* We use a Teacher2Parents text service and we expanded the characters available in order to message groups/ classes and individual families in more detail
* Verbally, by phone to help and support families as well as in person at some families homes
* School Leadership on site daily to help and support as needed.

Class Level * Direct communication daily between the class teacher and the pupils via Google Classroom/Seesaw
* Referal via phone
* Parents/Carers could call the school and then the class teacher would contact them directly
* Live lessons for some pupils – All teachers provided at least weekly online sessions
* Live google class meets for some pupils with class teacher or another member of staff, including wellbeing sessions.

Pupil Level * Pupils had direct access to teachers to communicate any worries or thoughts
* Parents were also able to message
* Staff visited homes of pupils who were not engaging
 | Facebook Seesaw Google Classroom Hwb Text messaging service Phone calls  | Facebook as needed, daily to provide new activities for families. For information as an when needed Seesaw and Google classroom as and when needed. Emails when the need aroseWellbeing and information text messages weekly Phone calls daily Website to provide a range of information for families |

**Engagement**

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| How have you engaged with some families?  | Was it successful? Were they any barriers?  | What would you do differently?  |
| Parents/Carers* Provided a weekly timetable of learning for pupils so that families could plan and prepare the week ahead
* Staff provided differentiated activities for the children and were available for support
* Extended communication with families via website, phones, texts, emails and google classroom, explaining changes and providing support
* Supporting Parent/Carer Wellbeing via phone calls if they needed it
* Providing instructions on how to access home learning and giving support to parents/carers to access online learning platforms.
* Family Wellbeing Questionnaire for parents/carers to complete so that the school could provide extra support and help with any changes in circumstances affecting our families.
* The school became FoodBank voucher providers for families.
* Wellbeing text messages sent out weekly to sign post parents/carers to local and national support
* Weekly information and contact with families on our website – Family Learning/Family Care pages – providing huge array of information and signposting advice
* SMT called families who were struggling to engage
* Paper copies made and available for collection to those whom required it.

**Pupil** * Engaging children in Hwb and google classroom
* Providing support for pupils to access online work through phone calls, information sheets, online discussions, emails, texts
* Providing devices for pupils to access online learning if they did not have access at home
* Mifi given to those who required (wireless device)
* Access to free internet data made available for those who fit criteria
* Access for some pupils to learning in small groups in school if they were struggling at home with remote learning
* Twice weekly assemblies based around engagement, effort and wellbeing
 | Lack of internet for some pupils Lack of devices for some pupils Parent confidence and knowledge we provided support for parents where possible Staff confidence in delivering a new curriculum in a completely different way  | A unified approach to upskilling parents with the use of a YouTube channel? More doorstep or home visits to check on pupils wellbeing Other activities to engage families in social skills and learning  |

**Home Learning**

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| How did you support home learning?  | What platforms did you use?  | Frequency of home learning  |
| School * Over the phone support for parents to set up and access home learning and to discuss worries or concerns re home learning and pupi engagement, anxieties etc
* Provision of devices for families to access remote learning
* Referral to IT support
* Emails with advice, guidance, instructions, information or to answer queries
* Texts offering support or reassurance
* Discussions with parents/carers re pupils work – tasks to extend or support where needed

Pupil * Live sessions for pupils
* Daily learning assignments
* Hard copies available for parents to collect from school when IT was not available
* School ran key worker and vulnerable learner groups for those families that needed to access it.
* Emails to support or guide pupils
* Messages to feedback to pupils about work
* Online discussions with pupils who needed advice, support or guidance
* Outside visits to pupils who were not engaging
 | Google classroom Hwb Seesaw Phone calls Texts | Daily home learning tasks and activities  |

**Health and Wellbeing**

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| How did you promote emotional health and wellbeing? | How was this monitored? | Future Improvements? |
| School * Check in with families and parents/carers weekly/fortnightly or as the need arises
* Parents/Carers frequently asked about their own wellbeing and support and sign posting provided if they need it
* Fun tasks and engaging activities for families shared via social media and school website
* Videos created following 5 ways of wellbeing to provide support
* Individual zoom support for some pupils
* 1:1 counselling for some pupils.
* Weekly text to support wellbeing
* Range of advice, signposting, information shared weekly on our Family Learning Family Care pages on website
* Phone calls with families who needed support or someone to talk to
* Liaising with outside agencies where necessary to support families

Classes * Wellbeing activities provided for pupils
* Wellbeing week encouraging pupils to engage in other activities apart from home learning
* Videos made by staff about The Five Ways of Wellbeing for pupils to access

Pupils * Vulnerable pupil check in with phone calls, zooms, videos and support
* Class teachers provided daily support for pupils wellbeing

Staff * All staff provided with updates and weekly emails
* Staff encouraged to look after their wellbeing
* Check in’s with staff to see if they needed any support
* Staff rota to minimize face to face contact
* Emails and signposting to services for more support for staff should they feel they need it
* Links to wellbeing sites/advice sent to staff regularly
 | SLT checked in with staff to see what activities they were doing to support pupils. Staff shared activities that they felt were supporting pupils with their wellbeing with SLT Class Teacher referred pupils to the Wellbeing Team for more support Check in phone calls made by Headteacher re staff wellbeing | Access for Staff to Mental Health Professionals Meetings outside for Parents and Carers to feel they have a human connection with school in a covid safe wayWellbeing activities and support for families regularly Staff encouraged to take time away from working on screens etc  |

**Innovation**

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| We have created and completed a Wellbeing survey for our families to find out about any extra support that they might need. Following this we provided information on our website about the areas they had requested support for. We also provided tailored supported as and when needed. We completed a pupil wellbeing survey to find out how all the pupils are feeling about lockdown and also coming back to school. We talked to staff about focusing on pupil wellbeing as a priority and the need for pupils to feel safe and happy. This became the focus for staff as opposed to merely looking at pupils ‘catching up’. We discussed the different points pupils may be at due to their home learning experiences and how there was inequality for pupils during this time. Staff were mindful of possible regression for some pupils and that some pupils were out of routines, were anxious about returning to school, and that they needed to build up resilience and stamina for learning, as did the staff re teaching. We have created and completed a staff wellbeing survey to find out how the staff are feeling on the return to working after lockdown and to enable us to support them effectively and in relation to their specific needs.Additional pointsFace to face support for families when they needed it. Becoming Foodbank referrers Linking with many different agencies involved with families during lockdown and providing them with support Providing 1:1 counselling sessions for identified pupils. Providing respite for parents/carers using the in school hub facility Home visits Providing IT equipment to families Staff members encouraged to use this time at home to undertake training in areas they would not normally have access too |