

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 pandemic.

Communication

How have you communicated with families?	What platforms did you use?	Frequency of communication?
<ul style="list-style-type: none"> • Contact on <i>Seesaw</i> to share information e.g. Parents’ Evenings arrangements • Contact on school website to share information • Contact through <i>Teachers2Parents</i> text service • School notices and class announcements made on <i>Twitter</i> • Regular phone contact by class staff, documented on <i>Teams</i> so that family information could be shared between staff • SAO made phone calls and/or home visits if no attendance on live learning or response to FEO phone calls • ALNCo and FEO made regular phone calls to vulnerable families, documented on <i>Teams</i> • The school was open as a Hub for vulnerable families and key workers’ children during the lockdowns 	<ul style="list-style-type: none"> • <i>Teachers2Parents</i> text service • <i>Seesaw</i> – to deliver online activities • <i>Seesaw</i> - to hold discussions between class staff and families • <i>Seesaw</i> – for reading stories to children • <i>Class Dojo</i> – points reward system • <i>Clic maths</i> - children are familiar with this as they use it in class • <i>Active Learn Bug Club</i> – children are familiar with this as they use it in class • School website – for newsletters and up-to-date information, ‘how to’ videos • <i>Hwb</i> – for emails • <i>Hwb</i> – live learning in the morning and the catch-up session in the afternoon • <i>Teams</i> – for documenting phone calls made to families; for virtual Parents’ Evenings; for staff meetings • Phone calls 	<ul style="list-style-type: none"> • Class staff and Family Engagement Officer made extra phone calls if there was no daily engagement in live learning and on <i>Seesaw</i> in addition to at least weekly phone calls to families • Twice daily live lessons on offer to all children (N-Y6) on <i>Seesaw</i> • ALNCo and FEO made calls to vulnerable families according to our RAG system of priority (in addition to those calls made by class teachers and TAs) on a planned basis • <i>Teachers2Parents</i> text system and <i>Hwb</i> emails used on a needs basis (e.g. if a parent requested a new learning code) • Newsletter updates for parents on a needs basis (e.g. on return to school) • Doorstep visits were limited due to the Covid restrictions • The school’s Hub was open Monday-Friday from the start of Lockdown 1 until



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<ul style="list-style-type: none">• A video was made and shared with families on our school website to demonstrate to parents the new layout of the school during the Covid restrictions, and how the school is managing health and safety procedures.• Contact with families for children struggling to access learning (either through phone call, <i>Seesaw</i>, or IT drop in session)• Class staff available to support children in activities, including 1pm 'catch-up' session for more individualised learning, and for an 'ask the teacher' approach• Tech support in the form of videos made by staff and shared on school website and on <i>Seesaw</i>• Face to face tech tutorials available in school for pupils on a needs basis, as identified by class teachers and TAs• Office staff and FEO contacted parents to issue <i>Seesaw</i> codes and <i>Hwb</i> email addresses• Some doorstep visits took place with Headteacher and Deputy Head going together to visit vulnerable families• Variety of rewards for children e.g. <i>Dojo</i> rewards, virtual certificates	<ul style="list-style-type: none">• <i>Twitter</i> – for communicating information; for sharing work• <i>Youtube</i> videos of the staff showing the children how the school has changed to ensure they are safe• <i>Screencastify</i> – to demonstrate exactly how to do the tasks set on <i>Seesaw</i>. This was really helpful for the EAL children, and for those who found it difficult to navigate <i>Seesaw</i>.• The school website- www.ninianparkprm.cardiff.sch.uk	<p>the end of July 2020, including school holidays. The Hub resumed in the autumn term 2020.</p>
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<ul style="list-style-type: none"> • ALNCo spoke with parents, both via phone calls and Zoom, to ensure ongoing SEN provision and held discussions with other professionals involved in individual children • ALNCo and 1-1 TA support dialogue ongoing in conjunction with communication with parents to ensure continuing and consistent ALN provision during lockdown and to ensure ALN targets were met • Virtual Parents Evening held February 2021 -some via <i>Zoom</i> or <i>Teams</i> and some via phone call • <i>Email2Parents</i> to share documents 		
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Engagement

How have you engaged with families?	Was this successful? What were the barriers?	What would you do differently?
<ul style="list-style-type: none"> • Admission interviews held with families new to Ninian Park Primary School • English Immersion sessions offered by the 2 English Immersion Group teachers (i.e. new to English classes) • Phone check-ins to our asylum families • Phone check-ins to vulnerable families • Support for families to complete Y7 applications and appeals. This was done 	<p>Successes</p> <ul style="list-style-type: none"> • Growing success of digital engagement due to 284 devices being loaned to families in need, free <i>BT</i> wifi on offer to families without wifi, and the loan of dongles for wifi connection. In March 2020 engagement in online learning was 35%, but by January 2021 this had increased to 80-85%, primarily due to 	<ul style="list-style-type: none"> • Engage in more family- based activities to be shared in the school community, similar to those for the Eisteddfod. Although the Wellbeing Wednesday were successful, this was shared between the individual family and the member of staff. It may have had even more impact if it was shared more widely.



