



Whitchurch Primary School Investors in Families Lockdown Award

[Click here to read the school's evaluation of Blended Learning](#)

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? |
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| KS2 – Google classroom, daily live meets in groups with the teacher for catch ups, lesson/task introductions, feedback on previous work, bespoke videos FP – Seesaw daily live meets in groups with the teacher for catch ups, lesson/task introductions, feedback on previous work – verbal and written, bespoke videos | Google Classroom Google Meets Seesaw Emails – t main office or individual teachers School phone calls Facebook Twitter School website Parent mail Work packs /books Home visits Face to face discussion for Hub parents Newsletters | Daily |



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| <p>Email and Seesaw messages from pupils and parents</p> <p>Questionnaires to all parents after 1st lockdown on general provision during lockdown and to assess the children who have limited/no access to ICT in preparation for individual needs if another lockdown occurred.</p> <p>Phone calls</p> <p>Senior Leader phoned vulnerable pupils and those not engaging with home learning or live sessions</p> <p>Bespoke individual Google Meet sessions for pupils involved in intervention programmes.</p> <p>Individual bespoke learning packs and resources hand delivered to targeted pupils.</p> <p>Face to face discussions with parents on drop off and pick up times for pupils attending the Hub. (Socially distanced)</p> <p>Home visits to some families when needed.</p> | | <p>Ongoing continuously daily</p> <p>As needed</p> <p>Daily/Weekly depending on situation</p> <p>When necessary</p> <p>Daily/weekly depending on needs and the programme being followed.</p> <p>As needed/requested</p> |
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| <p>Activities sent out to pupils and parents via Seesaw and Google Classroom the evening before to allow time to look at them and then if any queries they could be answered at the live meets the next morning.</p> | | |
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Engagement

| How have you engaged with families? | Was this successful? What were the barriers? | What would you do differently? |
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| Daily live meets | Positively met by the majority of pupils and parents. Some issues with timings due to work commitments and siblings having same times and not enough devices or parents to support more than one pupil at the same time. Some pupils were uncomfortable attending the live meets. | It is a very big school so coordinating times is difficult but some consideration to times that best suit families could be developed further. |
| Phone calls | Most parents were positive about the phone calls but those engaging with the home learning didn't feel the frequency of weekly phone calls were necessary. Some parents were difficult to contact via phone calls due to being in work or not answering unknown numbers | Introduce the live meet sessions in school before lockdown so the pupils know what to expect. Other ways of involving them online – e.g. knowing it is ok to keep your camera and microphone off but still engaging with the lessons/catch up. Email parents in advance to expect phone calls from unknown numbers at a certain time or ask for the most convenient time to phone. More socially distanced home visits. |
| Seesaw/Google classroom activities | Initially some pupils were completing the work very quickly and not to the expected standard | |

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| Seesaw/Google Classroom | <p>they would in school. This sometimes-prompted parents to ask for more work or live lessons all day. Live meets allowed teachers to share the expectations of work with pupils and parents.</p> <p>Some video responses uploaded by younger pupils showed parents not being clear or having the knowledge of how to support the pupils with their learning. Confidence and self-esteem of some parents was also a barrier. In response to this the teachers started making videos to accompany activities that introduced and modelled new skills and concepts to pupils but also guided parents through the best way to support their child with each activity. On return to school this has clearly had an impact and feedback from parents has been positive about the videos saying that they helped them a great deal as they had no idea how to teach things.</p> <p>Some families did not have devices or the internet. Devises and dongles were provided for these pupils. However, some families still did not have enough devices for all of their</p> | <p>Use videos for more lessons from the start of a lockdown.</p> <p>Ensure expectations and standards are clear and communicated to parents from the beginning of lockdown.</p> <p>Adapt the questionnaire that asks if families have a device the pupils can use to include how many children and how many devices are available. Find out from the start how many</p> |
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| | <p>children to be engaging in the learning at the same time as they were sharing devices. Some parents were also trying to access the activities on Seesaw on mobile phones which were far too small for the pupils to use.</p> | <p>families/children will have to share a device and put in strategies such as more paper packs to compensate for this if enough devices are not available for loan.</p> |
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Home Learning

| How did you support Home learning? | What platforms did you use? | Frequency of Home Learning |
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| Differentiated activities in all areas of learning using a variety of approaches based on the contexts they should have been following if in school. Activities adapted in regards to resources and facilities pupils would have access to at home and to suit different learning styles. | Seesaw Google Classroom Emails Paper based packs Live Google Meets Live and Videoed lessons Class Dojo Giglets My Maths Maths Seeds Speech Links White Rose Maths Big Maths Reading Eggs Hwb Letters and Sounds You Tube | Daily activities set in a variety of AOLEs |
| Videos produced by staff to introduce activities and model skills and expectations for pupils and parents. | Powerpoint Seesaw I Movie Screen Castify | Daily/Weekly – dependent on needs of the activity |

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| Daily live meets allowed teachers to answer any queries/worries about activities. | Google Meets | Daily |
| Daily meets allowed teachers to model skills/techniques and to set clear expectations for pupils. | Google Meets | Daily |
| Daily meets allowed teachers to provide verbal feedback and ways forward to groups and individuals. | Google Meets Seesaw | Daily |
| Weekly assemblies | Google Classroom Parent mail Seesaw | Weekly |
| Well being Wednesday activities designed to get siblings and the whole family doing fun things together. | Google Classroom Parent mail Seesaw | Every Wednesday |
| Constant communication with pupils and parents through Seesaw messaging (FP), Emails (FP and KS2) and phone calls. | Google classroom Pupil/teacher emails Seesaw | Daily |
| Reading books photographed and sent weekly to pupils to continue reading development. (FP) | Seesaw | Weekly |

