

### Investors in Families Lockdown Award checklist

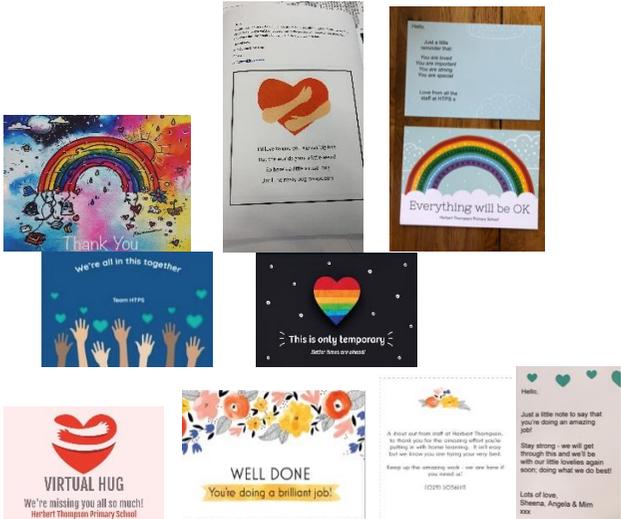
This award will be given to schools that have supported children and families throughout the 'lockdown'. It's aim is to celebrate and acknowledge the dedication, support, guidance, care and nurture that you have provided during the epidemic.

#### Communication

How have you communicated with families?	What platforms did you use?	Frequency of communication?
<p><b>Vulnerability Lists</b> When we knew that were heading to lockdown, we put together some very detailed vulnerability lists detailing every child in the school. They were categorized into levels of vulnerability using a traffic light system. The absolute priority was making contact with the families very regularly (depending on their level of need). If we couldn't contact families we would use a range of other methods of contact including home visits, emails, facebook messaging texts and welfare checks. Every contact was recorded in the vulnerability lists - so that nothing was missed and contact was maintained for every family.</p>	<p>Phone calls Facebook See Saw Emails Teachers to Parents - Text Service Letters to Families</p>	<p>At least one call a week and more as needed by parents/families and a per the vulnerability lists. Some families had contact every day if they needed and wanted this.</p>
<p><b>Day to Day Communication</b> We communicated day to day messages through:</p> <ul style="list-style-type: none"> <li>• Emails to parents</li> <li>• Using -the text service</li> <li>• Letters to Families</li> <li>• Phone calls</li> <li>• Class Twitter Accounts</li> <li>• Google Classroom</li> <li>• See Saw</li> </ul>	<p>Facebook Email Teachers to Parents - Text Service Telephone</p>	<p>Contact in a variety of ways was very regular and as often as needed.</p>



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<p><b>Home Visits</b></p> <p>If we were unable to make contact or felt our children/families needed support, we would carry out home visits. We followed all Covid procedures to keep everyone safe and felt this was necessary to support some of our families in particular during Covid. If children didn't return, we visited to ensure that they didn't feel left out. Nursery staff visited all nursery children prior to them attending Reception to say goodbye and to support the children to have an ending to the school year.</p> <p>In the case of welfare visits, we worked closely with our School Attendance Officer, Police Liaison Officer and PCSOs to make sure every child was safe and that families could access support as needed.</p>	<p>Home visits</p>	<p>As and when was needed.</p>
<p><b>Postcards to families</b></p> <p>These were used to reassure and to maintain relationships as well as connection, throughout lockdown. It was a way of us keeping our families in mind and demonstrating empathy as well as offering support.</p> 	<p>Postcards sent through the post or hand delivered</p>	<p>We sent several postcards to staff, children and parents at set points, e.g. when we first went into lockdown, when expectations increased for home learning and at the start of the second lockdown.</p>



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<p><b>Closed Facebook Group</b> We needed to reach more parents so we decided to launch a closed Facebook group and we had a fantastic response. We were able to communicate messages quickly and reach a wider audience. I was able to post headteacher videos explaining procedures etc to reassure parents. We were always able to launch surveys, model home learning activities and communicate with parents via the messenger facility.</p>	Facebook	Very regularly and sometimes daily.
<p><b>Adapted the Website</b> We adapted the school website to contain very clear communication in relation to Covid, support services available and home learning. This was updated as soon as key messages needed to be shared. We often sent a text out to parents to inform them that an update was on the website. We moved things around so that links to Covid could be accessed really easily.</p>	School Website	Very regularly – a minimum of once a week and sometimes could be several days in a row.
<p><b>Letters to Families</b> Parents who preferred communication via the post were catered for with letters sent out to communicate key messages and updates. We also used letters in relation to non-engagement, attendance etc.</p>	Letters via the post	As and when needed.
<p><b>Live Wellbeing Check Ins</b> Every day, live wellbeing check ins were held at the same time without fail. This was to ensure strong communication with families and to maintain connection and relationships as much as possible. Children and parents could stay on at the end of a session to discuss any issues or receive support, e.g. help with activities set.</p>	Google Meets	Every day through lockdown.