<p>by phone, face to face, and with the help of videos from Cardiff Council and from our Y6 staff.</p> <ul style="list-style-type: none">• SAO support in contact with families failing to engage on a regular basis• Invited families to join us for a virtual Sports Day event• Familiar packages used in home learning (<i>Seesaw</i> and <i>Bug Club</i> are tools used in class)• <i>Zoolab</i> virtual visit presentation for the whole family (N-Y2), rather than actual visit• Families were invited to take part in a virtual Eisteddfod, including activities for the competition e.g. singing, handwriting competition• Hub provision for our cluster schools in Lockdown 1 where children from other schools joined with ours• Family engagement in Wellbeing Wednesday, where families were invited to join in with lots of less formal fun activities• Daily synchronous communication through <i>Seesaw</i> (N-Y6)• Communication and engagement with families to collect devices for home	<p>the acquisition and loan of devices to families.</p> <ul style="list-style-type: none">• The dedication and persistence of staff in engaging with families in a variety of ways, seeking solutions rather than problems e.g. <i>Seesaw</i>, <i>Teams</i>, live lessons, texts, video messages, parents evening, doorstep visits• Growing success of digital literacy amongst the families e.g. <i>Teams</i> meetings are held for ALNCo meetings, and Parents Evenings <p>Barriers</p> <ul style="list-style-type: none">• Digital literacy continues to be a problem amongst the hard to reach families and some other areas of our school community. As we monitor those not engaging in learning we have addressed the reasons why this is happening and have adapted learning and activities accordingly, leading to a higher rate of engagement throughout the school.	<ul style="list-style-type: none">• Be more open to arranging 'Covid safe' admission interviews, ensuring interviews are held in a welcoming, but safe environment. Due to the unknown element of Covid initially we delayed admission interviews, meaning some children had a delayed start to school as they were unable to access learning until after their school admission. With the addition of PPE and lateral flow testing, more safety procedures have been put in place to accommodate visitors to school.
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<p>learning. Some children followed this up with attending Tech Tutorials, and some parents attended 1-1 mini tutorials with office staff.</p> <ul style="list-style-type: none">• Engagement on the phone and then at the school gate with families coming to collect packs of stationery and/or hard copies of work• FEO referrals to the <i>Food Bank</i> and local clothing banks, e.g. <i>'Children's Clothes Bundle Shop'</i> in Grangetown• FEO posted courses locally available for parents e.g. <i>'First Steps to Public Service Interpreting'</i>• <i>'Families Cardiff'</i> magazine shared on the school website – it contains links to books, exercises, and songs and rhymes• The Y6 staff set up videos for the school website of how to make a secondary school application	<ul style="list-style-type: none">• Digital accessibility remains a barrier, although this is lessening as time goes on. At the start of Lockdown 1 many households did not have internet connection and children were sharing their parents' phones for school work. Many of our families come from large Some 420 requests for devices have been made by our families, with 284 issued on loan to our families, meaning most children do not have to use parents' phones for learning. More devices are on order so needs can be met.• Our hard to reach families and other areas of our school community have found lockdown particularly challenging as they have struggled without the support of their friends and extended families. Many of our families are 'new to English', and in our communications with families we have found that the children have assumed the role of translator for their families. In some cases, this has impacted on the amount of learning the children have taken part in as they are needed to help their parents with administrative tasks.	
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Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<ul style="list-style-type: none"> • <i>Teachers2Parents</i> used to send messages to families and to send learning codes and passwords. This is important in our community as so many parents struggle with language barriers when recording the spoken word in writing. • Hard copies of work, and stationery distributed to those in need, or for those not confident with online learning • School website used to publish copies of worksheets and planning for those who preferred to print them rather than work online • In Foundation Phase staff created videos to help children learn phonics and the pronunciation of letter sounds correctly • <i>Pori Drwy Stori</i> online resources, workbooks, rhyme cards, and games used to support literacy learning in Nursery and Reception classes • Marking of work included both written and video feedback • A range of tasks were set on the <i>Seesaw</i> learning platform, where children completed tasks in written, drawn, or 	<ul style="list-style-type: none"> • <i>Hwb.gov.wales</i> learning platform • <i>Seesaw</i> • <i>Bug Club and Active Learn</i> • <i>Microsoft Teams</i> • <i>Office 365</i> • <i>Imovie</i> to share a video of a member of staff using the app to record their learning as an instructional tool for children • Phone calls to support pupils and parents in learning; for parents evening calls; for wellbeing and emotional support; for tech support • <i>Pori Drwy Stori</i> used in N and Reception • Hub provision at school to support children of key workers and vulnerable children – children had support to access the daily live lessons • <i>Teachers2Parents</i> texting service • <i>Email2Parents</i> for sharing documents e.g. school admission forms • <i>Google Meets</i> for meeting with families virtually. • School website which contained the class planning for the weekly tasks • Hard copies of work, packs of stationery 	<ul style="list-style-type: none"> • Daily home learning sessions of direct teaching at 9am, followed by set tasks for the morning session. There was a daily ‘Learning Clinic’ at 1am where children and parents were able to ask more direct questions to the teacher and teaching assistant, or have a general wellbeing catch-up, followed by more tasks which the child completed at his/her own pace. Marking was done as the children send their work via <i>Seesaw</i>. • Special events weeks, e.g Sports Days, Eisteddfod Week • Dedicated weekly ‘Wellbeing Wednesdays’ – this ensured all children and adults were given one day weekly a day away from screentime. Families enjoyed this time as most activities posted on the ‘Wellbeing Wednesday’ page were family based either at home or outdoors.



