

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>To ensure that Parents were kept fully informed throughout both Lockdowns, we used text2parents, phone calls, posted on Seesaw (our learning platform) Twitter and our school website.</p> <p>Parent / Teacher communications / consultations were carried out by phone. This ensured that all parents had time to discuss their child with the Class Teacher in detail, but also it allowed the teacher to speak to parents who were particularly anxious about the Covid situation and explain all the school systems and processes that were in place to ensure the safety of our children.</p> <p>School Attendance Officer worked closely with our school. She was very proactive in making phone calls and house calls on a regular basis.</p> <p>As a school that embraces the Thrive approach we acknowledged the anxiety that both children and families faced through Lockdowns and so an important part of Lockdown for us, was both teachers and TAs completing weekly wellbeing calls to maintain engagement in learning and positive relationships. Many</p>	<ul style="list-style-type: none"> ▪ Twitter – for communicating information ▪ The school website ▪ Newsletters ▪ Text2Parents ▪ Seesaw – for reading stories to children <ul style="list-style-type: none"> -allocating daily activities online -class noticeboards -Weekly pupil achievements - THRIVE choice boards ▪ Clic Maths - children are familiar with this as they use it in class ▪ Phone calls for Parents’ Evenings ▪ Teams for staff meetings/twilights/training ▪ TEAMS meetings ▪ Parental survey ▪ IT digital support 	<p>Class Teachers/TAS phoned weekly.</p> <p>SLT phoned vulnerable families weekly or when needed according to our RAG system of priority.</p> <p>Individual personalized learning tasks were shared for pupils on a needs basis, as identified by class teachers and TAs.</p> <p>School Attendance Officer phoned/door knocked where there were concerns.</p> <p>Class Teachers/TAs phoned when needed families who were struggling to engage.</p>



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<p>of our parents reported this to be a supportive measure for themselves and for their children.</p> <p>Senior Leaders held 'Thrive Around the Child' Teams meetings to ensure we were meeting the needs of our most vulnerable pupils.</p> <p>Staff contacted families weekly through calls, texts and using our on-line platform Seesaw.</p> <p>The school's website and Seesaw were used to share information.</p> <p>Office staff contacted parents via texts and phone calls when information needed to be shared.</p> <p>The school focused on wellbeing - both pupils and parental engagement and engagement which focused on IT support. Sessions for parents to come into school to be supported in our online platforms, also gave us the opportunity to further develop our trust and relationships, clarify parental understanding of COVID, enhance parental IT skills and to support them to be the best parents they could be in these challenging circumstances.</p>		<p>The school's Hub for identified vulnerable learners and key worker children was open Monday to Friday from the start of Lockdown.</p> <p>Seesaw was used daily for communicating information; for personalized learning tasks and sharing work.</p> <p>Newsletter updates for parents regarding return to school procedures and expectations as and when necessary.</p> <p>Office staff contacted parents weekly re a range of administrative tasks including FSM, digital devices, to issue Seesaw codes and Hwb email addresses.</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>Regular phone calls developed good relationships between teacher and parents throughout the lockdowns.</p> <p>Parental Engagement- Parent/ teacher phone calls instead of traditional Parent meetings.</p> <p>Use of Seesaw to message on Seesaw Families keeps more parents involved and provided communication platform for parents.</p> <p>Parental use of Seesaw increased through both Lockdowns. Parents could see immediately their child's work and feedback comments given.</p> <p>A range of 'Daily Emotional checkins' provided staff with an understanding of the wellbeing of individual pupils and their families and these progressed, to staff responding proactively through the learning offered to individual children, about their concerns and needs.</p> <p>A more personalized 'learning offer' provided by class teachers and Teaching assistants was securely in place.</p> <p>Certificates and personalized messages were sent to children and their families.</p>	<p>Successes</p> <p>Many parents answered and spoke at length on a weekly basis.</p> <p>A concise, easy to read annual report on progress was provided for each parent.</p> <p>The sharing of digital devices to allow all pupils the opportunity to engage online.</p> <p>The use of paper packages to allow all families to engage with schoolworking even when they did not have the capacity to engage online.</p> <p>Despite some initial reservations to talk on the phone to staff, this was seen as a positive feature by many parents and a valuable support.</p> <p>Seesaw Family engagement grew and was accessed by a growing percentage of families throughout both Lockdowns.</p> <p>Staff confidence and persistence in finding ways to engage with families and help them find solutions to arising difficulties.</p> <p>The use of online platforms allowed us to share resources for families to access.</p>	<p>To log the wider families emerging issues e.g., food /employment/parents own mental health/referral to other services and then to provide more focused support/referrals for the parent.</p> <p>To ensure food vouchers are distributed appropriately.</p>



