

### 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?
<ul style="list-style-type: none"> <li>Regular phone calls were made home by staff members as were messages on the Class Dojo app. Parents also made use of the private messaging service on Class Dojo.</li> <li>All mail was sent through Parentmail except for those families that need a paper copy. These were posted to them.</li> <li>Staff also took part in online check-in sessions with the pupils. This was good because it allowed pupils to see each other as well as the staff in the school.</li> <li>Staff members also call to homes to have door-step check-ins with pupils and their families when communication with home is poor. Door-step check-ins also happen fortnightly with all pupils in early years. This allows the staff to communicate with parents regarding the work packs, see their pupils and for</li> </ul>	<p>Phone Class Dojo</p> <p>Parentmail</p> <p>Google Meets</p>	<p>Fortnightly or if requested by the family or staff member, as and when needed.</p> <p>When needed.</p> <p>KS2 -weekly FP – fortnightly (on alternate weeks staff deliver packs to the pupils doors).</p> <p>Fortnightly</p>



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<p>the pupils to see them and keep school fresh in their mind.</p> <ul style="list-style-type: none"><li>• Delivery of Free School Meals during March lockdown</li></ul>		
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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>Even though we have been unable to provide our usual service, we have been able to provide a different service to our pupils and their families by adapting the environment and practice to meet their current needs whilst adhering to Covid 19 guidelines.</p> <p>Using at least one of the communication strategies listed above has meant that all pupils/families have engaged with the school in one way or another although this does not mean that all pupils have completed work online. However, this is improving weekly.</p> <p>The needs of the families were assessed and a commitment was made by ALL staff to provide our pupils and their families with the correct</p>	<p>Communication and relationships have been good between home and school during this pandemic. The feedback from parents reflects this and many parents have been very complementary about the school and how it has supported them.</p> <p>Most pupils have taken the Covid pandemic in their stride, which is a credit to their families. The children are accepting of the changes they have had to make (sometimes daily as guidelines evolve).</p> <p>The staff have been on hand to support parents with homeschooling. However, it was also made clear to parents that as a staff we are very much aware of how difficult this can be for parents especially those that are still working at this time. We understand time is</p>	



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<p>support needed. This includes buying food to make up Christmas hampers and buying Christmas gifts for families out of their own money.</p> <p>Free school meal 'grab bags' were given out to FSM pupils and each FSM family were to make sure they were receiving the correct money for FSM and to help sort it out for them if they were having difficulty accessing it. The staff have worked hard in school to hand out and deliver Free School Meals during the March period of Lockdown. This has helped support those more vulnerable families. We also organized additional lunches which were spare and allocated these to those most vulnerable pupils and families.</p> <p>The school has run as a hub school during the pandemic and has been able to offer childcare support to key workers children and those pupils seen as vulnerable.</p>	<p>an issue and have asked parents to do what they can and not to feel stressed if their child has not completed a piece of work. We felt as a staff that all pupils should have the resources at hand to help promote home learning and make things easier for the parents therefore, Parc Primary has made sure to provide pupils with IT resources if needed. Also when giving work projects to complete at home, the school provides our pupils with all resources needed to achieve this and thus encouraging full pupil participation.</p> <p>Many FSM parents were confused by the FSM process and having staff on site or ready to deliver these on foot was something they greatly appreciated. It was a personal touch which those parents appreciated. Additional lunches by those most vulnerable pupils and those struggling financially were a bonus to those who were struggling.</p>	
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### Home Learning

<b>How did you support Home learning?</b>	<b>What platforms did you use?</b>	<b>Frequency of Home Learning</b>
<ul style="list-style-type: none"><li>• Home learning packs sent home.</li><li>• A variety of online learning activities set.</li><li>• Regular feedback and a way forward provided.</li><li>• Craft/Stationary supplies given out to support home learning.</li><li>• IT equipment provided for those who are unable to access online learning.</li><li>• Delivered home reading books for those pupils whose need was greatest.</li></ul>	See-saw Class DoJo Oxford Owls TT Rockstars Internet free sites (staff researched)	During the first lockdown, activities were uploaded weekly however, it was felt that this overwhelmed many pupils and parents therefore this was amended and tasks are now uploaded daily.