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<p>spoken form, or a combination of all of these</p> <ul style="list-style-type: none">• Pupils were asked if they had access to devices. The initial request was for 40 devices, and we have now processed over 440 requests for tech support• We ran 'in person tech support' sessions for those parents unable to access systems and navigate platforms• We were able to provide physical dongles and free BT wifi codes for families unable to access wifi• Staff made phone calls to families struggling with online learning. Support ranged from help with methods of subtraction, to supplying <i>Seesaw</i> codes.• Online parents' evenings took place to discuss progress and achievement and to establish new targets for learning• Live sessions at 9 or 9:30 each morning (depending on the year group), and 'Learning Clinics' at 13:00• The school budget paid for online <i>Zoolab</i> experiences for all year groups from Nursery to Year 2 to help with engagement and learning, inviting families to join in with the experience.	<ul style="list-style-type: none">• <i>Google classrooms</i> and associated apps• <i>Email2Parents</i>• <i>Hwb</i> – every child has their own secure email address• <i>Abacus maths</i>• <i>Big Maths</i>• <i>Espresso (Discovery Education)</i>	
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<ul style="list-style-type: none">• Hub provision in school accommodated the children of key workers and vulnerable families. Staff ensured the children engaged in learning online and completed their tasks.• Staff identified children needed extra help with spelling and grammar and additional online resources were purchased- <i>Spelling & Grammar Online</i>.• As so many of our families speak English as an additional language great emphasis was given to oracy, with lots of feedback to pupils being given on <i>Seesaw</i>. On the return to school after lockdown we found that many children had lost English language oracy skills as they had had little exposure to English whilst at home.• All staff were provided with devices, so TAs could support pupils too. TAs supporting pupils 1-1 were able to use their loaned devices to communicate with both children and families to ensure continuation of bespoke support as outlined in IEPs.• Staff were provided with access to site if they needed it for delivering live		
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<p>sessions, or to collect resources for their lessons.</p> <ul style="list-style-type: none"> • Developed use of the school website as a repository of weekly planning and AoLE ideas. Families can refer to this at any time. • The school purchased £83,000 of IT equipment to support ongoing online learning. • Purchased <i>Email2Parents</i> so we can send out documents and information to parents directly. • Children receiving 1-1 support in class continued to receive 1-1 support via <i>Seesaw</i>, and IEP discussions between school and families continued virtually • Staff volunteered to read live stories to the children and families. 		
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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?
<ul style="list-style-type: none"> • Weekly <i>Thrive</i> activities posted on the school website • FEO checked in on asylum seeker families, providing food bank vouchers, 	<ul style="list-style-type: none"> • Tracking and reporting system on <i>Teams</i> • <i>My Concern</i> reporting facility available to all staff and monitored by Child Protection Lead Staff 	<ul style="list-style-type: none"> • Continue to support families through <i>Thrive</i> activities • Look into the possibility of continuing Wellbeing Wednesdays when the KS2



