**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.

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|  | **Communication** |  |
| How have you communicated with families? | What platforms did you use? | Frequency of communication? |
| Texts  Emails  Video Lessons - asynchronous learning opportunities  Live streamed lessons - including drop in sessions throughout every lesson in all classes N→ Y6  Setting work and feedback - 98% of families were pleased with the feedback their child/children received  Blended learning when providing in school hub classes or for those in isolation when school returned  Blended/Distance learning for those in other countries  Celebratory Social Media Posts  Wellbeing calls  Celebratory certificates  Digital stickers  Sal and Dave’s Friday Take Away - initiated in the third lockdown delivering rewards to pupils going over and above as part of blended learning  Parent surveys  Learner surveys  Behaviour Management System - Class Charts  Concerts  Additional Learning Needs meetings - virtually including meetings internationally  HT attendance at CP reviews, Core Group, CASP and CLA meetings and review  Digital leader support sessions for staff, pupils, families and governing body | Teachers2Parents  Teachers2Parents  Seesaw  Google Meet  Seesaw and Google Classroom Upper Key Stage 2  Google Meet, see platforms list in home learning section  Google Meet, see platforms list in home learning section  Twitter/School YouTube channel  Telephone calls. Class Charts to record any wellbeing support needed as a result of calls or provision mapping to support school safeguarding procedures  Mathletics, Seesaw, School Assemblies on Google Meet  Seesaw  Google Meet - celebrations assembly  Survey Monkey  Survey Monkey  Class Charts  School Youtube Channel  Google Meet/TEAMs  TEAMs  Telephone calls, emails, Seesaw messages, Twitter | Minimum twice weekly  As appropriate to update parents with information related to NHS advice, signposting to services, updated information related to school practice.  First lockdown - 4 x daily (wake up call, literacy and maths input for the morning, areas of learning experience for the afternoon, an end of day congratulatory message)  Second lockdown - 5 days a week initially, amended to 4 days structured timetable with a wellbeing call on a Friday and a menu of optional activities/catch up time for work set through the week.  5 x daily from September 2020 (literacy, maths, assembly - whole phase/school, areas of learning experience in the afternoon, end of day wellbeing session)  Daily - with the use of Google Classrooms this was able to be instant  5 x live daily sessions as above  Weekly throughout lockdowns, half termly when children returned to school.  Additional calls made by the headteacher based on wellbeing feedback from class teachers or as a result of engagement monitoring to support families and identify needs.  Weekly  As appropriate through the week  Weekly  As appropriate through lockdown to gauge family preferences for learning, to evaluate procedures, to identify amendments that would support our learning offer to pupils  Daily to celebrate learners efforts  Christmas and Leavers Assembly  As required  As required  On call daily throughout the pandemic and since returning - a huge support to all school stakeholders. |

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|  | **Engagement** |  |
| How have you engaged with families? | Was this successful? What were the barriers? | What would you do differently? |
| Providing 1:1 digital devices for all families  Providing physical resources  A flexible timetable  Whole School Weekly Themes  Broad and balanced curriculum  Purchasing a new maths scheme  Encouraging early years enquiry approach using resources within their environment  Opportunities for collaboration between learners  INSET day dedicated to preparing for live streaming  Daily live streamed wellbeing sessions  Encouraging family involvement  Music and Dance Tuition  Online visitors  Termly Newsletters  Virtual parents/carers meetings | ***“A benefit of schooling is to reduce these inequities in home resources, skills, and opportunities.”*** John Hattie - Distance Learning, What Matters (April 2020).  Providing 1:1 digital devices (Chromebooks in KS2, iPads in FP) was hugely successful. It enabled us to move to live streaming quickly in the second lockdown - greatly improving pupil wellbeing.  Some families had no access to wifi - Mifi hubs were provided for those families.  A challenge for some families were multiple siblings working from a shared device initially, by providing 1:1 resources we were able to support families with this.  Families who were isolating or shielding was an initial barrier that we overcame by delivering resources to them. Other families were able to access physical resources in a fortnightly drop in session.  55% of families were working from home, many of these working shifts or supporting multiple siblings within the home; others providing care for family members. In the first lockdown the time table was shared on a Sunday afternoon to allow families to plan out the week ahead, work for the following day was scheduled online the night before and work for the afternoon shared before lunch. Tasks for the week were left online until the following Sunday to allow flexibility. There were also optional activities provided outside of the set tasks to allow flexibility in individual needs/interests of pupils, to allow families who may be having a challenging week to step outside of the structure of the curriculum to focus on wellbeing or other needs.  To support families in gathering resources for learning, we decided upon a whole school theme of ‘Our Wonderful World of…” from there weekly sub themes were created for the whole school. This supported families within multiple siblings. It also allowed staff to prepare a bank of optional ideas that would be transferable skills across age ranges and promoted collaboration within families.  