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<p><b>Google Classroom</b> Children and parents could message teachers on Google Classroom as needed. Teachers used the classroom thread to post messages and communicate with children. This was also a useful facility for children to connect with one another.</p>	<p>Google Classroom</p>	<p>Daily content and messages.</p>
<p><b>See Saw – Foundation Phase</b> We increased our use of See Saw in Foundation Phase to communicate with families through posting information, sharing resources etc. We upgraded to an extended version in order to allow parents to message one another.</p>	<p>See Saw</p>	<p>Daily content and messages.</p>

### Engagement

<b>How have you engaged with families?</b>	<b>Was this successful? What were the barriers?</b>	<b>What would you do differently?</b>
<p><b>Providing Food</b> We opened up the school hall to provide grab bags to families who needed them (eFSM pupils in the first instance). Some families were unable to collect, e.g. due to social distancing so we delivered the food to families a needed. We also provided food parcels, shopped for parents who were really in need.</p>	<p>Relationships strengthened. Food was provided to those who needed it.  Food choices were limited so not all children wanted the food provided. Not all parents opened up and told us if they needed food – we would sometimes hear from other families.</p>	<p>Increase the focus on food poverty. We are in the process of setting up our own community cabin/shop and have secured funding to do this. It will be a ‘pay as you can’ shop and high-quality surplus food will be provided which could otherwise end up in landfill.</p>
<p><b>Questionnaires and Surveys</b> It was so important to engage parents in order to ascertain their views and needs. We used Google Forms to gather views and to carry out consultations. Questionnaires and Jamboards were used with children to ascertain their views also.</p>	<p>Very good response rate -more than usual (when sent out on paper). As they were anonymous, it is likely that the views were accurate. Highlighted how happy the parents were with procedures. Some parents found the questionnaires online challenging if they hadn’t used Google Forms before.</p>	<p>Use Jamboards with parents when engaging parents in surveys in relation to idea as it would be good for parents to collaborate and see each other’s comments.</p>
<p><b>Loaning Devices</b> A massive effort was made to re-purpose devices including iPads, Chromebooks and dongles. We distributed around 180 devices and provided support to families as needed.</p>	<p>All children who needed it were able to access home learning.  We had excellent engagement for wellbeing check ins but not always for home learning.</p>	<p>We started a Learning Clinic but it would have been good to start this even earlier to increase engagement.</p>



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<p><b>Methods of Engagement</b> (As discussed in the communication section above). Methods include:</p> <ul style="list-style-type: none"> <li>• Visiting the home.</li> <li>• Maintained excellent levels of contact. Carried out home visits and worked with SAO, EWS and Police Liaison for welfare visits.</li> <li>• Phone conversations.</li> <li>• Emails.</li> <li>• Text.</li> <li>• Facebook Closed Group.</li> <li>• See Saw.</li> <li>• Letters/postcards to engage.</li> <li>• Live Wellbeing Check Ins.</li> </ul> <p>Videos to model activities that could be carried out at home</p> <p>Over 180 devoces loaned out - gtants applied for to increase IT,</p>		
<p><b>Phone calls home</b> As often as needed.</p>	<p>Relationships maintained/developed. Able to support families as needed such as through pinpointing relevant services.</p> <p>Not all parents answered as our numbers were withheld. We did provide an emergency number to families who really needed this and all parents were given an email address that could be accessed 7 days a week for support.</p>	<p>Sometimes parents didn't answer because numbers were withheld. So we used to email/text to arrange a time to all which helped in many cases. We have now purchased a new phone system and staff have apps on their school devices that they can use to call parents and this displays the school number.</p>

### Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p><b>Face to face sessions – wellbeing/direct teaching/support (depending on needs).</b></p>	<p>Google Classroom Google Meets See Saw</p>	<p>Daily slots and additional as needed. There were improvements between the first and second lockdown.</p>
<p><b>Live Google Meet sessions.</b></p>	<p>Google Classroom Google Meets</p>	<p>Daily slots and additional as needed.</p>



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<p>Learners have a daily meet session every morning. It begins with a daily registration and then has a wellbeing focus. It is so important that children see their teachers and peers. There is also a focus on learning and an emphasis on motivating and engaging learners. Using the Meet chat facility, learners and staff interact with each other and ask and answer questions. <b>Additional learning sessions are organised if and when needed.</b></p> <p>From 01.02.21 - started to include CCFC staff in engagement meets.</p>		<p>One session everyday which begins with a wellbeing focus first and then learning discussions/support.</p> <p>Additional session for the teaching of a concept/addressing misconceptions where and when needed (with a small group usually).</p>
<p><b>Online chat-based discussions through Google Classroom.</b> Every child is part of an online classroom and there is a stream that pupils and staff can communicate with each other.</p>	Google Classroom	Throughout the day – every day.
<p><b>Audio calls.</b> Within each team there are staff who contact children/families via the telephone.</p>	<p>**Towards end of lockdown we bought into a new 3CX phone system. Staff have an app on their school devices and can ring parents via the school number. We has increased engagement from parents after installing this as they don't always answer withheld numbers.</p>	As often as needed.
<p><b>Social media conversation through a closed Facebook page.</b> Staff set activities for learners, maintain contact and model/lead session such as singing familiar songs, reading stories, playing learning games or learning outdoors.</p>	Facebook group	Daily
<p><b>Learning activities set on See Saw (learning app).</b> Staff create differentiated learning activities and share with children with written instructions and voice instructions. Families can share the learning that they are doing at home also. Staff also post videos to support learning.</p>	See Saw App	Daily
<p><b>Google Classroom learning assignments.</b> Learning assignments were set daily and shared with children on Google Classroom. There are various ways to communicate and support learners.</p>	Google Classroom	Everyday throughout the day – staff are available online to support learners.



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<p><b>Recorded instructional video.</b> Pre-recorded teaching sessions - an opportunity for children to have an activity explained/demonstrated or introduced by one of their teachers.</p> <p><b>Recorded presentation with voiceover or audio comments inserted into a slides, word document or PDF.</b> Screen pre-recorded by staff to teach or explain a concept.</p> <p>Could include teaching Slide/PowerPoints made by staff that the children can go through at their own pace.</p>	<p>Google Slides PowerPoint PDF Word</p>	<p>As and when needed – increased as lockdown increased.</p>
<p><b>Learning Videos.</b> Links to video e.g. BBC bitesize where a concept or a teaching point links directly to an activity</p>	<p>Variety of Websites</p>	<p>As and when needed – increased as lockdown increased.</p>
<p><b>Learning Apps.</b> My Maths, Big Maths and Purple Mash are used to set work at the children’s level of learning</p>	<p>My Maths Purple Mash Big Maths</p>	<p>Frequently during the week.</p>
<p><b>Use of eBooks for Home Reading.</b> <i>Currently using Oxford Reading Owl (but it is limited in terms of the books available). Therefore, we have purchased a subscription to MyOn which has a large selection of books for children across the school.</i> <i>Purchasing a subscription to ebooks in a variety of languages</i></p>	<p>Oxford Reading Owl MyOn Reading</p>	<p>Available as needed.</p>
<p><b>Hard copy worksheets/booklets/resources.</b> These are used if children cannot access online learning (e.g. due to additional learning needs or in that they are unable to access/focus enough whilst using digital devices). <b>**A large number of devices were distributed.</b></p>	<p>Website</p>	<p>As often as needed. Hundreds of written work packs delivered, emailed or posted online.</p>
<p><b>Non-engagement letters/support over the phone</b></p>	<p>Phone</p>	<p>As often as needed.</p>



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<b>Online Learning Clinic</b> Support children/families who are struggling when completing home learning.	Google Meets	Weekly
<b>Challenges to excite and engage</b> Teachers cold water challenge to excite and engage children. Invite special visitors such as Cardiff City players to school.	Google Meets Facebook Twitter	Weekly.