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<p>Virtual Sports day - sports day which allowed both pupils and their families to engage.</p> <p>Virtual Eisteddfod</p> <p>Hub provision for our cluster schools in Lockdown 1 where children from other schools joined with ours.</p>	<p>Seesaw and Twitter allowed us to share resources and activities with families, both from class teachers and extensively from external sources.</p> <p><u>Barriers</u></p> <p>A school routine for some families was difficult to establish. Some parents found it difficult to support their children at home and engage with online learning whilst looking after other children. Family living arrangements were often problematic</p> <p>Initially many families had no or limited access to devices and internet access.</p> <p>Younger children needed adults to help them to complete tasks and to read the instructions which some parents struggled with.</p> <p>Initially many 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>Digital literacy and engagement from families. Online engagement increased as some parents confidence and support was taken up</p> <p>Knowing which families are in need of food voucher support (We are a recognized foodbank school).</p>	
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Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>Thrive underpinned all of our Home Learning.</p> <p>Thrive assessments identified a large number of pupils needing individual or group thrive. Class thrive programs were implemented by teachers and individual Thrive activities from the Individual Thrive action plans were given to pupils.</p> <p>Wellbeing and basic skills were our focus - LLC/ MD/ ICT- as well as developing Independence and motivation.</p> <p>Online learning activities set daily.</p> <p>Parent/ teacher phone calls were made. These enabled good relationships between teacher and parents and allowed teachers to discuss individual progress.</p> <p>Regular feedback and a way forward was provided to individuals.</p> <p>Use of Seesaw to message on Seesaw Families keeps more parents involved and provides communication platform for parents.</p> <p>ELSA trained teaching assistants posted ELSA activities for the children already receiving ELSA in school.</p> <p>IT equipment was provided for families unable to access online learning.</p>	<ul style="list-style-type: none"> ▪ Twitter – for communicating information ▪ The school website ▪ Newsletters ▪ Text2Parents ▪ Seesaw – for reading stories to children <ul style="list-style-type: none"> -allocating daily activities online -class noticeboards -Weekly pupil achievements - THRIVE choice boards ▪ Clic Maths - children are familiar with this as they use it in class ▪ Phone calls for Parents’ Evenings ▪ Teams for staff meetings/twilights/training ▪ TEAMS meetings ▪ Parental survey ▪ IT digital support 	<p>Daily activities were posted on Seesaw.</p> <p>Daily notice board set out activities for the day for each class.</p> <p>Wellbeing ‘checkin’ was used daily.</p> <p>Parents were phoned regularly to discuss pupils’ online engagement.</p> <p>Marking was done as the children sent their work via Seesaw - development of work and next steps was then sent individually to children.</p> <p>Messages on Family Seesaw were used regularly for whole class announcements or when needed for individual messages to parents.</p> <p>ELSA activities were posted on a regular basis for individual pupils.</p>



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<p>Paper packages were provided for families with no IT or who struggled to use the IT provided by the school.</p> <p>Special days were held –Virtual Sports Day/Eisteddfod.</p> <p>New Curriculum training during twilights- Health and Wellbeing AOLE/ Improving playtimes / bubble plans and resourcing/ mapping real life experiences developed staff in their role.</p> <p>Remote Learning Provision</p> <ul style="list-style-type: none"> ▫ Online- Seesaw ▫ Class noticeboards ▫ Google classroom ▫ Paper packs ▫ Hub Provision- TA support ▫ Phone calls- Wellbeing/ Technical support/ Learning Feedback & support ▫ Additional ALN support- Assigned Tas continuing intervention work ▫ Teacher introductory videos ▫ Whiteboard learning – videos ▫ Group and individual lessons ▫ Wellbeing tasks ▫ Class chats 		
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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?
The school hub was open for vulnerable pupils and key worker children, who were provided with the same	Wellbeing check ins were monitored daily by class teachers and were followed up where needed by a message or a telephone call to parents.	The need of wellbeing time once back in school – introduction of wellbeing breakfast for all children before the day begins.



