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### 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>At Ince CE we are proud of our high levels of communication between all stakeholders. We communicate with our children, parents a families in a variety of ways to ensure we met the needs of all of our Ince CE community during this challenging time.</p> <p>Our office team, teachers, senior leadership and pastoral team communicate to parents and families on a daily basis. This is done via social media, text messaging, emails, phone calls, local community communications walks, doorstep visits, letters, our school website (new website currently being developed along with parent app) and also via face to face communication as all external school gates / entrances and exits are manned by a member of our wider senior leadership team.</p> <p>Our home learning platform was also effectively used as a communication tool between parent and teacher to provide</p>	<p>Social Media: Twitter Parent Mail Purple Mash Tootoot Zoom Postcards Hug tokens</p>	<p>Teachers and wider leadership team communicate with parents and families on a <b>daily basis</b> to support and discuss home learning queries.</p> <p>SLT produced half termly newsletters and more frequent letters to communicate any changes relating to Covid 19 guidance.</p> <p>Staff delivered 3 live learning sessions a day.</p>



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<p>support for families whilst not attending school.</p> <p>We desperately wanted families that even though we were physically separated that they were not socially separated- we posted videos which encouraged a sense of fun and belonging eg 'water challenge' 'toilet roll challenge' 'teabag challenge' and 'crème egg challenge'. We also posted staff signing and dancing to favorite songs that we have sung in school eg 'My Lighthouse'- this was to remind families that we are still here and that we are still a family.</p> <p>If we knew parents were experiencing difficulties, we arranged for a known member of staff to contact them in a medium which suited them eg if it was a problem accessing home learning our IT lead was released from his class once a week to perform a telephone surgery, we also produced 'How to Videos' and if more was needed then he would ring families on an individual basis.</p> <p>We have an online system for families to report safeguarding concerns called 'Tootoot'. Trained members of staff responded to these within 24 hours.</p> <p>If we had concerns about a family's wellbeing a trained member of staff would visit the family or speak over the phone on a regular basis.</p>		
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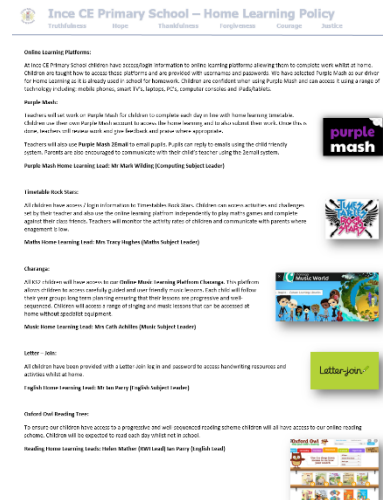

<p>Collective worship via zoom was a really important part of the week where we had big engagement. It was and still remains an important time to communicate messages of hope linked to our vision for the school and our community.</p>		
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### Engagement

<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>Wider Leadership Team, Governors and Pastoral team local community estate walks. Doorstop visits Social Media: Fun and engaging quiz questions Videos and photos on social media Media including themed videos on mental health, home learning and our school values. Phone Calls <b>Wellbeing phone calls to all children from class staff and wellbeing and engagement phone calls from SENDCO and pastoral team when more supported needed on a more regular basis.</b> Text Messages <b>Individual Postcards for each child.</b> <b>Virtual parents evenings</b> <b>Food parcel delivery and school meals.</b> <b>Weekly whole school Collective worship via zoom for the whole school community.</b></p>	<p>Engagement in home learning increased on a weekly basis as a result of daily engagement activities and communication. Children at home attended weekly Collective Worship Assemblies via Zoom. Communication between parents and teachers remained strong throughout school closures.</p> <p><b>Barriers:</b> Engagement for families who did not have the sufficient resources such as laptops / computers / iPads restricted some online engagement. Some families with limited engagement with school and children not engaging in home learning.</p>	



### Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>Developed, communicated and implemented a Home Learning Strategy alongside all stakeholders-</p> <p>Children were trained by their class teacher to use the remote learning platform through homework activities leading to an effective transition in to remote learning during school closures.</p> <p>Home Learning Strategy communicated to parents via school website <b>purple mash, and twitter to all families..</b></p> <p>Teachers led 3x daily live zoom sessions for children at home ensuring they received high quality teaching and access to a progressive and well-sequenced national curriculum. Engagement tracker was used to monitor engagement of all children both in online learning and attendance of zoom sessions - <b>Children struggling to access homelearning were provided with a school laptop. Intevention lessons were still provided for catch up via a trained member of staff through zoom eg fresh start sessions, Speech and language sessions, maths support</b></p>	<p>Purple Mash Timetables Rockstar's <b>Oxford Reading Tree</b> <b>Zoom</b></p> 	<p>5x per week home learning set online 3x daily live zoom sessions</p> 



