

Investors in Families Lockdown Award checklist St Illtyd's Primary School, Llanhilleth

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>Effective two way communication is a key element in building successful home school partnerships. To ensure communication is a two way process, Google forms have been a useful tool to help us develop a clear communication plan with families and determine ongoing family and parental feedback. This feedback has then fed into and informed our practices, enabling us to tailor to individual and personal family circumstances.</p> <p>Throughout lockdown, we have continued to communicate consistently with families using a whole school approach and a wide variety of platforms and virtual learning environments. We have communicated with a range of family members and not just the primary contact. This has ensured flexibility and accessibility across a range of devices to suit families' preferred communication methods and contact times. We carefully consider the readability of our messages to families for accessibility so that our communication is precise yet inclusive, personalised and welcoming.</p> <p>Distance and home learning tasks, as well as school and wider community</p>	<ul style="list-style-type: none"> ● Seesaw ● Twitter ● Google Classrooms ● School website and email communication ● Google Meet ● Telephone ● Meet and greet in person at the school hub ● Google forms ● Posters and information leaflets outside the school main entrance and gate ● School newsletters ● Estyn survey used to 	<p>Communication is ongoing and occurs daily with additional information being shared as and when required. Parents receive notifications via their phone and email when they receive a family announcement update or direct message through Seesaw.</p> <p>Half termly newsletters.</p> <p>Fluid approach to communication to give notice of covid issues in advance as far as possible.</p> <p>Frequently Asked Questions (FAQs) devised to simplify information as far as possible to be accessible to all.</p> <p>Reinforcing the Local Authority communication in sharing their correspondence and community</p>

<p>information is shared daily via Seesaw and Google Classrooms, with Google Meet being used for daily live video welfare calls and live lessons. Twitter and our school website are also used to share information and keep families updated with important school, wider community and local authority messages in a more digestible form. Staff supervising at the school hub have greeted children and families at the start and end of each day, providing support and brief updates. Staff have also made telephone welfare calls and door visits to provide all families with the opportunity to discuss home learning and request support if required.</p> <p>We consistently review and evaluate our methods of communication in order to provide greater support for our children and families. Seamless communication has allowed us to emphasise how important parents and families are to their child's education. Interconnecting all of the above platforms and methods has enabled us to include and reach out to all of our families, to ensure we are working together effectively.</p>	<p>obtain families' thoughts and address any issues identified.</p>	<p>correspondence with stakeholder information i.e. Clwb Llan, Aneurin Leisure and Health related services.</p> <p>We have quickly responded and communicated directly via telephone or email to any feedback that has been received, and have responded to parent and family queries or requests as soon as possible.</p> <p>Parents and families are able to communicate with us via school telephone, school mobile, Seesaw, Twitter and email from our school website at any time.</p>
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Digital Learning and Communication Platforms

	Foundation Phase	Lower Key Stage 2 Year 2 Summer Term	Upper key Stage 2
Class Tasks	  	   	  
Feedback and Sharing with Learners		 	
Distance Learning/ Homework	   	    	   
Sharing information/celebrating achievements with wider community	   	   	   

