**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**

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| **How have you communicated with families?** | **What platforms did you use?** | **Frequency of communication?** |
| Email  Phone calls  Letters  News leaflets  Text  Website  Facebook | Facebook  Group call  Phone  Zoom  Evidence for Learning  Teams | Personally, via welfare calls - anything from once a week to daily depending on the needs / wishes of the family.  Letters, text and email as things changed either within school, locally or nationally.  News leaflets weekly |

**Engagement**

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| **How have you engaged with families?** | **Was this successful? What were the barriers?** | **What would you do differently?** |
| We placed huge importance on trying to maintain a connected community particularly through the lockdowns, with very few children attending school and most being at home. So alongside above, we tried to engage families in ‘community activities’, such as our singing signing songs and joint art activities which we shared via our website. | Yes, a review of our work has shown that families remain happy with everything we did to support during this time. Barriers initially surrounded finding a theme that would motivate involvement from the greatest number of families. So some of our early attempts at community Art projects didn’t gain much involvement, so singing and signing videos were created and uploaded onto our website to be shared with children  Also, helping set up the technology we were given took a little longer than we would have liked and some families struggled with internet connection due to costs but we got vouchers to support them. Welfare calls were most successful in understanding what families wanted and what they were struggling with. Zoom lessons for those able to join in really helped and the singing signing songs really helped us maintain a sense of the Mill Ford family. Some comments from parents:  “We could not be happier with Mill Ford and feel very grateful our child was given a place at this wonderful school”  “We are beyond happy with the school and all the staff. My child loves school and is doing amazingly well, he is understood and supported. We as parents are very happy.”  “The school liaise with the outside bodies ie transport and strongly fight for your child and make sure they are safe and happy”.  “Very pleased with the school support  “Coming to the end of the first year at Mill Ford and so far so good, all feed back has been dealt with constructively and solid foundations being made- Thank you”  “It’s an amazing school and amazing teachers”  “Amazing school and staff, my son has come along so much with his development since being here, Thank you”  “Thank you for all the teachers and staff and all of their hard work really appreciate it”  “The school always goes above and beyond for my child and us as a family”  “Our child is happy and confident in school and enjoys the challenges set for her, she feels safe and able to tell us if things are wrong”  “my daughter thrives here”  “Mill Ford is a wonderful school with amazing staff and a fantastic head teacher. My son and our family as a whole have always felt completely supported and we know we can always rely on the school for anything that we need from them. A safe part in sometimes, a very rough sea.”  “Amazing school, amazing staff cannot fault it in anyway”  “Mill Ford is a school that supports the pupils and their families completely and wholly. They have fabulous staff who take the best care of the pupils and from the bottom to the top are so accommodating, no matter who or what it is they will do their very best to support you and your child” | Following a questionnaire to families and hearing their views we would use Facebook more to give information as this is families preferred platform to give whole school information. |

**Home Learning**

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| **How did you support Home learning?** | **What platforms did you use?** | **Frequency of Home Learning** |
| We contacted all families and asked what they would like by way of home learning and then we delivered this as the children’s learning needs means they need an adult to support them to learn at all times.  We offered a personalised remote learning package to parents who wanted their child to remain at home. Regular contact between school and home enabled the school to listen to what families needed; we took puzzles, games, toys round to families if that’s the level the child was working at. We sent education plans, communication plans home to families so that they can support the children at home. We sent work packs home, and we went by what the parents wanted and how much the parents could do as our children need an adult to support them to learn. We had an app so parents could upload evidence app or we would collect the work and mark it and set next steps learning personalized to the child as we would have in school.  Worksheets were very personalised to each child’s individual learning; for example, one included a range of activities for children who were learning about phonics. So based around a sound, for example ‘n’, the worksheet would give the families a load of ideas of what they could do, so a scavenger hunt around the house to find something beginning with ‘n’ e.g. a necklace, so they would run round trying to find those. For fine motor skills: threading a bead to make a necklace, anything that related to where that sound could be emphasised by the parent. For each sound a list of ideas for activities with sounds were given. | All done on a very individual and personal level. For those able to engage with online lessons we used zoom. | Very individual based on the wishes of the family as our children need adult support for all learning given and therefore, we needed to support parents more so they could help their child engage and learn |

**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?** |
| Of utmost importance was the belief of keeping a connected community, so that our school community of complex children didn’t feel forgotten, and still had some contact with their friends and key staff members to support their sense of belonging.  Children at home needed support with structure, reassurance, and social stories to explain why they weren’t in school every day, calendars to show which days they were in school and which days they were at home. With this kind of support the children seemed very adaptable to the change.  We encouraged regular exercise and sent home activity ideas to promote positive well-being including mental well-being, including ideas linked to THRIVE and school learning. We also risk assessed each family’s situation and in the first lockdown and remained open to families most at risk of break down. For all other lockdowns we remained open for all and for those anxious families and students we offer home learning so the individual and blended approach has been vital for our families and children; as it always is. | Welfare calls, which in the case of our verbal pupils this included talking to them. | Emotional health and well-being form a large part of our Covid catch up as we recognize how vital is it and it will include art projects, nature friendly school and Investors in Family work and award recognition. |

**Innovation**

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| **How else have you gone above and beyond to support your children and families?** |
| The school focused on building a family support network, including doing shopping, sewing and home deliveries to families who couldn’t get priority shopping, vital ingredients, medication or even birthday cakes for siblings when families couldn’t get to the shops. Regular conversations with parents and carers at home meant that the school could individualise the support they gave. |