

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.

Communication

How have you communicated with families?	What platforms did you use?	Frequency of communication?
<ul style="list-style-type: none"> • Phone calls • Letters • Home visits • Social Media • Text to parents • Email • Seesaw • Virtual meetings • Story videos 	<p>School website</p> <p>Twitter</p> <p>Facebook</p> <p>Seesaw</p> <p>Hwb email</p> <p>Teams/zoom</p> <p>Messenger</p> <p>SIMS – Intouch</p> <p>Google classroom</p>	<p>Weekly/daily depending on the situation/need</p>



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">• Blended learning online• Increased number of pupils attending school as school was open• Mixed packages of home and school learning <ul style="list-style-type: none">• Communication with families and students regarding blended learning. <ul style="list-style-type: none">• Socially distance doorstep visits	<p>In many cases, learners and their families engaged well in sessions that suited their own time and routines at home. Engagement in catch-ups, assemblies and on-line learning was strong where parents/carers were in a position to support their children to access the lessons.</p> <p>A strength was the IEP learning that teachers working with our most complex promoted due to the fact that remote learning was inappropriate.</p> <p>Challenging for some of our learners at first for many reasons including no/limited IT equipment, limited understanding of IT skills in the family etc. completely understandable, however as time went by, staff were able to support children in accessing the learning platform, LA were able to loan some students laptops. In time, confidence of students and families certainly increased in terms of being able to use and access online learning and the numbers of children engaging increased.</p>	<p>We will work with our families in anticipation to support access</p> <p>We have worked with pupils in school to ensure that they are confident in using google classroom and Teams</p> <p>We have worked closely with teachers to upskill and build confidence in their ICT skills and presenting to parents and carers</p> <p>Continue to exploit all media resources to engage as many as possible</p> <p>Due to the need for routine, continue to promote attendance of as many as possible of our vulnerable pupils</p>



<ul style="list-style-type: none">• Regular contact as mentioned in the communication section• Regular/recorded calls to children under CASP, CP, LAC.• Contact made with and suggestions discussed with all families for play, sensory tasks, lessons etc• Story videos• Signing videos	<p>Discussion on what was working, what wasn't, modifying work, alternative arrangements etc.</p> <p>The welfare team made several visits to families to deliver equipment, resources, collect essential items/work, collect shopping, meds etc Welfare calls were made to families in crisis.</p> <p>Using all methods stated in Communication</p> <p>Recorded on an excel spreadsheet</p> <p>Very successful for the majority. In terms of sensory play this was difficult for some in terms of space, resources, time but staff were able to suggest other options more suitable to the home environment.</p>	
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<ul style="list-style-type: none"> • Working collaboratively with external agencies • Use of social media to signpost • Regular drop in sessions, AM and PM where families could join the group for well-being session. • Weekly competitions and activities 	<p>A staff member would read a story whilst another staff member used Makaton to communicate the story. Feedback was positive from families.</p> <p>Very successful in some areas, for example working closely with social workers in identifying families in crisis.</p> <p>Evidence of use for example the past regarding using the xbox to sign in on Hwb was popular.</p> <p>Positive engagement from families.</p>	
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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"> • LA laptops • Hwb accounts 	<p>HWB Seesaw Teams Telephone Email Laptops Zoom</p>	<p>Daily- at least 3 sessions offered daily</p>



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<ul style="list-style-type: none">• Teacher/TA support was available at all times• Modified/adapted work packs• Activity packs with ideas and suggestions for sensory play/games• Timetabled online lessons, created structure, consistency and time for pupils and families to organize their time and days.• Feedback sought from students and families regarding home learning in terms of what was working/what was not.• Support with IT equipment including the loan of LA laptops and guidance in terms of use• Online activities on seesaw• Parents informed of IEP/SALT targets with suggestions of how to cover with activities/skills at home.	<p>Chromebooks Wifi adaptors Google classroom</p>	
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<ul style="list-style-type: none"> • LifeSkill suggestions • FOR STUDENTS ATTENDING SCHOOL – a range of curricular and extra-curricular activities were provided. 		
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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"> • Home contact/phone calls/txt by teachers, passed on to well-being team if no contact was made to pursue. • Well-being team had a list of children who were under CASP, CP, LAC. • Online sessions with staff covering emotional health and well-being. • Emotional health and well-being posts on social media school website. • Story videos by staff 	<p>Excel document was created to log calls and updates</p> <p>These children would be contacted weekly and if necessary daily depending on needs/situation</p> <p>Teachers would monitor attendance/engagement and would make further contact if there were any concerns.</p> <p>Person posting would monitor content and any responses from families/students.</p>	<p>We would create a more structured environment/timetable for those attending school should there be another lockdown as the transition back to regular school life was a challenge for some that had been in.</p> <p>Transition plans are put in place to support pupils being reintroduced into school routines.</p> <p>Providing timetabled sessions for pupils' well-being encouraging them to discuss their feelings/emotions and worries.</p> <p>Encouraging peer group sessions for children to reconnect, for example; Retreat sessions,</p>



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<ul style="list-style-type: none">• Children identified as vulnerable, in crisis, health and wellbeing concerns were allocated periods of time in school for support.• Working collaboratively with external agencies• Regular drop in sessions, AM and PM where families could join the group for well-being session.• Weekly competitions and activities	<p>Register was kept, teacher SLT monitoring</p> <p>Through the excel spreadsheet</p>	<p>where students can meet in a relaxed supported environment.</p> <p>Helping external agencies reconnect with pupils and families.</p>
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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">• Delivering daily meals to a student who had special dietary requirements.• Doorstep welfare visits.• Assisting families through the foodbank service.• Shopping and collection of medication for families isolating or with limited friends/family network.• Hand delivery of work packs to our vulnerable students.• Zoom calls• Online year 3 and 7 transition programme• Use of google classrooms with children with severe and complex learning needs