

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 our families on a daily basis through social media. This has ranged from retweeting resources available such as Joe Wicks and Dough disco, to praising the children and sharing their work we would like to celebrate. We have also used Social Media to point parents in the direction of our school website and the key information we have been sharing on it.</p> <p>The school now has a school mobile which has allowed parents to have contact with the school even when the building was closed. This has also given parents another way to contact the school, via text. Some families find it difficult or uncomfortable to talk over the phone so this tackled that barrier.</p> <p>Any information that needed to be given to parents was sent out in the post as well as via digital platforms. This ensured any families</p>	<p>The school and the staff used a range of communication tools during the pandemic to keep in contact with families and to share vital information. These include:</p> <ul style="list-style-type: none"> • Telephone • School mobile • School website • Twitter • Schoop • YouTube • E-mail • Google classroom • Written 	<p>Social media and Schoop has been used daily to communicate with families and praise children for their good work and efforts with online learning.</p> <p>The school mobile is on Monday – Friday for families to call. They are also able to text the school if this is their preferred method of communication.</p> <p>The school YouTube channel has been used to upload videos such as maths methods and weekly stories read by a teacher. The YouTube channel was also used to upload our #SmilesForStacey video for those who do not use Twitter.</p> <p>The school website was updated daily with Home learning tasks for parents and children struggling to access Google Classroom.</p>



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<p>without access to digital devices or internet access received the same information as those who had access to social media and Schoop.</p> <p>Families were also telephoned to ensure they had seen all important correspondence regarding school closures and reopening, free school meals, and hub provision for the children of key workers and vulnerable families.</p> <p>Every child was contacted by their class teacher fortnightly to check in and offer support. Vulnerable families were contacted by a member of the senior leadership team weekly to check in and offer support.</p> <p>Every teacher used the school website to upload video tutorials of how to access online learning and use the online platforms that were used for online learning.</p> <p>Video tours of the school and socially distanced classrooms were uploaded to the school website to prepare children and families for the changes made to the layout and set up of the school on their return.</p> <p>Teachers recorded themselves reading stories and uploaded them to the school's YouTube</p>		<p>Parents and children have been able to communicate with the school and with class teachers via email. Teachers have made themselves available 8:30 – 3:30 Monday to Friday to answer and questions or offer support.</p> <p>All key information regarding school closures and re-opening plans have been sent out in the post to ensure no family has missed any documents or information uploaded online and to overcome the barrier of no technology or access to the internet. This has been sent as and when needed.</p>
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<p>channel and Google classroom for children to experience stories being read to them and to see their teacher as a form of comfort.</p>		
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Engagement

How have you engaged with families?	Was this successful? What were the barriers?	What would you do differently?
<p>Feel good Friday challenges were set by teaching assistants. These were based on well-being and spending quality time as a family. These ranged from having a living room picnic to creating a dance routine to represent your family.</p> <p>Foundation Phase staff uploaded the resources for Book Trust 'Big Welsh Rhyme Time' to the google classroom for families to access. PDFs of rhymes were made available as well as videos of the rhymes for children to access independently if an adult wasn't able to recite them.</p> <p>Foundation Phase staff recorded themselves reading stories and uploaded them to the school's YouTube channel and Google</p>	<p><u>Successes</u></p> <p>Teaching assistants were very enthusiastic about setting the challenges and had high levels of engagement with their feelgood Friday challenges.</p> <p>The use of online platforms allowed us to share resources and stories for many families to access.</p> <p>Social Media platforms such as Twitter allowed us to share resources and activities with families such as Joe Wicks PE and Spread the Happiness Dough Disco.</p> <p>Working closely with Roath Community coordinator gave families additional support that the school was unable to provide.</p>	<p>When we are able to welcome parents back into the building we would like to show them how to access the free resources available on Hwb and Google to support their children at home in order for them to get the most out of the tools provided and feel confident using them.</p> <p>Going forward we plan to communicate any homework and online learning with Reception via SeeSaw as it was highly successful for Nursery and had extremely high engagement levels.</p> <p>After such a long period of time without being able to invite parents into school it is now vital that we ensure we reconnect with all families and make new connections to ensure they feel</p>



