

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"> ○ Letters were sent via Google classroom, Facebook and put onto the school website for families to access. ○ Text messages were sent to families, regularly, with clear messages about goings on in school. ○ Marvellous Me, (a home communication app), was used to send messages and give praise. ○ Phone calls were made to all vulnerable families on a weekly basis. In addition to this phone calls were also made to families where the children hadn't access Google Classroom all week. This was updated on a weekly basis, by teachers, so that the Inclusion Manager could make contact. ○ Food parcels and home learning packs were delivered to families so that face to face communication could be had with all families, over 	<ul style="list-style-type: none"> ○ Text Messages ○ Facebook ○ Marvellous Me ○ Google Classroom ○ Twitter ○ The school website 	<ul style="list-style-type: none"> ○ Newsletters would be sent out weekly. ○ Updates would be sent out when they were made available by the DfE. ○ Weekly phone calls were made to all families who were vulnerable and families where we hadn't seen the children on Google Classroom at all in the week. ○ Messages were sent on a weekly basis. ○ Class teachers were communicating daily through Google Classroom – where parents needed.



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<p>the lockdown period. This was to ensure that all families were genuinely all right. Thankfully from doing this we were also able to pick up some families that were struggling and offer help and guidance.</p> <ul style="list-style-type: none"> o Chocolate bars were sent home to every child with an individual message written for them, by their class teacher. o Whole school assemblies were carried out by the Acting Headteacher. 		
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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"> o Daily live lessons were held from 10:00am – 12:00pm. These were a mixture of mathematics, mental maths, spelling, grammar, phonics and English. o 1:1 sessions were offered to children, by their class teachers, three afternoons a week. These were offered virtually or at school depending on the families preferences. o Google Classroom had a variety of activities available to suit the preferable learning times set by the DfE. 	<ul style="list-style-type: none"> o The daily live lessons were very successful with around 65% of all classes attending daily. The families were pleased to have the additional support. The children were pleased to have the contact with their teachers and classmates. The barriers were that the children wouldn't upload their completed work. o The 1:1 sessions were popular and successful with those that remembered. Sadly the families wouldn't always show up at the time slot that they had chosen and their 	<p>Hillside staff team worked incredibly hard to offer children a breadth of experiences whilst in lockdown. I feel that as a staff team there is little else they could have done for learners at home. The only additions that could be made would be:</p> <ul style="list-style-type: none"> o Live lessons could have been recorded and uploaded for anyone that wanted to access them at a different time. o More regular assemblies.



<ul style="list-style-type: none">○ Teachers put the children's daily learning online with a timetable as a guide. To enhance this learning links to BBC and Oak Academy were added to off variety.○ Hi-Impact (our computing provider), carried out 4 sessions of ICT for all children to access virtually. This offered the children something very different.○ Whole school 'days' of learning were prepared and enjoyed, including: Mathematics day, black history day and an environmental day.○ Daily exercise sessions were added to ensure children remained active.○ Where children didn't have something to access Google Classroom laptops were provided.○ Learning packs were made for all children (Early Foundation – Year 6) which were differentiated and resourced, depending on the child's needs.○ Recordings of the main teaching points were made by the teachers to upload onto Google Classroom. This was to ensure that any child who had missed the live lesson could access the content at a later point and for EYFS children that weren't having live sessions.	<p>session was missed. However, for those that did come virtually or to school they gained a lot from the contact and content of the sessions.</p> <ul style="list-style-type: none">○ Google Classroom works well for our children and the access the content daily. Sadly, uploading the work that they do is not as successful.○ The children that accessed the additional platforms like BBC and Oakfield Academy enjoyed the sessions.○ The barriers to giving families a laptop was that they still wouldn't necessarily access the learning.○ The learning packs worked well when they were collected or delivered. Particularly where resources were included as the children didn't necessarily have their resources at home.○ All of the children that entered the photography competition enjoyed it. The all liked sharing their version of lockdown. A school display was made of the entries.○ Challenge 3 offered children something different to educational based activities. This was useful to families who struggled to get their children to complete the work set.	
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<ul style="list-style-type: none">○ EYFS teachers uploaded themselves reading stories for the children to enjoy.○ A photography competition was set for all children to partake in. They had to take a photo of what lockdown meant to them and send it in. One winner, from each year group, received an educational activity book as a prize and it was celebrated on Facebook, the school website and Twitter.○ Challenge 3 was set for the children to complete which were three separate from school challenges that the children could enjoy: washing the dishes, completing a dance routine or making a natural objects sculpture.		
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Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<ul style="list-style-type: none">○ We used Google classroom to upload the work onto.○ All lessons that the teachers added were enhanced with links to BBC and Oakfield Academy.○ Learning packs were sent home to all learners which were differentiated and included resources where they were needed.	<ul style="list-style-type: none">○ Bug Club○ Timestable Rockstars○ Spelling Shed○ Google Classroom○ Oak Academy○ BBC	Home learning took place daily: 3 hours of work was uploaded for KS1 4 hours of work was uploaded for KS2



