

**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?
Telephone calls to parents from teachers to ensure the well-being of families.	Telephone and mobile phones	Weekly telephone calls- more regularly if required.
Text messages sent to parents who do not wish to engage in telephone conversation to ensure the well-being of the family.	Text messages/ What’s App messages	Weekly text messages sent
Up to date information on school closures and any other important information sent to parents.	ParentMail Email School Website Post- Royal Mail	As soon as relevant information became available.
Regular Twitter and Facebook updates.	Twitter Facebook School website	Weekly
Emails to parents with differentiated activity suggestions, specific to their child’s needs.	Emails	Weekly
Important information and messages sent out to parents via ParentMail and school website.	ParentMail School website	As soon as information became available.



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<p>Family and Community Liaison Officer visiting pupil's home to drop off learning packs, important OT resources and to check on the wellbeing of pupils.</p>	<p>Face to face</p>	<p>Weekly- more regularly if needed.</p>
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**Engagement**

<p><b>How have you engaged with families?</b></p>	<p><b>Was this successful? What were the barriers?</b></p>	<p><b>What would you do differently?</b></p>
<p>Virtual Coffee morning offered.</p> <p>Annual Reviews have been ongoing through Teams meetings.</p> <p>Our annual parents evening was replaced by virtual meetings.</p>	<p>Unfortunately, the Virtual Coffee Morning was not successful. I feel that this was due to the fact that children were still at home and parents have enough to contend with, trying to entertain them. Posters were sent home to parents, uploaded to the website, added to Twitter and Facebook.</p> <p>The Annual Reviews have been really well attended- more outside agencies who wouldn't usually attend, such as OTs, SaLTs, Physios have been involved too.</p> <p>Staff were allocated a whole day to contact families virtually to discuss the progress their child had made. This was done via Microsoft Teams and over the telephone.</p>	<p>I will offer another Virtual Coffee Morning when all pupils are back in school. Hopefully more parents will show interest then. This would be a great way for us to hold coffee mornings/ family meetings moving forward as some parents find it difficult to get to Riverbank due to living the other side of Cardiff.</p> <p>An option to attend meetings virtually should always be made available now that we are aware of how much more involvement there has been from outside agencies who may be too busy to attend in person.</p> <p>With the situation being as it was, this was the best option we could come up with. We also felt it very important that families were given time to talk about the progress their had made at home.</p>



<p>Teams meetings with families and children.</p>	<p>Some parents took up the offer of a 1:1 Teams meeting for their child, but not many. I feel part of the issue for this was the fact that parents are not competent on ICT equipment and some children are only interested in playing games on computers and laptops- this leading parents to feel the session would be unsuccessful.</p>	<p>Virtual meetings will continue to be offered to families who do not always attend in school meetings.</p> <p>I feel it is imperative that we offer some digital technology courses to enable parents to become more confident in using these resources. This could be done remotely, but I do feel that once families are able to come back in to school, this should be one of the first courses we offer.</p>
<p>Live video sessions with John the Music man.</p>	<p>Links have been sent out via email, text message, on Twitter, Facebook and through the school website to try to engage families.</p>	<p>I feel that we could send home more information on John- the music man with photographs of children enjoying his sessions in school. Parents may be more inclined to put it on for their child if they know they have enjoyed similar sessions before.</p>
<p>Live music sessions with Andy Pidcock.</p>	<p>We are unable to find out who accessed these sessions, but some parents have mentioned them to teachers in their weekly phone calls.</p>	<p>I feel that this resource is the best quality that it can be on the website. If it is possible to transfer this information to Seesaw when we start using this tool, that would be useful.</p>
<p>Links to prerecorded YouTube sessions.</p>	<p></p>	<p></p>
<p>Makaton signs available to parents via website</p>	<p>A whole section on the school website has been dedicated to Makaton signs- there are a number of signs available for families to access and use at home with their child to support their communication. A number of staff members have directed parents to this page and have had good feedback. The page has also been used by some staff members to develop their own skills. The Makaton page is</p>	<p></p>