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<p>classroom for children to experience stories being read to them and to see their teacher as a form of comfort. This was aimed at pupils and their siblings.</p> <p>Nursery staff put on weekly sing-along and show and tell sessions for families to join in with.</p> <p>We have worked closely with Roath Community coordinator and Albany Road Baptist Church to provide families with additional support. We promoted activities that the church had put on for the community such as a half term treasure hunt around the local area and shared any information they provided to support the local community.</p> <p>Through communication with the Roath community coordinator we discussed families that we felt needed extra support during the pandemic. After expression our concerns the Roath Community coordinator paid for a TV license for one family and donated a box of DVDs, provided food vouchers for families in need and went shopping for families that could not go out.</p>	<p>Parents gave positive feedback that younger siblings not yet attending a nursery or school setting were enjoying joining in with activities and listening to the story's teachers were reading online.</p> <p><u>Barriers</u></p> <p>Some families were reluctant to pick up the phone when the school called or saw a private number calling as they felt they were being checked up on.</p> <p>Some parents found it difficult to support their children at home and engage with online learning whilst working or looking after other children.</p> <p>Some families had no or limited access to devices and internet access.</p> <p>Younger children needed an adult to help with task and to read the instructions which some parents and carers struggled with.</p>	<p>safe, supported, and welcomed when we can finally invite them back into the building.</p>
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<p>All teachers sent out interim reports for each pupil's family as we were unable to invite parents in for our usual autumn parents evening. This ensured all parents were updated on their child's progress and wellbeing in school.</p> <p>During the spring term, teachers invited parents and carers to a virtual parent's evening via Microsoft Teams. Families were able to sign up on a shared Google Document choosing a time that best suited them. Appointments ran from 2.45pm – 6pm over two nights to ensure all parents had the opportunity to attend an appointment.</p> <p>All pupils in the school were invited to design a Poppy for Remembrance Day. These were then placed around the local community such as shop windows for families to look for on their daily walks.</p>		
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Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>Prior to school closures, all children were provided with log in details for Hwb, Giglets and DuoLingo. These were sent home with children</p>	<p>A range of online platforms and have been used for online learning during lockdown and when individual classes have had to self-isolate.</p>	<p>Teachers set a minimum of 4 tasks a day on Google classroom for pupils to complete throughout the day.</p>



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<p>on a laminated card to ensure they all had access to these platforms.</p> <p>Teachers set daily tasks for all pupils.</p> <p>Reception – Year 6 teachers communicated tasks via Google classroom and the school website. Paper copies of tasks were sent home to families that preferred to have paper copies or did not have access to a digital device.</p> <p>Nursery communicated tasks via SeeSaw.</p> <p>Teachers uploaded videos of themselves giving explanation to tasks and modelling answers. This ensured that any families struggling to read or understand instructions also had verbal and visual instructions to support them.</p> <p>Daily online interventions were set by teaching assistants to give targeted pupils additional support in literacy, numeracy, and well-being.</p> <p>Each teacher delivered live lessons via Microsoft Teams two times a week. This gave pupils a safe and welcoming environment to learn and see their peers.</p>	<p>These platforms have been used by teachers to deliver lessons and plan work, and for children to respond to tasks. These include:</p> <ul style="list-style-type: none">• Microsoft Teams• Google Classroom• Google Docs, Google Slides etc.• Google JamBoard• HWB• JIT5• Scratch Jnr• Flipgrid• Kahoot• Seesaw (Nursery)• Screen Castify• Mote• Office 365• Espresso	<p>Every class had two scheduled live lessons per week, one focusing on well-being.</p> <p>Teaching assistants posted daily intervention activities for targeted pupil giving extra literacy and numeracy support.</p> <p>ELSA trained teaching assistants posted weekly ELSA activities for the children already receiving ELSA in school.</p>
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<p>Digital devices and dongles providing internet access were given to families that did not have access to a digital device and or the internet.</p> <p>Teachers provided children to work collaboratively online via the use of collaborative documents. This ensured pupils still felt valued as a member of the class and were able to build on their social skills and maintain relationships.</p> <p>Staff met online via Microsoft teams to share good practise and feedback what was going well with online learning and how to overcome any barriers they encountered.</p> <p>Home learning was monitored by age phase leaders to ensure teachers were setting high expectations for all pupils whilst meeting the needs of all learners. This ensured consistency across the school.</p>		
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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?
Feel good Friday challenges were set by teaching assistants. These were based on well-being and spending quality time as a family.	The wellbeing of our pupils and their families was monitored by constant communication.	We feel that the emotional health and wellbeing of our pupils is our priority. We will