Engagement

How have you engaged with families?	Was this successful? What were the barriers?	What would you do differently?
<p>Building and maintaining strong relationships and a sense of community has continued to be our priority. Google forms have been a useful tool to engage with and get to know our family's views and determine family and parental feedback. This feedback has then been analysed to adapt, feed into and inform our practices. This has ensured that families have an input, a shared responsibility and ownership for their children's learning. Frequent and open engagement with families has enabled them to have an input in, and gain an understanding of the rationale behind our school approaches and what their role is in supporting a distanced approach to learning. We have jointly developed and shared school, learner and family expectations and protocols for all contact and learning opportunities.</p> <p>We have engaged with families directly through Seesaw by placing direct notices to families in terms of whole class announcements or individual/private messages. Also, via Seesaw, we have uploaded daily themed assemblies and a weekly celebration assembly</p>	<p><u>Successful engagement</u></p> <p>The participation and use of Google Forms to capture family and parental feedback. This provided a clear route through which families have expressed their views.</p> <p>The effective use of a wide range of digital learning platforms improved engagement and access to home learning for pupils and families.</p> <p>The use of Seesaw as a two-way messaging system. Parents have become more confident to ask for advice and respond to support.</p> <p>Google Meet has been a wonderful platform for providing some form of face to face contact and ensuring the well-being and engagement of our children and families. There has been clear family involvement during these live sessions.</p> <p>Regular telephone conversations and home visits have helped reassure and support both families and</p>	<p>Gather further and updated information regarding contact preferences and times to suit all families as best as possible.</p> <p>Source and facilitate ongoing basic literacy, numeracy and ICT skills learning for family members, including technology tuition for families on the use of our platforms.</p> <p>Collaborate and share good practice more with other members of staff at our school and within our cluster.</p> <p>In future, teachers would now be able to plan more of their learning from a digital mindset if required. Planning lessons for online sessions can sometimes translate differently in reality than in a virtual classroom. They would now be able to adapt their thinking about how to get the best learning experience from a remote lesson and remote learning as a whole. This would involve thinking about resources and how they are used to best</p>

<p>showcasing children’s achievements and celebrating home learning successes.</p> <p>There has been considerable engagement with families and children via live online lessons and wellbeing catch ups, with frequent communication through the virtual Google Classroom. Families and children have been consulted and have responded with their ideas for topics to include in weekly lessons. Family needs and engagement levels are noted and monitored by each staff member so that the appropriate support can be provided from school and other organisations if required. The use of our pupil engagement RAG report has highlighted where engagement might be considered a concern. This report has been used to contact families to address any issues and barriers to engagement and learning. Seesaw allows us to see who has seen and read the message so we can monitor those not engaging. It also provides a weekly report to show levels of engagement in each year group.</p> <p>All school staff have been involved with contacting parents and families to offer support either generally or with learning and for timetabling routines at home to promote engagement with learning. We have provided encouragement and praise to parents and offered support when needed including online or technical support in using Seesaw, Google Classroom, Google Meet and accessing a range of websites that have supported their child's education at home. Staff have</p>	<p>children.</p> <p>The uptake of our school hub provision for our vulnerable children and those of key worker families.</p> <p>The collaborative support of community organisations in supporting home learning, well-being and education at home.</p> <p><u>Barriers to engagement</u></p> <p>Feedback from school staff and families has included the following -</p> <p>Illness and bereavement have prevented some families from engaging at times.</p> <p>Pressures of balancing working, home schooling and family life. Correct timings of phone calls due to parents working so not being available. Some parents have been reluctant to answer the phone from a withheld number or ‘no caller ID’.</p> <p>Lack of confidence in engaging. Families not feeling equipped with the correct skills and knowledge to engage with some of the learning tasks.</p> <p>Technology - poor internet connections, screens freezing. The lack of experience and ICT knowledge of some families when accessing and using websites</p>	<p>effect, to maximise engagement and learning.</p>
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<p>conducted well-being check in sessions with families and children every day and have provided individual and specific teaching support to pupils who have needed it.</p> <p>Out of choice, staff have made themselves available during holidays, evenings and weekends, speaking to parents with concerns at length and offering advice with how to deal with any problems and to ensure everything is clear and that children are progressing well. We have set regular activities aimed to promote family engagement in learning through cooking, exercise, designing and making.</p> <p>We have utilised our community links to help engagement, particularly with our vulnerable and difficult to reach families. This is discussed in further detail in the innovation section below.</p>	<p>used in home learning delivery. The change to Google Classroom from SeeSaw for families of KS2 children. Some prefer the safety and familiarity of Seesaw. Some families required more detailed instructions and training on how to join live meetings.</p>	
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Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>As part of our distance and blended learning plan, we have devised a consistent yet progressive approach to home learning. Throughout the home learning period, we have continued to ensure that appropriate support and provision is in place for all learners with identified groups of vulnerable learners having access to additional support such as scaffolded materials or 1:1</p>	<p>Seesaw Twitter Google Classrooms School website Google Meet Telephone</p>	<p>Home learning activities have been set virtually on a weekly basis with all learners being provided with the duration of learning time they would receive were they at school.</p> <p>At least one live or pre-recorded lesson has</p>

live lessons. We quickly identified and supported digitally excluded learners by providing access to connectivity and technology.