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Summer Term 2020 – CPG books purchased for our most vulnerable children – allowed for differentiation for our SEND learners		
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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>Children:</p> <p>Wellbeing activities were suggested every day on remotely learning sheets in the summer term when we realised that remote learning was causing some children and families distress to offer balance.</p> <p>We have developed a forest school universal offer and also bespoke offer where needed in recognition that some of our children had had too much hard fascination as a result of lockdown.</p> <p>We have started work with a school dog for some of our children who have experienced isolation in lockdown to promote higher levels of oxytocin and dopamine to replace the stress chemicals of cortisol and adrenaline.</p>	<p>SLT monitor this work.</p> <p>Members of pastoral team responded individually to these and followed up with conversations were needed. Positive comments were celebrated via video with staff team.</p> <p>Staff voice was very positive with this area.</p> <p>Staff were encouraged to put pictures on social media groups and pictures were displayed in staff room.</p>	<p>Member of the pastoral team is about to embark on the Trauma Informed Diploma course ensure that children have a trauma informed lunchtime and that staff interactions and activities all support mental health at lunchtime.</p> <p>Complete what I wished my pastoral team knew after Easter for parents to ensure we are not missing any support needed for families and parents.</p> <p>Face to face group processing sessions will resume when social distancing allows.</p>



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<p>Lunchtimes were considered the most challenging time for children (especially at the end of lunchtime). We have redesigned our lunchtimes so that the last 20 mins is dedicated to wellbeing. Yoga, mindful and drawing exercises have been put in place daily for the last year.</p> <p>We use Heartsmart to promote love of self and guide the children into developing healthy relationships.</p> <p>Well being surveys and Pupil voice through “What I want my headteacher to know”.</p> <p>Additional adult support for those children who have been more severely affected during the pandemic.</p> <p>We asked children to complete ‘What a with my teacher knew’ and ‘What a wish my headteacher knew’ after a lockdown return to ensure children had a voice and could tell us something that had been bothering them which we may have otherwise missed.</p> <p>Staff:</p>	<p>Staff contracting COVID has been very low- no cases considered to have come from school contacts.</p> <p>Staff being off with stress has been 0 this year.</p> <p>Chair of Governors communicated with staff to monitor wellbeing and received 100% positive feedback.</p>	
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<p>We provided group online group processing sessions for staff with trained therapeutic supervisors.</p> <p>Wellbeing afternoons were provided for staff fortnightly to enable staff to go off site. We encouraged that the afternoon was non work related in recognition of extra workload as a result of remote learning etc.</p> <p>We closed the school on a Friday afternoon for the year to protect staff's physical health (PPA was meaning that staff were anxious about bubbles being crossed daily). This was having a detrimental impact on mental health.</p> <p>Staff also received individual postcards from the headteacher.</p> <p>WhatsApp groups were set up to ensure staff were not isolated.</p> <p>Social quiz organized to give opportunities to be together virtually.</p> <p>Brew and Banter sessions for each year group team to give opportunity to talk to SLT.</p>		
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### Innovation

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

**ALL EVIDENCE ON INCE CE TWITTER PAGE @INCECE**

**Online Zoom Live Lessons:** Teachers provided 3x daily online live learning sessions for all children at home. Teachers gave high quality inputs and provided effective feedback to work submitted by children. As a result, children made good progress and were engaged whilst not attending school.

**Remote Learning Staff Song!:** Staff collaborated to write a 'Zoom Live Learning' song, record it and post on social media to engage children and raise confidence and enjoyment. As a result, engagement from home learners gradually increased from 42% to 71%.

**Social Media:** Computing lead posted tutorials on remote learning platform Purple Mash. Computing lead also held a 'Doctor's Surgery' for remote learning to make parent phones calls, support engagement at home and for staff CPD and trouble shooting. As a result, staff became highly confident and competent when delivering remote teaching and learning.

**Door Step Visits and Estate Walks:** Senior leadership and Pastoral Team visited homes of our most vulnerable children and families by walking around the local estate where a majority of children lived. Our weekly walks were posted on Twitter to encourage children to come to their front doors and windows to say hello! This was used a 'checking-in' opportunity for our staff. As a result, children and parents who were struggling were invited in to school and support was provided such as a food packages and additional welfare visits and calls.

**Postcards:** All staff sent positive and supportive postcards to children learning from home. As a result, children felt supported, cared for and included in the school community despite not attending.

**Community Surprises and wellbeing messages:** Staff collaborated to leave messages of support and love around the local community for families and children to find on their exercise / daily walks.

**Individualized Transition Support – visits to homes by new / old teachers – friendship bracelets exchanged**