Early on as a school we decided to maintain a structure (that was flexible) to the day, to support pupil wellbeing. Within that structure opportunities for a broad and balanced curriculum were central. Pupils were invited to participate in daily health and wellbeing challenges, literacy, numeracy, humanities, expressive arts, digital and STEM activities.  Access to resources for some activities suggested proved challenging for some families e.g. cooking activities. We tried to give advance warning of any activities that involved practical tasks and always offered an alternative learning experience for those unable to take part.  Providing high quality teaching and supporting resources to aid families was a priority for us. Purchasing a new online maths scheme allowed us to share daily supporting videos that enabled families to see the methodologies used in school and to better support their children in learning.  Supporting the development of oracy skills in early years our teachers provided many ideas for utilising resources within the children’s experience to develop language skills. A barrier for some of our youngest children was the need for adult support in engaging with live streaming and activities where adults were working from home. As explained previously we provided a flexible approach to learning and our mantra for families shared throughout the pandemic has been, *“Do what you can, when you can, if you can’t don’t worry.”*  Utilising functions on Google Classroom, Purple Mash and Jamboard to allow pupils to work collaboratively in KS2.  To identify and overcome barriers to live streaming both in school and at home we dedicated an INSET day to trialling live streaming. Using feedback from the day we were able to tweak our practice for example the need to separate assembly into key phases as Google Meet at the time only allowed 100 participants. A lovely problem to overcome - too many children wanting to join in! Feedback about the day from pupils was positive: *“The live streaming day helped us to see how easy it was going to be if we went into a lockdown.” Y5 pupil.*  Every day during distance learning wellbeing activities were suggested for pupils. This improved significantly when we introduced live streaming pupils choose the activities e.g. quizzes, picture gallery, pet gallery (closest we’ve come to bring your pet to school day), jokeathons, complements circles, talk time.  Families were encouraged to participate in sports days, the ‘Great Welsh Cake Off’, family quizzes, scavenger hunts, wellbeing challenges etc.  Weekly lessons continued through the second lockdown. Provision was live streamed to pupils taking part in learning from home. Music theory activities were also provided by local authority music peripatetic staff.  See home learning section.  Emailed using Teachers2Parents  Seesaw  Teachers2Parents - Parents Evening module. Some initial difficulties need to be ironed out, however it allowed parents to have choice in the timing of their meetings allowing flexibility for working parents or those with care commitments. | Audit digital devices and access to wifi.  Continue to provide digital devices for learning to participate in homework - greater flexibility with devices.  Signpost families to free resources within the community further in the future to ensure all learners have access to physical resources in their homes.  Further consideration for home learning tasks set  We have amended our parent/carers meetings in the summer term to be virtual. Usually we complete these after school over two evenings. This term we amend this to include a day session based on our increased knowledge of family working situations.  Whole staff collaboration improved as a result of planning in this way and this has continued as a strength as school reopened.  More mindful of homework tasks set, providing advanced warning for homework tasks that have a practical element has continued.  We continue to use the videos as in class support to encourage independent learning with pupils.  Provide training for new parents in the use of our online platforms as children enter school.  Further develop live sessions to maintain small group instrumental tuition. |

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|  | **Home Learning** |  |
| How did you support Home learning? | What platforms did you use? | Frequency of Home Learning |
| Problem based tasks  Work packs → Asynchronous learning - videos and learning tasks set on Seesaw → Live streaming with follow up activities set on Seesaw, Google Classroom and practical tasks  Live drop in sessions - each live streamed session input left open for learners to return throughout the session for immediate support or guidance with learning - providing as close to an in class experience as possible  Email communication between class teachers and home  TAs supporting group learning and providing feedback  Trial of 1:1 live reading in KS2  Paper packs provided for learners who were unable to access digital lessons for whatever reason | Streamlined resource bank - initially shared as many online sources as possible, then streamlined to a core set of online resources that were user friendly, made an impact on learning and ensured consistency throughout school with a focus on literacy, numeracy and digital competence.   * Seesaw * Google Classroom * Jamboard * Purple Mash - varied activities including access to online reading books * Mathletics * BBC * WhiteRose Maths * Oxford Owl reading resources * Ruth Miskin, Read Write Inc - supporting resources for parents * Rob Biddulph - Draw with Rob | Daily - 3 learning sessions (with additional optional activities provided weekly)  Daily Assembly  Daily Wellbeing session  Initially these were all asynchronous, but moved to synchronous (live streaming) all five sessions daily. |