Our home learning priorities have been focused around Literacy, Numeracy and Well-being, with purposeful activities set in line with learners current needs. A broad and balanced range of activities have been mindfully planned and adapted to meet the needs of families from a broad range of socio-economic, educational and social backgrounds. Teaching staff model the learning and share clear step by step guidance for learners and parents/families, to ensure skill development and progression of learning, e.g., through the use of video recordings, voice over explanations, live-streaming of lessons and by signposting the parents and families to additional online support that is available.

We have subscribed to additional curriculum aligned platforms including Mathletics, Reading Eggs, Raintree online reading scheme and Nessy to engage learners and families in fresh activities and challenges, and reinforce literacy, numeracy and well-being skills.

Weekly well-being activities and Headteacher Challenges have been set to support mental, emotional, physical and social well-being, as well as recognising the importance of outdoor learning and play. We have utilised a blend of physical and online resources with a combination of written, pre-recorded and live instructions to accompany the activities. We use a range of online platforms to

School hub provision
Mathletics
Reading Eggs
Nessy
Raintree Online Reading Scheme
Purple Mash
Hwb
Printed learning and activity packs
YouTube for pre-recorded videos and explanations of materials

taken place each day.

Printed learning and activity packs have been made available to families by school and community partners on a weekly basis.

provide the home learning activities. Weekly printed work and activity packs have been made available to all families where required. When planning for and setting appropriately designed home learning experiences, teachers have been adapting inclusive classroom practices that can be accessible to all learners online. Teachers are mindful of activities requiring resources and of children with special educational needs. We set up and used a continuity and progression of skills tracking document to ensure consistency and equity across the age groups.

Teaching staff have provided opportunities for virtual peer support and assessment where children have been able to work collaboratively and share or celebrate their learning with one another. Prior to planning, staff have gauged and utilised parental feedback on the provision of individual class home learning tasks and if necessary, adjusted their activities accordingly.

We have utilised our community links at Clwb Llan to help facilitate and support our home learning plan. This is discussed in further detail in the innovation section below.

Visual expectations so that parents, families and school staff all had a consistent understanding of our home learning offer.

Blended Learning at St. Illtyd's Primary **FP6**

Topio	
Platform	Frequency and Objective
	Teams Live Pre Recorded lessons - One per day. Through week: 2x Literacy 2x Numeracy 1x Wellbeing focused. I.e. record Monday lesson sent home Tuesday etc

MD		
Platform	Frequency and Objective	Assessment
	Responsive to pupils (as and when)	Use of oomments Daily engagement Next steps
	Weekly planned activities on existing proform. Individual pieces if required or requested. Maximum of 3.	Direction to further improve Celebrate success

LLC		
Platform	Frequency and Objective	Assessment
	Responsive to pupils engagement but they should have work to do.	Use of oomments Daily engagement Next steps
	Weekly - planned activities and lesson with due dates based on genre and skills. Group Spelling - Individual if you can. Maximum of 3	Direction to further improve Celebrate success

Parental Communication
 : Termly Progress Statement on Seesaw
 - What has been covered
 - Successes/Progress
 - What further can be done at home

Phone Call Check-ins
 : termly focus on LLC, MD and Wellbeing

Blended Learning at St. Illtyd's Primary **KS2**

Topio	
Platform	Frequency and Objective
	Google Classrooms/Microsoft Teams Live Pre Recorded lessons - One per day. Through week: 3 Engaging repertoires I.e. 1x Literacy 1x Numeracy 1x Wellbeing foocused. I.e. record Monday lesson sent home Tuesday etc