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<p>PECS symbols available for families and the public on the Riverbank website.</p> <p>Health and Wellbeing resources shared by nurture team.</p> <p>Calls to families who are struggling and resources sent home.</p>	<p>available for the public to access too- a very useful tool.</p> <p>A whole page on the website has been dedicated to PECS- the pictures are relevant to every day tasks and activities that children complete at home. Parents are able to print off, laminate and cut out the PECS symbols they wish and use these with their child- consistent to school.</p> <p>Health and wellbeing resources were shared with all staff by the nurture team. Some have proven useful in providing support for families that are struggling. One of the main issues is encouraging the families to open up- they sometimes tell staff everything is ok as they don't want to seem like they are failing, and because of this, we struggle to support them appropriately.</p> <p>Referrals have been made by teachers to the FCLO who has got in touch with families who have really been struggling with behaviour, engagement, sensory issues etc throughout the year, but especially during lockdown. Resources are sent home to support families.</p>	<p>I feel that this resource is of a high standard- we will continue to add to it as time goes on. Considering Contexts for Learning and topics of interest to the children.</p> <p>Since the first lockdown, teachers have started making weekly phone calls to parents which has led to them building trust and families being much more open and honest. They families really appreciate these calls. These calls have continued when lockdown is over and children have been back in school full time.</p> <p>This is a relatively new role within Riverbank. I feel that the role will develop with time. Some families have not met me and due to COVID will not have a chance for a while. I will continue to offer the support and advice I can over the telephone for the time being.</p> <p>Having the opportunity for the FCLO to introduce themselves to the families has been</p>
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<p>Door step visits from FCLO to deliver home learning packs and OT/ SaLT/ behaviour management resources relevant to the child.</p> <p>Purple Mash</p>	<p>Due to the nature of some of our pupils, they are unable to access any learning remotely. Therefore, Home learning packs were created by the class team and dropped off to pupils by the FCLO. This gave the FCLO the opportunity to introduce herself to parents and explain what resources were in the pack.</p> <p>Doorstep drop offs have also been made if a parent requires a 'chew buddy' to stop their child biting their hand, any other resources that may be needed from a sensory perspective and behaviour management resources such as traffic lights and now and next boards. These resources are created by the staff team and dropped off by the FCLO.</p>	<p>extremely beneficial. Due to the families living all over Cardiff, we don't usually have the chance to make contact face to face as children are brought in by minibus or taxi. All I would do differently, is spend more time visiting more families.</p>
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**Home Learning**

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>Purple Mash used for staff to set work and pupils to communicate with staff- through Contexts for Learning. Staff able to see what pupils are accessing work set.</p> <p>Teams lessons for more able pupils. Very well received 8 out of 10 pupils involved on average.</p>	<p>Purple Mash</p> <p>Microsoft Teams</p> <p>Microsoft Teams</p>	<p>At least twice a week</p> <p>Weekly meetings set up</p> <p>Weekly meetings set up</p>



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<p>Teams meeting for more able pupils to meet virtually with their peers and continue some form of friendship and communication.</p> <p>Teams meetings offered for teacher and pupil 1:1 to ensure child is accessing activity specifically tailored to them.</p> <p>Easy to follow video guides produced for parents to access website, Teams, Purple Mash.</p> <p>Step by step picture guides produced for parents to access website, Teams, Purple Mash.</p> <p>Home learning packs sent home to all families not accessing online learning</p> <p>iPads delivered to all pupils who did not have access to a device</p> <p>Cardiff Council provided dongles for all pupils not able to access Wi-Fi.</p> <p>PECS Symbols created and made available for parents to access on the school website.</p>	<p>Microsoft Teams</p> <p>Videos created on Loom and sent to families/ uploaded to the school website.</p> <p>Guidance created on Microsoft Word- uploaded to the website and hard copies sent home to parents really struggling to access work digitally.</p> <p>Sent home via FCLO- face to face visits.</p> <p>iPad delivered by the Head and Deputy Head of School to ensure that all children were able to access work digitally.</p> <p>Through Cardiff Council.</p> <p>Website</p>	<p>Weekly meetings offered</p>
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<p>Makaton videos created and accessible through the school website to ensure the opportunity for consistency and to enable families to practice signs that may be relevant to their child and may be used on a daily basis in school.</p>	<p>Website</p>	
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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>
<p>Class cameras purchased for each class so that during Special Mention Assemblies they could 'see' each other, even though they are working in very separate bubbles. Renamed 'Together while apart' celebration assembly.</p>	<p>Just seeing the excitement on some of the pupils faces was enough to see that it had been successful. Estyn also really liked the idea.</p>	<p>We will look in to purchasing cameras that allow pupils to talk to each other too, if this is an ongoing issue in the new academic year.</p>
<p>Weekly Virtual Special Mention Assemblies- families and staff nominate pupils who have tried extra hard during the week- could be developing life skills, or completing work set by staff.</p>	<p>Special Mention was discussed with parents during the weekly phone calls and families were urged to watch it on YouTube on a Friday afternoon (the time it would take place in school). Details of how to access it were put on the school website, Twitter and Facebook.</p>	<p>Due to restrictions within school, we are still unable to meet as a whole group and therefore, virtual assemblies are still going ahead in schools. Cameras have been purchased for each class to use during these sessions so that pupils in different classes are still able to see their peers on screen.</p>
<p>Birthday cards and small gifts sent home to all pupils and staff celebrating a lockdown birthday.</p>	<p>The Head of School ensured that all staff and pupil birthdays were covered- a card and chocolates were send to everyone.</p>	<p>We will hopefully not need to do any further work in this areas as schools are returning to the 'new normal' very soon.</p>