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| <p>IT equipment loaned to families where needed. (i-Pads, Chromebooks, Dongles)</p> <p>Individual packs of work and resources printed for pupils where needed.</p> <p>Pupils who attended the Hub also attended the group daily Google meet sessions and then were supported to complete the daily activities with teaching assistants in school. All work uploaded to the relevant platforms.</p> <p>All work uploaded by pupils was marked daily and ways forward provided by teachers.</p> <p>One to one Google Meet sessions were offered to pupils who were unable to attend at the designated time or weren't confident to attend the group sessions.</p> <p>Individual and group Intervention sessions were provided on Google Meet for pupils normally completing interventions in school.</p> | <p>I pads Chromebooks Dongles</p> <p>Paper based packs Physical resources</p> <p>Google Meet Google Classroom Seesaw</p> <p>Google Classroom Seesaw</p> <p>Google Meet</p> <p>Google Meet</p> | <p>When required</p> <p>When required/requested</p> <p>Daily</p> <p>Daily</p> <p>Varied weekly according to individual needs</p> <p>Varied weekly according to group and individual needs</p> |
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| <p>Staff available online daily during school hours to answer questions and provide support.</p> <p>Members of SLT in school daily to provide support to parents and families. Also providing support to the hub children and school staff on rota in the hub.</p> | <p>Emails Seesaw Phone calls</p> <p>Emails Seesaw Phone calls Socially distanced face to face meetings if deemed essential</p> | <p>Daily as required by individuals</p> <p>Daily as required by individuals</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? |
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| <p>Wellbeing tasks set on Seesaw (FP) and Google Classroom as part of Missions (KS2) These were non-screen-based activities intended to be completed as a family.</p> <p>The school hub was open for vulnerable pupils and key worker children, who were provided with the same learning experiences as those who were at home supported by TA's in the hub.</p> <p>The pupils in the hub were in year group bubbles supported by staff that they were familiar with. Routines were kept as close to the norm as possible.</p> <p>Breakfast club still available for those who needed it.</p> <p>Daily meetings with all pupils allowed contact with peers and teachers to continue.</p> | <p>Teachers marking/feedback Daily Meets Class engagement tracker - notes flagged up of any concerns to team leads by teachers and followed up in SLT weekly meetings – actions put into place based on individual circumstances. School ALNCo and Senior Leaders informed of any urgent issues regarding pupils or families mental health or well-being. Referrals to Educational psychologists and Learning Support Services by ALNCo when needed.</p> | <p>Training opportunities to support families with well being issues. Some parents needed support as well as the pupils and staff aren't as well trained in supporting parents as they are pupils.</p> <p>Further use of the Learning Heroes at home with the usual celebration assembly recorded and postcard reward sent electronically to pupils.</p> |

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| <p>Positive and constructive feedback comments on activities daily allowed pupils to feel confident when completing tasks. Positive, motivational comments to parents were also vital especially those who were struggling to juggle work and home-schooling commitments or thought they weren't doing a good job.</p> <p>Thrive sessions for those who needed them.</p> <p>Individuals/families assessed on individual basis from feedback from class teachers and Hub places offered where deemed necessary to support well-being.</p> <p>Weekly thrive and well being activities and information uploaded to platforms by ALNCO</p> <p>Phone calls with teachers/pupils/parents/outside agencies</p> <p>Up to date training attended online by ALNCo to support well-being issues and support agencies, information then disseminated to all staff.</p> | | |
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| <p>Mental health information and activities regularly updated by ALNCo on shared drive for teachers to use with pupils</p> <p>Teachers provided bereavement resources to parents where needed to support their children, including activities and story books</p> <p>Teacher ensured when planning weekly activities there was a good balance with learning and fun. Continued use of School's bespoke Learning Heroes to promote healthy learning behaviours. Referenced in activities and in feedback to pupils.</p> <p>Video message from all staff sent out to all pupils and families to let them know we were thinking of them and to send a positive message.</p> | | |
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Innovation

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

Food parcels, clothes parcels and resources supplied to individual families when needed.

Continued face to face or online intervention sessions for the most vulnerable.

Themed, dress up days to keep learning fresh and fun.

Pupil voice continued with pupils encouraged by teachers to give ideas to feed into weekly planning.

Continued use of the schools bespoke Learning Heroes in lessons and feedback to pupils kept the initiative and positivity towards learning alive.

Weekly Collective Worship videos provided by

High quality learning videos were made by all teachers across the school to support pupils and parents with their learning.

Respite for parents by inclusion of pupils to the Hub where home circumstances were becoming challenging.

On returning to school after the first lockdown a bespoke children's picture book, 'School in a Bubble' was produced by a member of staff to explain how school would look and feel different when they returned. The book was made into a video book and sent out to all pupils.

In addition, we have continued to support nearly 20 PGCE students on their placement training and experiences by involving them in planning and providing live online learning opportunities and pre recorded video lessons.

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