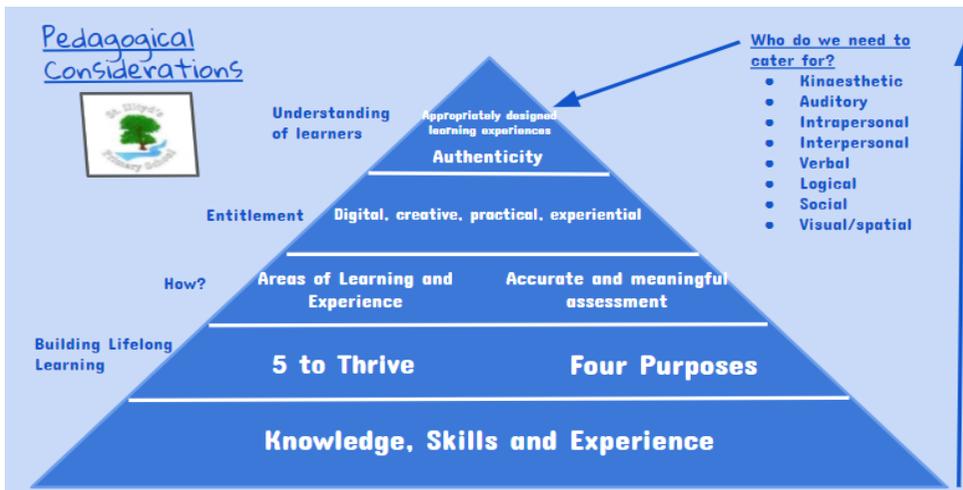
MD		
Platform	Frequency and Objective	Assessment
	Responsive to pupils (as and when)	Use of oomments Daily engagement Next steps
	Weekly planned activities and lesson with due dates. Individual pieces where required or requested. Maximum of 5	Direction to further improve Celebrate success

LLC		
Platform	Frequency and Objective	Assessment
	Responsive to pupils engagement but they should have work to do.	Use of oomments Daily engagement Next steps
	Weekly - planned activities and lesson with due dates based on genre and skills. Maximum of 5. Group Spelling - Individual if you can	Direction to further improve Celebrate success

Parental Communication
 : Termly Progress Statement on Seesaw
 - What has been covered
 - Successes/Progress
 - What further can be done at home

Phone Call Check-ins
 : termly focus on LLC, MD and Wellbeing

Pedagogical considerations were provided to support effective teaching and learning.



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>Supporting the health and wellbeing of our children and families has remained a key priority during lockdown, and so a proactive and preventative approach has been taken when checking on the safety and well-being of all learners. We understand that many families are struggling to navigate working remotely themselves while facilitating distanced learning activities with their children. Because of this, we have endeavoured to be positive, consistent and flexible with engagement and home learning to alleviate stress for families rather than add to it. We have reinforced the message that families are not expected to be their child's school teacher but are there to support them with home learning.</p> <p>Our robust evaluation and knowledge of our learners and the area they live in has reinforced the need to focus on developing a good sense of wellbeing, particularly during these unprecedented times. Mirroring the findings from our metacognition PLC, our learners require resilience and motivation in order to enhance their well-being and ultimately, their ability to learn.</p> <p>We have provided open lines of communication for families</p>	<p>Use of our learner-based profile 'Wellbeing Webs' to track and monitor progress in well-being. A visual 'Strive to Thrive' representation which provides an effective way to communicate needs progress with parents and families.</p> <p>Monitored at live weekly sessions with learners and families, through regular messages with parents and families, weekly welfare telephone and video calls and multi-agency meetings.</p> <p>Monitored via our hub provision for the vulnerable and key worker children that attended.</p>	<p>Further use of community links to foster engagement with difficult to reach groups of families, including FSM, ALN, those that are underperforming.</p> <p>Use of 'Wellbeing Webs' as a formative criterion for deciding future community-based projects on a needs analysis basis, generated from the web evaluations.</p> <p>National Enquiry Professional Project in progress involving a case study on the following -</p> <ul style="list-style-type: none"> ● The impact that community links have had for our families during lockdown ● What innovative strategies we can further develop to ensure that parents and families have the capacity to successfully support their child's learning and feel valued as partners in their children's education. ● Voices of school staff and community