<p>clothing, bedding, cooking utensils, toys, books, and bikes</p> <ul style="list-style-type: none">• 'Wellbeing Wednesday' introduced to give children time off their screens – an alternative plan for the day offered, including activities to go out and explore the local environment, spend fun time together, and share a meal• Hub provision offered to vulnerable children, as well as key worker families• Tech tutorials offered to children struggling with IT skills• Whole staff videos to touch base with families and specific year groups e.g. Pass the Rainbow, Y6 Leavers Messages• Regular check-ins with children either by phone or on <i>Seesaw</i> ('nobody gets left out or forgotten!')• On the return to school in September there was a big emphasis on reconnecting between staff and pupils, led by the school's <i>Thrive</i> team, before 'real' learning began. The school's <i>Thrive</i> team led training for staff during lockdown and on return to school in September to help staff understand the difficulties the children may face in reconnecting after such a long school	<ul style="list-style-type: none">• Check-ins with children by phone on Wellbeing Wednesday due to no screen time• Continued professional dialogue within school and with external agencies, mainly through the Headteacher, Deputy Headteacher, and ALNCo	<p>children return (FPh are already doing this)</p> <ul style="list-style-type: none">• In the light of the current pandemic continue to monitor the local and national situation so that our risk assessments and ways in which we keep our families safe continue to be current, and instrumental in our safe practice (e.g. at the school gates)• Continue to have discussions, where needed, to support our families with changing behaviours which has been evident from our discussions whilst the school has been in lockdown• As new members of staff have arrived in the school the <i>Thrive</i> Lead Practitioner has identified they will need initial training and current staff will need updated training to accommodate the ever-changing needs of the children in the current Covid pandemic situation
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<p>absence, and isolation from their friends.</p> <ul style="list-style-type: none">• Use of our Czech translator (who works for EMTAS) to help the Czech speaking community• We made some referrals to '<i>Families First</i>' in Cardiff to help families experiencing emotional difficulties in lockdown• Relaxing and informal story time sessions were posted on <i>Seesaw</i> with staff reading their favourite stories• Promotion of a healthy start to the day with the <i>Joe Wicks</i> workout videos• FSM pupils came to collect prepared healthy lunches from the school in Lockdown 1. In Lockdown 2 the FSM service provided vouchers for the families to buy foodstuffs at local supermarkets• Check in by phone with parents; offer to talk parents through accessing online learning; being a 'listening ear' to anxieties surrounding Covid• FEO ensured families were able to access <i>Food Bank</i> vouchers, either posting them or delivering by hand		
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<ul style="list-style-type: none">• Several families took up the offer of Christmas and Easter lunchboxes/ingredients boxes from 'Make Lunch Grangetown'		
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Innovation

<p>How else have you gone above and beyond to support your children and families?</p> <ul style="list-style-type: none">• Virtual Sports Day – children were shown activity demonstrations by the staff on video, and invited to share a video of themselves completing activities• Virtual Eisteddfod and Welsh Week – also shared with children who were in school (FPh), families, and children in KS2, who were still at home in lockdown• Wellbeing Wednesday – to encourage non-screen time we developed a set of wellbeing activities published weekly. Activities included cooking with family, exercising outdoors, listening to music, having a dance rave.• Where parents requested extra support, phone calls or <i>Zoom/Teams</i> meetings were arranged• Whole staff videos to celebrate events (e.g. Y6 Leavers) and to boost morale (Pass the Rainbow)• Clothing, household items and furnishings, and toy deliveries to our most needy families were made by the school's Family Engagement Officer• Tech support for frustrated families! Staff from the Language Immersion Unit held workshops for children struggling with managing IT and with accessing their <i>Hwb</i> accounts. The staff ensured that children could access remote learning and knew how to complete tasks.• Free <i>BT</i> wifi provided to families in need of internet in addition to the offer of dongles from the County• Full Governing Body Meetings and Committee Meetings conducted remotely• Ensuring families going abroad in 'family emergency' had the devices and codes they need to access learning from abroad. This also helped to maintain regular contact with them. Families have taken part in live lessons from Brazil and Pakistan!• Some new admissions interviews were held via <i>Teams</i>. Class teachers introduced themselves in 'welcome videos' and shared videos of their classrooms with new families. New pupils were introduced to the class in live lessons.
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- Families new to English whose children are in our Language Immersion Unit were given extra tasks, focusing on developing their English language skills.
- In Summer 2020 (summer holiday) a member of staff from Ninian Park ran a '*Summer Squad Club*' at a neighbouring school for children on the LEA's 'vulnerable children' list, some of whom were from Ninian Park Primary School.