**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**

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| **How have you communicated with families?** | **What platforms did you use?** | **Frequency of communication?** |
| Pupils/Families were able to communicate with teachers via seesaw daily and telephone calls were made weekly if no contact had been made with families by Family support.Vulnerable families contacted for support once/twice weekly.Videos recorded on seesaw to teach the children how to access lessons/activities. | SeesawFlipgridEmailTelephone calls Weekly class teams meetingsTeam’s meeting offered to families and staff if needed. | Weekly Class Teams meetingsOnline lessonsDaily live lessonsDaily drop in sessionsDaily seesaw activities and teacher feedbackAll vulnerable families contacted at least one a week some needed further communication.Families of children not accessing work contacted at least twice a week to offer support to access learning. |

**Engagement**

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| **How have you engaged with families?** | **Was this successful? What were the barriers?** | **What would you do differently?** |
| Paper packs supplied and delivered to all children at the start of lockdown.Paper packs supplied for delivery/collection to children unable to access online platforms.Telephone calls to families to offer support with online learning and support if needed.We contacted our educational psychologist who made telephone calls to families who were suffering with anxiety during lockdown.Head teacher and ALNCo/Family support met weekly to discuss the vulnerable families, children who had not uploaded work and families that had not engaged to telephone/email to offer support. All called at least once a week some families needed more contact/support.Facebook page updated with information on support that was available.Headteacher and ALNCo/Family support continued to attend case conferences, core groups, lac reviews etc. | This was successful as families knew that we were still here to offer support even though school was closed.Families engaged well with help offered from school and outside agencies.When speaking to families we then found out that there were barriers to the learning ranging from parents learning difficulties to not having internet or digital devices that worked.Due to the difficult situation covid created referrals to outside agencies were identified that helped the families.Teachers all uploaded both online work and video’s so that children could access remote learning.Drop-in sessions offered helped children have 1:1 conversation with the teachers and also offered parents the same opportunity to discuss any issues so they can be resolved.A tracker was created by the head teacher and ALNCo/Family support so that all families with issues in engaging with remote learning were identified and contact made to resolve issues.Teachers amended the tracker when work was uploaded and contacted parents as a first response moving to ALNCo and then head teacher.EWO referrals made if families did not engage or make contact with school.Some families did not respond to the offer of borrowing digital equipment and the children did not access online learning. | Home visits would be something that we would look into as there were a small number of families that did not engage with remote learning. |

**Home Learning**

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| **How did you support home learning?** | **What platforms did you use?** | **Frequency of Home Learning** |
| School sourced funding from Asda for laptops to help families access online learning.School offered all Families digital equipment if needed for online learning.Vulnerable families were able to send their children into the hub in school All pupils had an initial paper packPaper packs available on requestDigital equipment delivered to families unable to get to the schoolRecognizing that some children did not feel comfortable with online learning. Ensuring they have access to work digitally | SeesawFlipgridOnline lessonsWeekly teams’ meetingsDaily drop in for pupils and children via teams or zoom. | Daily seesaw activitiesDaily Live lessonsDaily Drop in sessionsWeekly class teams meetingsintervention tracker completed twice a week so that families who were not accessing work were contacted. |

**Health and Wellbeing**

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| **How did you promote Emotional Health and Wellbeing?** | **How was this monitored?** | **Is further work required in this area, what will you be doing?** |
| Wellbeing and mental health activities shared with parents on social media Teachers set activities on seesawEducational Phycologist shared information, resources and links to share with families that may need themChildren asked to do activities outdoors Some families started gardening, rowing fruit and vegetables with the childrenChildren engaged in online meeting to chat to their classmates | Teachers look at work and activities completed on seesaw.Videos of children completing activities encouraged to be shared on seesawPhotos of what they had grown shared on seesaw and discussed during telephone calls.Children attending online meetings saw interaction with classmates and staff. | Wellbeing award startedNational nurturing school training attended by head teacher and ALNCoEncourage children to recognize emotions and regulate their emotions Staff to be trained in forest school to encourage outside working. |

**Innovation**

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| **How else have you gone above and beyond to support your children and families?** |
| Referrals to outside agencies for supportEducational Phycologist support for familiesEwo support for families not engaging with schoolFood bank vouchers available from schoolHub places for children from vulnerable families.Delivery of digital devices and paper packs to families unable to collect from school.Period packs provided for year5/6 girls and families. |