<p>to connect with school staff and have access to a support network with regular welfare telephone calls and check ins. This has enabled us to identify and act upon families that have required additional support. Additionally, enabling children and families to connect with school staff and other children via live video calls and lessons has helped to nurture relationships, develop a sense of community and ensure children and families still feel valued and listened to.</p> <p>Teachers have been mindful and responsive to their learners and families in planning and integrating creative and holistic wellbeing activities that have encouraged and promoted physical activity which could be incorporated into children's daily exercise both indoors or outdoors. Teachers have also set quality tasks for spending time with family and bubble members, and support and advice has been provided to parents, families and learners on how to maintain a routine at home that enables them to access home learning and spend quality family time together. During mental health week teachers conducted a whole class assembly about the subject and followed this up with activities to promote positive mental health.</p> <p>Teaching staff have planned activities that are centred around the emotional health and well-being of their learners. This is regularly discussed with them during live Google Meet sessions and learners are encouraged to think about what they enjoy doing to make themselves feel good.</p>		links to be included alongside families.
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Teachers then feed this information into planning appropriate activities around the responses. One class expressed a love of art to express themselves and so the teacher set art-centred tasks to engage the learners. Learners have also been given opportunities to show their talents and perform during Google Meet sessions. In this way, they can celebrate with their friends what they have been achieving at home. Performances have included the piano, dance shows, magic tricks, slush puppy making demonstrations, joke telling. Children have also met each other's pets, engaged in show and tell opportunities as well as quizzes and scavenger hunts. Teachers have also set wellbeing tasks where pupils learn about internet safety and how to keep safe online and tasks where they reflect on their wellbeing and opportunities to talk to their teacher.

A wide range of resources and bespoke strategies have been shared with families including remote wellbeing, resilience and regulation links, involvement in Children's Mental Health Week, principles of Thrive, ELSA and social stories. We have continued our team around the family approach by providing access to family support services such as Families First, free virtual family events such as coffee mornings, discos, Christmas parties and community treasure hunts. Virtual multi agency meetings including Team Around the Family, Care and Support Plan and for Child Looked After families have continued. We have also liaised and worked with Local Authority staff to offer a tiered approach to

support and contact learners who have not been engaging.

All school staff have ensured to show appreciation and thank parents, families and learners for their continued efforts weekly during our celebration assemblies.

Innovation

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

As a school we have liaised with a range of wider community services to provide further support to children and families. We are very fortunate to have developed and fostered an authentic partnership with Llanhilleth Miners Institute situated next door to our school. During the pandemic and lockdown, we have been able to provide and deliver weekly Fair Share food parcels to vulnerable families in our school community, as well as daily snacks and drinks for our key worker children attending the hub at school. The institute has sought out links and provided us with information on how parents and families can access adult online learning opportunities to upskill and support them with home-schooling. We have been able to share Llanhilleth Institute's Advice and Guidance Helpline and have signposted the families that have shown any difficulties with benefits, form-filling, housing issues, debt, home-schooling, domestic or substance abuse or loneliness.

Since its launch in the Autumn Term 2019, we have been working in partnership with Clwb Llan based at Llanhilleth Miners Institute. Funded by Children In Need, it aims to engage with children and families from disadvantaged areas by enabling them to have access to sports, cultural, leisure and education activities to encourage them to become more involved in the local community. Prior to the pandemic and lockdown, Clwb Llan offered a number of clubs and activities for children in line with our curriculum/thematic coverage and school priorities, including:

- Youth clubs
- 'Homework' club
- Half term and summer holiday activities
- Sports activities
- Health and well-being activities

Given the situation with covid restrictions and closures, Clwb Llan evolved and adapted and have since been providing home learning and resource activity packs to all children and families at our school. The packs have been amazing and have really complimented our distance learning offer. A Youtube video page has been created to provide verbal explanations and instructions to ensure the pack contents are modelled and accessible to all. The feedback from families has been incredible and the activities have enabled children to develop new skills, get creative, keep fit and learn how to grow and cook food for themselves.

