

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?
Phone calls home Seesaw Teams meetings e-mail post deliveries sent out Live sessions with the pupils in class and the pupils at home. Weekly check ins with the pupils and families via video, teams and messenger. School Comms messages Twitter Facebook Door step chat Creating an information padlet https://padlet.com/YsgolYGogarth/5e9no3aktktoatk2 Daily registration Questionnaires- to check if the tasks sent are Enough, also to check health and well-being of parents/pupils Social distanced home visits	Phone calls Emails Written recommendations and guidance. Resource packs sent home to parents, delivered by school staff or by post. Seesaw Teams Facebook messenger. School Comms messages Twitter Facebook Social distanced face to face Padlet	Lots of communications and live lessons took place daily Family catch up’s happened a couple of times a week Wellbeing check ins with parents varied from family to family, weekly to every couple of days depending upon individuals (No set amount of contact – responding to need) Could be on a daily basis, twice weekly or once a week.



Engagement

How have you engaged with families?	Was this successful? What were the barriers?	What would you do differently?
<p>Regular contact virtually, via calls and on occasion social distanced meets</p> <p>Listening to feedback regarding suitability of the work set within the home setting.</p> <p>Ensuring pupils have the adequate / right resources to be able to access teaching and learning activities.</p> <p>Immediate response from TA's to individual families – e.g. problem solving</p> <p>Modelling logging in to different platforms.</p> <p>1 to 1 sessions 'talk through' different challenges such as difficulties with technology.</p> <p>Adapting to home situation – work packs / online lessons / blended learning.</p> <p>Balanced variety of activities.</p> <p>Helping finding grants available to families and filling them out on their behalf</p>	<p>Yes, on the whole it was very successful. The majority of families were able to access the different learning platforms and would engage in regular online lessons via teams and also take part in online activities via seesaw. Pupils and parents would also respond to visual (video) and verbal communication online regularly and pupils would go a step further in their learning and would take on the challenges set.</p> <p>Increased engagement in online lessons since the first 'lockdown'.</p> <p>Parents as well as pupils developing confidence in accessing various platforms. Some parents sending videos / photos of pupil's achievements at home.</p> <p>Helping finding and filling in grant forms helped to engage with families immensely, especially when it was applying for much needed equipment. Some families were reluctant at first to ask for help</p>	<p>Offer more focused training in using Seesaw at the beginning of Lockdown.</p> <p>Although we did eventually ask a parents who used Seesaw to model this best practice for other parents to see via video link, We wished we had done it sooner.</p> <p>Create a questionnaire – that would suit all classes for parents to capture feedback, although current systems note correspondence, views and feedback in weekly log.</p>



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	<p>The barriers were that some children thought that home was home and school was school and could not cope with the two merging. Some technical issues, not being able to access the correct platform or they simply did not have the technology</p>	
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Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>Adapted work packs.</p> <p>Dealing with issues regarding communication aids</p> <p>Sending out weekly time table and live lesson time table on a Friday so parents were able to prepare their week ahead.</p> <p>Daily live lessons and registration. 1-2-1 lessons with pupils focusing on IEP targets, video and verbal feedback. Work tasks sent home reflecting the work tasks provided on Seesaw.</p> <p>Linking tasks to pupils aspirations – e.g. guitar lessons online</p>	<p>See Saw</p> <p>Teams</p> <p>Google meet</p> <p>Messenger</p> <p>Phone</p> <p>Augmentative and Alternative Communication (AAC) Therapist to help deal with issues/problems with the devices</p>	<p>Offered daily online lessons and availability to help support and give feedback thought day. Weekly hard-copy work packs sent out to individual family homes. But this all depended on the class and individuals.</p>



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<p>Keep in regular contact with families. Check on progress. Any additional resources needed to be delivered?</p> <p>TA's arranged individual sessions – skills based sessions Phonics</p> <p>Providing instructions when required and being available to answer queries or concerns regarding their child's education</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?
<p>Every morning during registration giving the opportunity to discuss how they were feeling and then to set themselves a daily goal.</p> <p>We also have a 'well-being Wednesday' where pupils are able to engage in activities that make them happy.</p> <p>Several sessions on well-being checkups; 5 ways to well-being, well-being reflection</p> <p>TA's arranged individualized social meets / sessions between pupils, supervised by staff.</p>	<p>Monitored with regular contact with the pupils and parents and guardians.</p> <p>Making sure staff had good awareness of any difficulties families were experiencing e.g. sleep difficulties</p> <p>Providing sessions for the pupils – e.g. useful strategies</p> <p>Keeping a detailed log of communication with parents – Weekly log.</p>	<p>Ensuring pupils are reintroduced gradually into school routines and expectations.</p> <p>Ensuring pupils have time to 'connect' with others – discussion – emotions, worries...etc</p> <p>To create a platform where friends can interact with each other or work together as a team.</p> <p>Review 'what matters' to each pupil now.</p> <p>Increasing challenge at a gradual pace according to the individual pupil.</p>



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<p>Variety of activities including – Talent show, talking about successes, feelings, following pupils interests and aspirations.</p> <p>Pupils who access school – walking to encourage exercise</p> <p>Fun staff videos</p> <p>Access to school 1 day a week for pupils who were struggling to focus / engage online.</p> <p>Posting wellbeing suggestions, tips, sign posting to support groups or online websites and charities for parents, carers and families to access if they were struggling</p>	<p>Contacts and keeping abreast of what local support were available</p>	
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Innovation

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

Class online meets have been innovative, challenging and interesting to children and parents. We have developed and built on the engagement, encouraging pupils to take an active lead in presenting activities to their peers.

Parents have asked for them to continue throughout the phased return saying: “the class meetings have been a life-line for T....”. “B... looks forward to the class-meets, it makes his day” “S... loves the opportunity to see her friends from class”.

Adapted and worked around daily barriers for parents and guardians e.g. working parents – Arranging 1 to 1 sessions at convenient times.
Video messages home to families.

Talking through to access problems to App’s / platforms step by step guidance over the phone or creating simple step by step video guides.

Social distanced home visits.

Teaching Makaton through teams

Constantly reiterating that we as staff are always here to support the children and families.