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<p>Easter gifts sent out to all pupils.</p> <p>Sunflower seeds sent to all staff and children to plant after listening to a story read by Head of School.</p> <p>Videos created for families to access at home of staff and pupils dancing and signing Makaton.</p> <p>In-depth detailed healthy living video created by Claire.</p> <p>Sports Day video from all staff suggesting activities that could be completed around the house such as skittles with empty plastic bottles and tins.</p>	<p>Staff members delivered Easter eggs to the door steps of all pupils at Riverbank.</p> <p>The Head of School sent out packages to all pupils and staff ahead of the story she told about planting sunflower seeds. Everybody was then encouraged to plant their seeds and take photographs of the progress as they grew. This was a lovely activity to complete as a whole school, from our own homes.</p> <p>Due to the nature of the pupils at Riverbank, virtual sessions are not always possible, and therefore, videos were created so that pupils were able to see the staff members over and over if they wished.</p> <p>An extremely detailed and easy to follow healthy living video was created by Claire- it included simple activities that could be completed by the children and their families.</p> <p>The video was created to be as interactive as possible to engage pupils and encourage families to give it a go as they would have the resources at home.</p>	<p>We will be in school for Easter celebrations this year.</p> <p>Feedback from parents was given on this and a second and third video were created for pupils to access whenever they wished.</p> <p>This was a fantastic resource to add to our website.</p> <p>Another lovely resource that could be viewed over and over again if the child wished.</p>
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<p>Delivering Chew Buddy's or other essential resources that are important to the individual child.</p> <p>Home visits to ensure pupils are safe and well.</p> <p>Trauma training for Nurture staff members.</p> <p>Motional training for all teaching staff.</p>	<p>We have tried very hard to provide families with any resources a child has needed from school- from learning resources such as books, pens and paper, to OT resources such as stress balls and chewy toys. We have also provided those children who did not have access to a digital device with one to loan until school resumes.</p> <p>This information will be shared with the whole school team during an after school inset session.</p> <p>Training was provided digitally. As pupils return to school, staff will begin to monitor and assess pupils in this area.</p>	<p>It has been discussed that when schools resume as normal, we create a bag/ box of resources that is ready to be sent home with the child should another lockdown occur. This would then mean that the child will have the resources from day one rather than waiting for them to be delivered.</p> <p>Further training for any staff who require it will be provided.</p> <p>Work in this area will continue as pupils return to school.</p>
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### **Innovation**

<p><b>How else have you gone above and beyond to support your children and families?</b></p> <p>Riverbank School has been open to children of key workers and vulnerable pupils throughout this lockdown (Jan- Feb/ March 2021). Due to the nature of the pupils at Riverbank, all children are classed as vulnerable and are therefore entitled to a place at the school. We have had around 30 children attend the Hub provision on a weekly basis- either Monday, Tuesday and Wednesday or Thursday and Friday. This has meant that staff have had to work tirelessly to provide a safe learning environment for those attending school and engaging, differentiated and appropriate activities for those involved in home learning/ shielding. It has been a difficult time for all, but I feel that all staff at Riverbank have gone above and beyond to provide the best for our pupils. The leadership team have faced all challenges head on and ensured that all staff and pupils are safe and happy.</p>
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Along with the examples given above as to how we have supported pupils and their families, staff have also received training/ completed focused tasks. Examples of additional things that have been put in place are below:

- Seesaw training- as a school we feel that this will be the way forward to keep families up to date and support them in engaging in their child's learning.
- Weekly staff training- virtually.
- Devices loaned to TAs to ensure they are able to provide remote learning to pupils.
- Teaching staff given laptops to work from home.
- Teams group created for all staff to keep in touch/ up to date.
- Coffee morning for staff- not seeing usual work colleagues in bubbles.
- Guidance sheets created for staff to ensure that they are able to access all platforms.
- Enquiry based research.
- Curriculum reading.
- Curriculum design review.
- Makaton training.