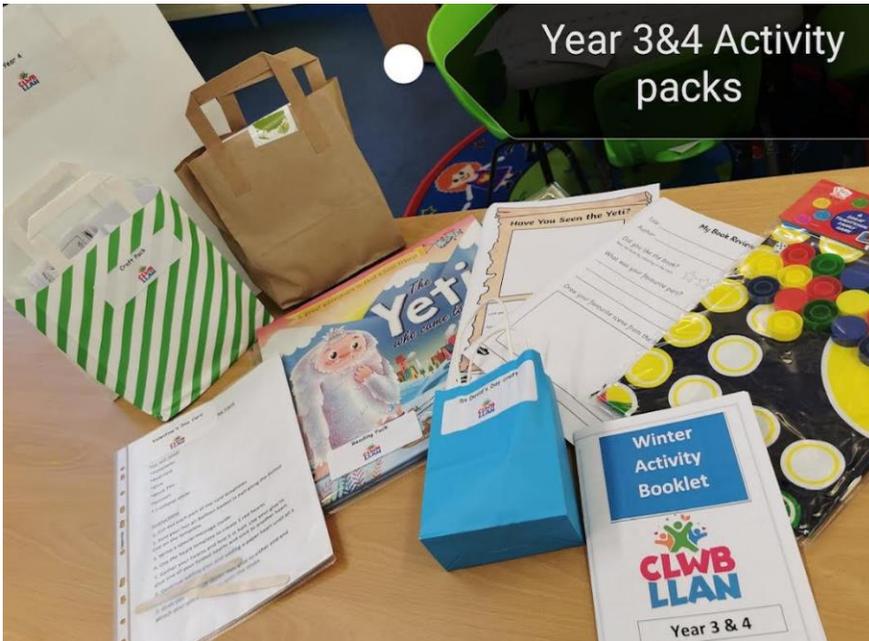
Volunteers from our local Community Church group have issued and personally delivered Boxes of Hope to support vulnerable families and those that have been affected by financial hardship, job losses and illness throughout lockdown and the pandemic. The boxes have provided fresh and healthy foods such as fruit, vegetables and salads, as well as ingredients and recipes for families to cook a healthy meal together. They have also provided a range of craft and stationary materials such as pencils, rulers, paint etc to all families. This initiative will provide ongoing support and be reactive to the changing circumstances of each family in need. The church volunteers have received training and guidance to enable them to hand out the boxes to our families. They have also received training in emotional first aid and have provided additional support to families that have required it. Our school staff have also hand delivered learning packs, resources and food parcels to families that have been unable to collect from school.

Below are some photographs of the items mentioned above.