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<ul style="list-style-type: none"> ○ The teacher was available and online daily from 10:00am – 12:00pm carrying out lessons for the children to be a part of. ○ 1:1 sessions were carried out by class teachers. These were offered virtually or at school. Parents were allowed to pick the best time slot for them. ○ Books were scanned and sent home to read. ○ Bug Club was also available to EYFS and KS1. ○ Teachers made individual resources for SEND children. ○ Teachers made booklets for parents on how best to support their children with their learning. ○ Teachers made weekly phone calls to any pupils they felt were vulnerable. 		
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Health and Wellbeing

<p>How did you promote Emotional Health and Wellbeing?</p>	<p>How was this monitored?</p>	<p>Is further work required in this area, what will you be doing?</p>
<ul style="list-style-type: none"> ○ Challenge 3 was provided to support emotional health and well-being. This was to give children a different focus and get them active, involved in family life and creative. This would include things like: 	<ul style="list-style-type: none"> ○ A phone call record was kept on Google Drive so that any conversations that had been had could be communicated with their class teacher, SLT and the Inclusion Manager. 	<p>I feel that the whole staff team supported the families emotional health and well-being. Whether this was with a phone conversation, 1:1 support with their child, resources being made and shared, food parcels being delivered, home learning</p>



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<p>painting, creating shapes with the clouds, dusting for the family or trying to walk 10000 steps in a day.</p> <ul style="list-style-type: none">○ The inclusion Manager offered emotional and well-being sessions to all learners that needed it and they came into school, weekly, for 1:1 sessions.○ Jigsaw sessions still ran weekly so that children were being provided with the tools to carry out PSHE work.○ Assemblies that were carried out focused on the emotional well-being of children.○ Photography competition focused on the need to reflect on lockdown and think about what has helped them get through the time.○ Families were communicated with regularly to ensure that they were supported. Where any family member got in contact with the school for support the Acting Headteacher would phone back to offer help.○ Where families / children were struggling being away from school and friends they were allocated 2 days a week in school to ensure that they were getting the support they needed.	<ul style="list-style-type: none">○ A log of all learning that took place on Jigsaw was made – a weekly timetable.○ A log of attendance was taken.	<p>packs being delivered and additional activities that are meant to support and nurture good mental health. In every way my staff went above and beyond and where families asked for help they received it or where we knew families were vulnerable we gave it.</p>
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| <ul style="list-style-type: none">○ The SENDCo set up 1:1 sessions with children, in school, to support their educational progress. | | |
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Innovation

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

- Children that came to school were given daily sessions to attempt to keep their day as normal as possible.
- The children in school spent live lessons with their class teachers so that the contact remained.
- Children in school, as well as joining the Hi-Impact computing sessions had forest schools weekly as an enhancement.
- Resources were given to children where they didn't have any at home.
- Staff put on a story time for the children to access.