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<p>learning experiences as those who were at home supported by TA's in the hub.</p> <p>Teachers marking/feedback daily enabling parents to know current achievements and what their child needed to do next.</p> <p>School ALNCo and Senior Leaders informed of any urgent issues regarding pupils or families mental health or well-being.</p> <p>Referrals to appropriate Teams by ALNCo when needed.</p> <p>Offer of support to parents who were struggling with IT/Seesaw.</p> <p>Positive and constructive feedback comments on daily work allowed pupils to feel confident when completing tasks.</p> <p>Seesaw also provided a platform where comments to parents could be given. For some parents this allowed a way to discuss family concerns/wellbeing.</p> <p>Referrals to Families Gateway -Cardiff Council Support</p> <p>Wellbeing tasks were set regularly on Seesaw.</p> <p>Thrive sessions and activities were posted on Seesaw for families to participate in</p> <p>Repository of resources built up for weekly thrive and wellbeing activities, information uploaded to platforms for parents to access</p>	<p>My Concern, a reporting facility, available to all staff, was monitored by the 4 Designated Child protection teachers.</p> <p>Regular and frequent professional dialogue within school and with parents (designated CP Teachers/ALNCO) and with external agencies.</p> <p>ALNCO monitoring referrals as part of Cardiff LA graduated response with parents involvement</p> <p>Class teachers monitored pupils' engagement and contacted parents when engagement levels dropped offering support and advice.</p> <p>Referrals were chased up and contact made with relevant families.</p> <p>Evidence shown on Seesaw and celebrated.</p> <p>DHT-Teaching and Learning monitored the appropriateness and use of resources.</p>	<p>Facilitating parents to know how to support their children in a positive way in both learning and behaviour.</p> <p>Parental IT skills are poor and further support is needed for parents to recognize their role as their children go through primary years in a digital world.</p> <p>Always being alert to families with needs and in need of support to offer referrals when needed.</p> <p>Continue to communicate with our families to ensure a smooth transition back into school to ensure families feel confident to send their children back to school and that the pupils feel safe – video created to show parents and children how our school will look and the changes which will be made.</p> <p>Continue to have regular Thrive training for all staff including opportunities for Family Thrive.</p>
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<p>Staff attended wellbeing training to support families and ensure their information was up to date.</p> <p>Liaison with outside agencies.</p> <p>All information around staff Wellbeing was shared with staff. We ensured, any information which Cardiff Council provided for the wellbeing of employers was shared and could be accessed by individual staff.</p>	<p>A CPD record for each member of staff was monitored by DHT-Wellbeing & Professional Standards.</p> <p>Designated Safeguarding Officers monitored children and families on Child Protection register, levels of engagement, MASH referrals and conversations at core group meetings</p>	
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Innovation

<p>How else have you gone above and beyond to support your children and families?</p> <p>As a Thrive school, the last 14 months has ensured that the Thrive principles and provision underpins everything we do to support pupils and parents in the significantly deprived area that we serve. To facilitate learner engagement, Thrive was developed to ensure that what we were doing face to face was also continued online. Thrive Around the Child meetings online ensured the involvement of parents.</p> <p>Parental involvement was encouraged and promoted through virtual Sport Day and Eisteddfod activities</p> <p>During Autumn 1 our whole school focus was on the Health and Wellbeing AOLE. Through twilight virtual inset sessions, staff initially familiarised themselves with the Health and Wellbeing AOLE providing them with a deeper understanding of the new areas of learning. In our second session we looked at what playtime currently looked like for our pupils. Staff used videos of our playtimes/lunch times to observe our pupils at play and consider how to make play times more beneficial for pupils' wellbeing. As a result, staff have been trialling different activities and use of equipment. This is an ongoing whole school enquiry which has already had a significant positive impact on our pupils. There have been less negatives incidents during playtimes and pupils report enjoying having lots of fun with their teachers at playtimes. This work is ongoing and is being revised daily to ensure pupils play times/lunch times provide pupils with opportunities to support their wellbeing.</p> <p>All pupils receive breakfast daily enabling a positive and healthy start to the day. Parents appreciate the support given by school and they in turn support our intentions by only providing healthy fruit snacks.</p> <p>The school involved outside agencies to provide a significant number of Christmas food hampers, Christmas presents for children and foodbank vouchers.</p>



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Investors in Families

The school now has 4 Thrive trained practitioners, one who is also a Family thrive Practitioner and 5 leaders have completed the Thrive approach for Senior leaders to ensure a strategic approach is given to Thrive. We recognize the ongoing need to support pupils and parents, in or out of lockdown, in the coming months. Our whole school approach enables us to fully engage in the most appropriate way given the uniqueness of many family situations arising. Family Thrive is an essential part of this.