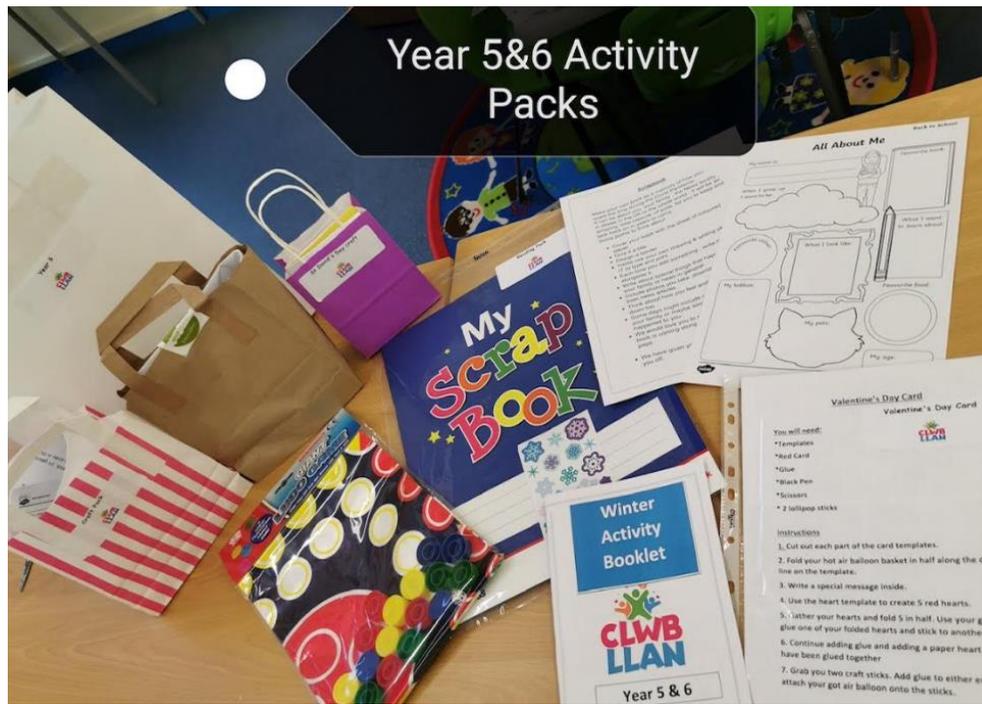
We have recently started using Lyfta which is an immersive learning platform allowing children and families to see and form connections all over the world and provide the experiences now restricted by Covid in a virtual capacity. Funded by the British Council, we are the first school in Wales to engage with this platform for learning.

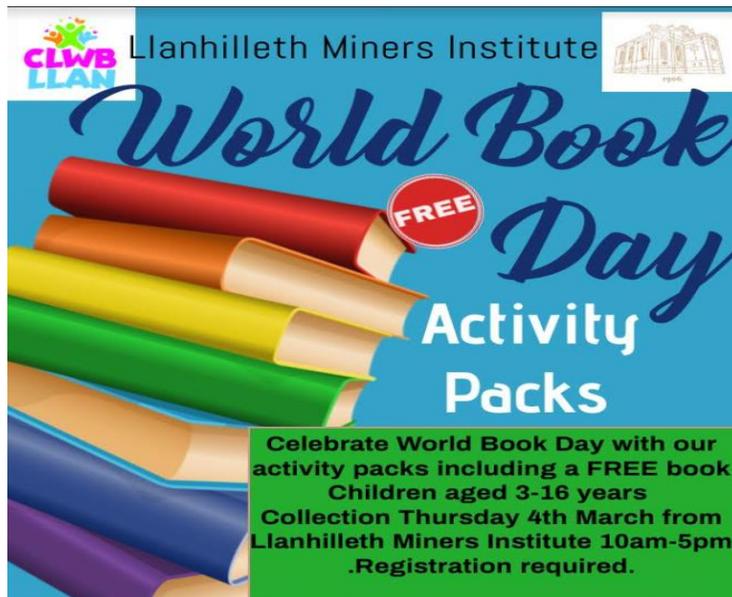
We have accepted an invitation to join The Flourish Community platform during its pilot stage in becoming part of an action group of schools that are helping to test out and develop their ideas of 'transforming narratives, attitudes and behaviours, resulting in enhanced human values and wellbeing and flourishing school communities'. As part of this phase, we will be involved in a core working group of school leaders that are interested in the project and that want to help to develop the strategic thinking behind the Flourish Model. The Flourish Model for schools will help us to promote values-based actions and thinking across our whole school community, by examining the values that are important to our school and how these are understood by everyone in our school community. It also invites everyone in the community to look at what has shaped their own values, beliefs and behaviours and how these fit with the world that we all want to help create for our learners.











CLWB LLAN Llanhilleth Miners Institute

World Book Day Activity Packs

FREE

Celebrate World Book Day with our activity packs including a FREE book
Children aged 3-16 years
Collection Thursday 4th March from Llanhilleth Miners Institute 10am-5pm
.Registration required.



CLWB LLAN LLANHILLETH MINERS INSTITUTE

Free

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FUN FOR ALL THE FAMILY TO ENJOY