### 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?
<b>'Time to Talk' sessions over the phone</b> With a trained Emotional Support Teaching Assistant. Support over the phone for children who were struggling with anxiety	Records and discussions.	Increased capacity for 'Time to Talk' sessions
<b>Liaised with outside agencies</b> To provide support for families, including referrals to services.	Vulnerability lists, records and discussions.	Continued to access support post lockdown.
<b>1:1 intervention sessions with therapy dog Trixie.</b> Targeted intervention for children.	Sterling Wellbeing Scale. Thrive Assessments.	Continued post lockdown.
Check ins with families Vulnerability lists as per above – see above.		
<b>CCFC Hub Physical Exercise Sessions.</b> Physical activity sessions outside for learners to get active. In poor weather, sessions took place remotely remotely.	Observations, pupil voice and discussions.	Continue post lockdown. Make links for School Holiday Enrichment Club.
<b>Wellbeing Postcards</b> Postcards sent to all children, families and staff. Cwtch postcards sent home and letters to children receiving Thrive interventions.	NA	Maintain positive praise postcards



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<p><b>Weekly Wellbeing Activities</b> Practical offline activities – e.g. exercise, gardening, cooking etc to promote family time.</p>	Discussions, images etc.	Continue to focus on outdoors/outdoor learning.
<p><b>Thrive Packs</b> Emotional wellbeing packs delivered to children, such as a Teddy Bear and sensory type resources.</p>	Feedback from children and parents.	Resources for children to keep at home to use for calming down, memories etc.
<p><b>Assemblies</b> To promote connection and maintain relationships, e.g awards assemblies, church assemblies.</p>	N/A	Continue with a range of assemblies online whilst restrictions in place.
<p><b>Recovery &amp; Thrive Curriculum</b> Identified a full programme of support for return Thrive Curriculum across the whole school and Recovery Curriculum.</p> <ul style="list-style-type: none"> <li>• Thrive training to upskill</li> <li>• Trauma and anxiety training</li> <li>• Purchased a range of emotional support texts to share with children.</li> <li>• Increased Outdoor Learning.</li> </ul>	Jamboards – Google (opinions of children, staff and parents). Feedback/Discussions. Questionnaires.	Complete as needed.
<p><b>Y Cwtch Sessions</b> Families met with our Thrive trained practitioners to carry out Thrive based activities to strengthen connections and relationships.</p>	Thrive Profiles and Individual Action Plan Reviews	Provide face to face online sessions as soon as practicable.
<p><b>Online Worry Boxes (KS2)</b> <i>Added to Google Classrooms so children can privately raise worries that are affecting them and support was then arranged.</i></p>	Monitored by classteachers.	Continue with worry boxes in classrooms.
<p><b>Hygiene and Cleaning Packs</b> Worked with Save the Children to arrange and deliver packs to around 80 families with hygiene resources for cleaning.</p>	NA	

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<b>Activities for children</b> Physical yoga, mindfulness etc in the hub and online so all children could take part.	NA	Continue as children return from lockdown.
<b>Some of the Activities for Staff Wellbeing:</b> <ul style="list-style-type: none"><li>• All staff allocated SLT link for regular check ins.</li><li>• All staff emailed and/or spoken to with the latest updates, everyone is included and 'in the loop'.</li><li>• Detailed daily briefing notes provided instead of face to face meetings.</li><li>• Links to available services shared through emails and posters.</li><li>• Weekly Wednesday Waves so everyone can see each other.</li><li>• Occupational health advice/referrals as needed.</li><li>• Class bubbles.</li><li>• Counselling arranged for staff.</li><li>• Quiz nights and online socials.</li><li>• Handmade gifts and thank you messages to staff.</li><li>• Additional staff meetings as and when needed.</li><li>• Staff rota to minimise face to face contact.</li><li>• HT checks in daily on staff wellbeing of staff in the hub (all staff rotate weekly).</li><li>• Regular check ins on phone and on online.</li><li>• Open communication for all.</li><li>• Optional activities emailed to raise awareness of staff wellbeing.</li></ul>		



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### **Innovation**

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

- Shopping for families in need – if they couldn't access shopping if they are isolating.
- Delivering presents to families in need during Christmas – sourcing from charities and staff gifts. A range of Easter Eggs too.
- Y Cwtch – Children and Parent Sessions (as described above).
- Dedicated email and mobile number given to families that could be used out of hours (24/7) and during the holiday if they needed support.
- End of year visits to nursery children and Y6 and gifts for transition.
- Extensive hub and support programme for respite for children - hub continues on a Friday pm.