### 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>
<ul style="list-style-type: none"><li>• Wellbeing activities sent home for families.</li><li>• ELSA packs were sent home to those pupils receiving ELSA intervention.</li><li>• Online check-in sessions with pupils.</li><li>• Phone calls, Dojo messages, door-step check-ins with parents and pupils.</li><li>• Staff video made from our homes to show pupils and their families that we are thinking of them.</li></ul>	Parents sent in videos or photos of them doing some of these activities. For example, dancing in the kitchen or making a cake. Staff had regular weekly meetings to discuss any concerns they may have or requests for further support needed. This may result in more regular check-ins, food parcels or referrals made if needed.	We are currently in the process of sending out personalized postcards to pupils and their parents as a way of recognizing all the hard work they have been doing and as a thankyou for the staff at Parc Primary.  Produce a Gallery on "Hold Still" photos on return to school for children and parents to celebrate once Lockdown is eased.

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<ul style="list-style-type: none"><li>• Little messages sent home to pupils through the post. This included a wooden crafted heart to show all pupils that we were thinking of them.</li><li>• Food hampers etc. delivered to those families when requested.</li><li>• Staff have also been awarding Dojo points to parents as a way of recognising the hard work they have been putting in. This can only be seen by the each individual parent. The children love to see their parents having Dojo credits too. This is reflected in the feedback from the pupils on the well being check-ins.</li><li>• Regular videos sent on DoJo to each class, prepared by staff to celebrate their work from home.</li><li>• Videos, jokes and feel good quotes sent to classes to raise moral for all children by teachers.</li><li>• Eco Tasks were sent home and celebrated. I.E. Pathway of Hope where the children designed their own</li></ul>	<p>Teachers were able to monitor reactions to videos and feel-good quotes on Class DoJo direct from parents responses. Positive Facebook responses from parents thanking the school for the numerous gifts, crafts and deliveries made by staff throughout Lockdown.</p>	<p>Organise a Lockdown dramatic play for different classes once Lockdown has eased and to celebrate the difficult time the families have been through</p>
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<p>Lockdown pebble to be placed on the Pathway of Hope on the local mountain. Eco tasks to grow plants and sunflowers to grow at home as a sign of HOPE at a difficult time</p> <ul style="list-style-type: none"><li>• Hold Still competition (National Gallery competition with the Duchess of Cambridge) where the children took a photograph to sum up “LOCKDOWN”. These were shared with staff and also with the rest of the class on Class DoJo to lift spirits.</li><li>• Class Christmas videos produced using IMovie to help bring some Christmas cheer to the children, at a time when Christmas concerts could not take place. Included role play for the children and was celebrated with parents.</li><li>• Class teachers and support staff delivered Christmas crafts and selection boxes to children at their homes prior to the Christmas holiday.</li></ul>		
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## Innovation

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

A questionnaire was compiled by the school for families to complete. This was to assess the level of need of pupils and their families during this pandemic. The staff used this to influence how best to support their pupils and their families at this time. The results allow the staff to provide bespoke support for the families where needed. This has ranged from requests of food, Christmas gifts, IT support to just a friendly check -in.

By working closely throughout lockdown with outside agencies including Save the Children and Care for Humanity, we were able to source food hampers, hygiene packs, personal care packs and craft packs for families. These were delivered by staff to the families in most need. This also allowed staff to see the pupils and have a chat with parents to see if more support was needed.

Our school has also now become a foodbank voucher issuer for the Trussell Trust and allows members of the community to access vouchers through the school. (Parents were able to contact school staff throughout the school holidays for food hampers and vouchers if needed).

Links were made with the local Rotary shop which provided the school with vouchers to give our parents to access free uniform when needed. The voucher has enabled us to promote the free uniform scheme whilst ensuring parents dignity and removing any stigma. We are also in the process of creating a 'uniform room' in a local community building. This is a joint initiative with other FEOs in the cluster. Uniform from all cluster schools will be kept in one place. By pooling our uniforms together helps the school's storage issues but also allows us to provide families with specific uniform needs, for example, school trousers age 6.

Again, by working together with the cluster FEOs, we were able to provide families with a list of useful numbers and websites at this time. The information was carefully chosen to include support bespoke to the families within our area. The list includes financial (Foodbank etc), mental health and wellbeing, domestic violence, general support and housing advice. This was sent out to all families and also included within the hampers and hygiene packs etc.

Our school normally carries out a home visit with any new pupils due to start a Parc Primary, however, due to Covid restrictions this has had to stop at present. School tours are also something that the school offers any new starter that has sadly had to change. However, we were able to offer pupils and their parents an opportunity to attend a mini school tour individually (each family) at the end of the day when other pupils have

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gone home. Staff chose to stay each day and meet any new starters and their families, talk through any concerns they may have and build a relationship between home and school.