

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>We have communicated with families on the telephone, email, Schoop.</p> <p>Schoop was introduced at the end of the summer term as an extra form of communication between home and school to give information out quickly and easily to whole school/ class groups or individuals.</p> <p>Seesaw was used as a platform for blended learning and added communication.</p> <p>Annual reviews; parents given the option of phone calls/ TEAMS. Arranged at a time that suited each family’s needs.</p>	<p>Telephone Email Schoop Seesaw</p>	<p>Each family had a phone call from class staff weekly. These calls were logged and sent to SLT.</p> <p>Daily with parents who access Seesaw to complete blended learning.</p>



BUDDSODDWYR
MEWN TEULUOEDD

Engagement

How have you engaged with families?	Was this successful? What were the barriers?	What would you do differently?
<p>We have telephoned families. Seesaw, Hwb, weekly well-being calls Extra phone calls if needed. Home visits</p>	<p>Technology has been a barrier.</p> <p>The type of activities that take place daily in sensory classes are highly resourced. Replicating this at home can be difficult.</p>	<p>Try to set up more informal group meets. This is difficult using Zoom as only one person can talk at a time.</p> <p>It is hard to talk to some families while the children are home, some needing 1:1 supervision at all times.</p>

Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>Home learning was provided through Seesaw, Hwb and work packs.</p> <p>Range of resources used e.g. interactive work sheets, videos, powerpoints of class sessions.</p> <p>Regular discussions with parents to see if they needed any support to access the home learning. Were there specific activities they needed e.g. visual timetable. IEP sent home with further activities/ examples on how to develop the target at home.</p> <p>Individual timetables sent home for those struggling with the lack of routine.</p>	<p>Seesaw/ Hwb/Schoop/ work packs.</p>	<p>As a minimum each class sent home one recorded video of class staff e.g. reading a story/ singing song.</p> <p>At least 5 pieces of work a week aimed at whole class with a cross curricular focus.</p> <p>Individual work based on targets sent home weekly.</p>



BUDDSODDWYR
MEWN TEULUOEDD

Live lessons were introduced mid-January		
--	--	--

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?
<p>Calls to support families and not just pupils.</p> <p>Hub places offered for families who were struggling at home.</p> <p>Thrive activities planned for those accessing the hub.</p> <p>PSE focus lessons on Seesaw/Hwb.</p>	<p>Weekly teachers' meetings on TEAMS to discuss any concerns.</p> <p>On-going discussions with social workers.</p> <p>Multi- disciplinary team meetings weekly which involved social workers, SALT, and physios and school staff.</p>	<p>Look into activities with a Health and Well Being focus.</p>

Innovation

How else have you gone above and beyond to support your children and families?
<ul style="list-style-type: none">• Individual packs of work/ resources sent home for children who access paper-based work more successfully.• For sensory learners packs of resources for sessions and messy play activities were sent home to ensure parents had the resources available at home.• Work on Seesaw/ Hwb based on individual targets.• Individualised timetable/ visual timetable with symbols sent home to pupils who need the routine and structure.