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<p>These ranged from having a living room picnic to creating a dance routine to represent your family.</p> <p>All teachers followed the Jigsaw PSD scheme of work setting two activities per week based on wellbeing.</p> <p>Every class took part in live check in sessions via Microsoft Teams to discuss how they were feeling and share any worries they may have.</p> <p>Every child was contacted by their class teacher fortnightly to check in and offer support. Vulnerable families were contacted by a member of the senior leadership team weekly to check in and offer support.</p> <p>Grab bags were handed out to eFSM families regularly and were delivered to houses by staff if the families were self-isolating or unable to make it to school to pick them up.</p> <p>An extra member of staff trained in Safeguarding to ensure there was always a safeguarding trained member of staff in the Hub and in each age phase.</p>	<p>Teachers were checking in with pupils as a group via Microsoft Teams and were checking in with pupils and families individually through telephone calls.</p> <p>Any vulnerable families or families known to children's services were contacted by members of the senior leadership team who they already had a relationship with on a weekly basis. Support was offered and notes were kept on the content of the conversations.</p> <p>Any families that were unreachable were visited by the headteacher and attendance officer and then passed onto the EWO if needed.</p> <p>Children back in school take part in weekly check in and check out circles to discuss the events of the weekend and to prepare them for any challenges they may face.</p>	<p>continue to monitor all our families closely and give any support and guidance we can.</p> <p>We will continue to communicate regularly with our families to ensure a smooth transition back into school. It is vital that all families feel confident to send their children back to school and that the pupils feel safe when they are here.</p>
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Staff attended webinars hosted by The University of Chester giving information on supporting families post COVID.

The staff created a #SmilesforStacey video which included pictures of all staff holding a picture to represent a smile. We then encouraged all families to respond to this video by creating their own #SmilesForStacey video and posting it online.

Nursery staff put on weekly sing-along and show and tell sessions for families to join in with.

Many classes encouraged pupils to create mini-Vlogs to see how children were at home and what they were doing.

All teachers sent out a suggested daily timetable to ensure children had structure and routine at home.

One member of staff tweeted emoji challenges and half term and easter wellbeing bingo to engage families and encourage them to take a break from online learning during what should have been the school holidays.



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<p>All pupils in the school were invited to design a Poppy for Remembrance Day. These were then placed around the local community such as shop windows for families to look for on their daily walks.</p>		
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Innovation

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

As a school we feel we have done all that we can and more to support our families during COVID-19. Many of these things have been mentioned above as it comes naturally to us to do all that we can to support our pupils, their families and our local community as our school is the heart of our local community.

We have made home visits to check on families, delivered meals devices and work to families, as well as always making ourselves contactable during the school closures.

We are particularly proud of our partnership with Roath Community Coordinator as that resulted in a family having a TV licence paid for them, food provided for those struggling beyond the free school meal vouchers and shopping being done for some families.

All members of staff pulled together and did everything they could to ensure pupils were having the same level of high-quality input as they would have had if they were in school. From literacy and numeracy lessons to PE sessions and from well-being check ins to ELSA interventions for targeted pupils.

Thank you for this opportunity to celebrate the hard work, resilience and flexibility of our pupils, families and staff.