

**Investors in Families Lockdown Award checklist**

**This award will be given to schools that have supported children and families throughout the ‘lockdown’. Its 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>Communication has been carried out in a variety of different ways. They have been between the teachers, family support worker and parents via the Seesaw family app, by email, using Twitter and the school website. We realized early on in the process at many families prefer to respond by SMS and so bought a dedicated mobile phone and gave that number out to parents. In addition they were given the head’s email address in all communications should they need to contact staff out of hours. We had face to face, socially distanced meetings with parents and pupils at least once during the lockdown period (all families) and more frequent contact with our vulnerable families. We produced video for parents and pupils and broadcast them via Twitter.</p>	<p>Family See-saw. Emails Telephone (school line) Mobile phone (calls and texts) Whats app (this was popular with families with reduced credit) Twitter Facebook Face to face socially distanced visits School website Flipgrid and Google Classrooms for KS2 pupils</p>	<p>This ranges vastly depending on the level of support needed. Contact is made weekly to all parents via see-saw or email. Check in calls have also been made at least once or twice a week to more vulnerable families. Weekly communication from the head to all pupils via online celebration for pupil of the week. Every pupil was seen face to face before the school broke up for summer Daily message from nursery teacher to class (March-July)</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>Weekly or more frequently check ins. Phone calls Socially distanced home visits.</p>	<p>I feel this was very successful, the parents/carers often commented that they felt they could reach out at any time. The biggest barrier to communication came from parents being unable to afford phone calls. Home visits have also worked well as parents/carers have stated that they feel we have not forgotten about any of them and that we are still very much involved and are always there to help.</p>	<p>During the Spring lockdown, we have been able to access free wifi for the parents which has helped overcome the financial barriers to enhanced communication.</p> <p>During the Spring Lockdown, we have used an extended vulnerable list and have a more robust approach to tracking intervention and offer for them.</p>

**Home Learning**

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>Provided paper copies of the work if families have been struggling with the work online. These have also been delivered to parent's who were unable to collect. Applied for wifi vouchers, set up internet and delivered devices for the children to use. Staff have provided on line engagement, wellbeing and lesson check-in session daily during the spring lockdown. Pupils were provided with multiple online activities, Maths, Reading Club, Numbots etc free of charge as well as through Seesaw and Google classrooms. Parents were provided with training materials to help them navigate the</p>	<p>Flipgrid Google Classroom Seesaw Numbots TT RockStars Purple Mash Easimaths Bug Club Reading</p>	<p>During The March- June lockdown, tasks were sent out weekly and followed the topic plans as had been started. From Jan, we have followed the same pattern as when Class bubbles have been isolating. We gave out two weekly topic plans that appealed to pupils, for example based on Disney Films or Marvel comic books. These consist of 24 separate tasks and several daily basic skills activities including reading, maths online and spelling. The skills development mirrors those that would have been covered in class. We have suggested three activities daily but have made</p>



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<p>systems. Google classroom activities have been used to promote well being as well as learning opportunities.</p> <p>Staff signposted a variety of activities via Twitter, the website and on Seesaw that could be accessed if school work was not working for them, for example Chester Zoo virtual visit days, scavenger hunts, materials provided by organisations such as Red Cross and NSPCC</p> <p>When suggesting tasks to parents staff bore in mind availability and cost of resources so as to not disadvantage those who are financially challenged</p> <p>Completed an audit of digitally disadvantaged using google sheets and then phone all non-respondents to ascertain needs</p> <p>Between Sept and Dec all pupils were taught how to use the platforms we provided so that any return to distance learning would be more successful.</p> <p>Support for parents included a clear message that the health and wellbeing of their family was the most important thing to us.</p>		<p>it clear to parents that we understand if that is not possible on some days.</p>
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### **Health and Wellbeing**

<b>How did you promote Emotional Health and Wellbeing?</b>	<b>How was this monitored?</b>	<b>Is further work required in this area, what will you be doing?</b>
<p>Through weekly check in calls/visits to the families. Throughout the whole of the covid-19 pandemic I feel that we have become much closer to parents/carers through the weekly check ins and that they are now able to share their feelings with us. They know we are there to support them and offer help when necessary.</p> <p>Places have been provided within the school hub to children if well-being has become a concern at home.</p> <p>Health and Wellbeing AoLE lead teacher has been implementing her action plan including the use of Connect 365 for daily ideas and activities.</p> <p>Forest School activities</p> <p>Use of Jenny Mosely return to school pack</p> <p>Class thrive Assessments and individual assessment. Activities shared with class teachers and with parents.</p> <p>One to one sessions for pupils with Family Support Worker</p>	<p>Through phone calls and home visits and then all contact recorded onto cpoms, which allows all necessary staff to be kept informed. This is then a whole school approach to ensuring the safety and well-being of all our families and children is monitored.</p> <p>Vulnerable pupils are discussed ant regular meetings between ALNCo, Heads of Key Stage, Family Support Worker and Head</p>	<p>As we come out of the Spring lockdown period, we will use the Thrive assessments on returning pupils</p> <p>Forest school activities for all pupils are in place until the end of the school year.</p> <p>Talk about groups to restart as soon as possible</p> <p>New members of staff to receive ACES training and reviews to include an emphasis on Wellbeing of pupils and support for parents being integral to the ethos of the school</p>



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### **Innovation**

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

We've sat outside in the back garden with parents/carers who just needed someone to talk to. We've been to visit children and completed some Thrive activities to allow them to talk about their emotions and concerns.

We've been to the foodbank to collect food and deliver it to parents/carers who have mentioned they are finding things difficult.

Staff have supplied the finance for top ups for Gas and Electric to a family in need and applied for numerous grants for covid assistance fund.

Collected and delivered clothes, food donations and household items to families who have been desperately in need.

Provided support to each and every one of our families within the school.

Like many school, families who have never previously presented with financial difficulties or issues have suddenly found themselves in need of help and advice, have indeed found themselves at breaking point. We have been able to use our expertise in navigating through Children's Services protocols, the benefits system and Mental Health services to be a first port of call for our families to access the support they need, safe in the knowledge we are not judging them but are there to help them.

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