

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?
Texts Google Classroom Phonecalls Emails Social media House Visits	Facebook School Gateway Google Classroom Gmail Instagram Twitter	Weekly questionnaire to request school provision. Daily Communication on google classroom when work was set. Phonecalls dependant on need - some pupils once every half term, some weekly or more often. Texts - as required - usually weekly Weekly home visits for vulnerable pupils who did not attend Hub.



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Engagement

How have you engaged with families?	Was this successful? What were the barriers?	What would you do differently?
<p>Workpacks were provided for families who requested them.</p> <p>Reading books were sent out regularly.</p> <p>Home visit for vulnerable pupils</p> <p>Loaned ICT equipment to families who needed it</p> <p>All vulnerable children offered place in the hub.</p> <p>Any not engaging received regular phonecalls to check in.</p> <p>Pupils not attending the hub but needing advice/ICT support could arrange to visit the school for a session with their teacher to ensure that they had the knowledge to work at home.</p> <p>Pupils who were feeling anxious about coming back to school were offered additional days to ease transition back to in school learning.</p> <p>Shared staff's direct email addresses and encouraged parents to contact teachers</p>	<p>Most pupils were able to access learning resources online and any that had difficulties due to resources or needing addition learning input were able to attend the hub.</p> <p>Families lacking ICT equipment were able to borrow it from the school.</p> <p>Some hard to reach parents/families - the RCT attendance and wellbeing officers visited these families after several failed attempts to contact them.</p> <p>Difficulties with technology and safeguarding concerns regarding staff and pupils being on video calls together - this was overcome by the sharing of clear guidelines and expectations with families.</p>	<p>Ensure that parents had training and experience of supporting their child with Google Classroom in advance.</p>



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through email or through comments on Google Classroom. Parental questionnaires to receive feedback and respond accordingly.		
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Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
Google Classroom, Google Meets, paper pack copying Google Classroom resources, reading books delivered to families, links to wellbeing resources, links to useful websites and resources shared with parents. All resources and instructions were sent both in Welsh and English. Headteacher liaising frequently with cluster heads to ensure consistent provision across the area and to share ideas/best practice.	Google Classroom across the whole school.	3 tasks set every day for each year group from Nursery to Year 6. Google Meets - initially twice weekly, then increased to 4 in response to parental survey showing concerns about the Welsh medium aspect.

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?
Staff planned and used an assortment of wellbeing resources.	This was evidenced in Teacher's plans which were monitored by AOLE Leads with feedback given.	Continuing to develop our Health and Wellbeing Area of Learning and Experience and all staff work closely with and receive training from our ELSAs.



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<p>One Google Meet a week was a Wellbeing check in - where pupils played fun games and talked about feelings and their emotions and current experiences.</p> <p>ELSA staff prepared a bank of resources to share with parents that they could use at home to help them support their children with talking about their feelings.</p> <p>ELSA sessions - pupils could arrange to attend for ELSA sessions even if not in hub or could have telephone sessions.</p> <p>Risk assessments regularly updated and shared with all staff to ensure everybody following latest Covid guidelines at all times.</p>		<p>Continue to monitor and develop our provision as we move towards the Curriculum for Wales.</p>
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Innovation

<p>How else have you gone above and beyond to support your children and families?</p> <p>Signposting parents to external resources and agencies for advice and support</p> <p>A high level of additional support (check-ins, resources, agency involvement) given to a minority of families (those in greatest need)</p> <p>Texts shared regularly with all families asking them to get in touch if they had any issues or were in need of any support - for both children and their families.</p>



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Investors in Families

Upon to return to school, wellbeing has been a huge priority for us ensuring that pupils find the transition as easy as possible. All staff were given training on ELSA and Talkabout tools and resources. Health and wellbeing challenges have been used in KS2 - including the Couch to 5K challenge.

All FSM and ALN pupils were offered places in the hub, in addition to offering places to children who were struggling emotionally with the lockdown.

The school website was developed during lockdown to ensure parents had links to resources to support their children but also to support their own mental health and well-being - e.g. helplines, foodbanks and mental health resources.

Continued use of Google Classroom as a means of communicating with families to encourage continued parental engagement in school work - e.g. "Song of the Week" posted for younger pupils.