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|  | **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? |
| Early intervention - establishing ‘Snuffle Stations’  Early communication with families  School Council - Handwashing Video and Assemblies  Safeguarding  Online safety a priority  Changed timetable of the week in first lockdown - feedback from families identified that they would prefer a 4 day week with a wellbeing call from a class teacher and optional activities/catch up time in the first lockdown.  Mini movement and mindfulness breaks were encouraged throughout the day as part of live streamed lessons.  All pupils invited to access wellbeing days as part of the third lockdown  Online wellbeing check ins twice weekly minimum for pupils using Seesaw  Children’s Mental Health Week -   * Dress to Express * #HealthySelfie Pupils enjoyed opportunities to share their healthy activities at home through our #HealthySelfie project   Whole school themed weeks and celebratory days -   * Wythnos Cymraeg - live streamed Eisteddfod, community cookery challenge ‘The Great Welsh Bake Off’ * World Book Day - ‘The Masked Reader’ whole school community challenge * Guess the teacher’s favourite carol * Family quiz * Family sports day * Charity days - Christmas Jumper Day, Children in Need   Make them smile project - videos created by staff to help families laugh and smile  Daily wellbeing challenges first lockdown encouraging both physical and mental health  Transition   * Y6 transition lessons in humanities, science and French * Y6 transition quizzes led by Y7 pupils * Rising 3’s offered 1:1 devices to support learning * Small group visits to nursery to support transition   End of day wellbeing sessions  Daily meet and greet at each class entrance points - positive spirits of all staff to ensure pupil transition back into school as positive as possible.  Encouraging a digital detox - weekly homework set to encourage families to enjoy the outdoors/spend quality time as a family participating in games/challenges away from screens e.g. a mile a day marathon challenge, participating in the RSPB bird watch, family board game time and scavenger hunts  Staff wellbeing = pupil wellbeing   * Carefirst * Staff group messaging support group * Virtual Staff Meetings incorporating well being tools * Provision for independent counselling sessions (x6) * Staff Shout Out Board established * Wellbeing calls to staff from Headteacher * DHT link for teaching and learning support * Digital support from ICT leader * Make them smile project videos   Visits and visitors   * Welsh Water workshops * Virtual Storytelling - Local Librarian * Hotseating local residents about changes to the village since the 1960s * M&M Productions - theatre visits - socially distanced and live streamed to learners isolating/shielding * Community Police Officer * Fire Service * Dance Lessons * CCBC Music Service * Virtual Crucial Crew * Virtual meeting - local Vicar * World’s Biggest Sign Language Lesson   Period Dignity - access to free sanitary products for all pupils.  **Recovery**  On return to school each class allocated a teaching assistant for a minimum of ½ day to support pupil wellbeing and provide intervention where appropriate.  Additional breaks added into the day to ensure pupil and staff wellbeing.  Purchase of new benches to increase time outdoors.  Purchase of new outdoor equipment to encourage physical activity, collaboration and oracy outdoors  In class interventions:   * Talk About * Gingerbear * Social Stories   Worry worms made by local community craft club given to learners | Risk assessments  Investment in Wellbeing Module as part of Class Charts virtual behaviour management programme on return to school  HT or a member of SLT invited to all live sessions (safeguarding staff and providing insight into pupil wellbeing).  Virtual safeguarding resource provision map to ensure school policies and procedures remained robust.  Attendance monitored to identify pupils not engaging to be able to contact families, understand their needs and be able to offer appropriate support on an individual family basis. Also an opportunity to signpost to supporting agencies.  Health and Wellbeing Area of Learning Experience Team e-portfolio of evidence collated as part of accreditation for National Quality Award for Healthy Schools  Listening to learners sessions:  *“Wellbeing sessions were fun because we told jokes, did quizzes and there was no pressure to come, but I always came because I liked to see my friends.”*  *“Wellbeing sessions helped take away my anxiety. They made me feel happier and not as lonely.”* | Further implementation of Jigsaw Scheme of learning to further develop mindfulness toolkit for learners  Mental Health First Aid training has been undertaken by the headteacher, all staff to receive training in the autumn term  Healthy selfie project continued on return to school. It’s taken on a different slant now where the focus is on sharing the opportunities for physical and mental wellbeing of pupils continues to be a daily focus.  Implementing ‘Seeds of Empathy’ training in early years and sharing progress of this with families to support the wellbeing of our youngest learners. |

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| **Innovation** |
| How else have you gone ​**above and beyond ​**to support your children and families? |
| Support from and for children and families has been a real strength of the school prior to and during the pandemic. It has highlighted the community ethos we have at Aberbargoed Primary and the wonderful staff we have working in every aspect of our school environment. At the outset of lockdown staff supported the development of a primary hub, setting up classrooms, organising resources and volunteering to lead and support sessions for frontline staff. All staff; canteen, clerical, caretaker, support staff, teachers and leaders have all taken on new skills, adapted their roles and maintained a sense of belonging for our learners and families whilst also supporting their own families throughout these turbulent times.  Our governing body has been supportive throughout the pandemic and always encouraged us to consider the needs of our learners and families. They supported the early purchase of digital devices for all learners and the cost of physical adaptations to the school to ensure safety as a priority for families dropping off and collecting pupils. The adaptations also ensured all classes had direct access to the outdoors to promote physical activity.  Unfortunately, our school experienced significant loss during this time, as well as the loss individual families suffered as a result of the pandemic. As a school we provided bereavement support for all pupils. All classes completed activities linked to the ‘Elephants Tea Party’ as part of the Children’s Bereavement UK Charity resources. Families were signposted to support. Reading materials to support learners were also gathered from local libraries by our Health and Wellbeing team. A community memorial pond and garden is in the process of development currently.  We established weekly wellbeing calls early on in the first lockdown. These provided not only an insight into learner wellbeing but also the wellbeing of the family. School became a support network for adults, for whom the wellbeing calls weekly provided a much needed outlet.  As time has progressed, some of our families have had to move to provide support for family members. Due to the flexible nature of provision, and individual access to resources, we have been able to maintain learning for pupils in other countries including live and asynchronous sessions.  Such is the strength of support for our community we received video messages of support for our families from external providers who have previously worked with us (Single Steps Learning).  A two week summer transition project was provided for Y6 pupils (summer 2020), providing outdoor learning experiences, creative writing challenges and problem solving activities all aimed at building confidence and self-esteem in preparation for transition to comprehensive school.  When children returned to school post lockdown 1, school breakfast clubs were cancelled and are yet to be reestablished. As a school we trialled breakfast bags for all pupils to elevate concerns for pupil poverty.  Maintaining a sense of community has been important for everyone, the information above we hope highlights our efforts to achieve this. Another example of this was our Bedtime Books project. Staff and pupils recorded themselves reading books for other children to listen to. Not only was this a valuable literacy opportunity, it also helped younger learners to get to know adults they would previously have begun getting to know as part of whole school events.  Families identified they were missing the opportunity to participate in our usual parent and carer events in school, so in the spring term every class completed a Virtual Learning Exhibition where learners planned a presentation for their families including: song, dance, work sharing, video montages, plays and other activities to celebrate the year of learning. These were fabulous opportunities to celebrate the hard work of the pupils.  Families also identified they were disappointed not to be able to participate in traditional sports day events. As a result we planned a Whole School Healthy Week. Each class created a video to share with families. Some of the activities learners got to experience during the week were:   * Skateboarding workshops * Samba Sessions * Forces Fitness * Nutrition Workshops * Attribute sports coaching * Healthy Schools - Effects of Smoking * Sports days   Just a few of the lovely feedback comments we received from parents about their experiences:  ***“Being part of the school for many years as a parent and seeing first hand how my children have developed, is a credit to how the school conducts itself. Well-being within the school has always been clear to see and ensuring it is at the forefront of education. This was visible to see during the lockdown, where teachers/staff/school went above and beyond to ensure pupil well-being. Whether it be through online interaction, activities or personal calls. From a learning perspective, again as a parent seeing the school stay up to date with various digital changes which enhances my children's experience is a joy to see.”***  ***“Aberbargoed Primary feels like family to us. I know that my son gets dropped off to school and is treated amazingly whilst also seeing to his academic needs. Nothing is too much trouble and he’s pushed to be the best he can be! Diolch.”***  ***“I would like to say a huge thank you to all the staff at Aberbargoed Primary. The kindness and support you have given to both my children and I during this pandemic has been first class. From online learning, live activity lessons, well being calls and the adaption of the school day structure, the children have thrived! This has been so helpful especially as I have been working from home. I really appreciate everything you have all done. The occasion that I will always remember is the headmaster delivering my daughter a chrome book an hour after informing the school that as a family we had to self isolate. He took the time to check we were all ok and ask if there was anything the school could do to help. I’m so lucky that my children have attended Aberbargoed Primary, every member of staff should be really proud of themselves .”*** |  |  |