

**Hafod y Wern - 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?
<ul style="list-style-type: none"> <li>Weekly newsletter is produced and sent to all parents, carers and staff. Newsletter includes any important information, announcements, useful links and teacher comments.</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter is shared with parents/ carers via email, school app, school website, Google Classroom and Seesaw. On a Friday afternoon during the live lessons the newsletter is shared with the children.</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter is sent out weekly</li> </ul>
<ul style="list-style-type: none"> <li>Phone calls are made to parents/ carers for any children that have not engaged with online lessons or uploading any work.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers ring parents and carers on a Wednesday to check in. If first contact does not answer, second contact number is contacted.</li> </ul>	<ul style="list-style-type: none"> <li>Phone calls are made weekly. When teachers began making phone calls all teachers would contact every child that was not engaging but we found some parents with more than one child began to stop answering the calls. Now we arrange for only one teacher to ring a family and check in on all the children.</li> </ul>
<ul style="list-style-type: none"> <li>Announcements are shared on online platforms</li> </ul>	<ul style="list-style-type: none"> <li>Announcements and important information are shared on Google Classroom and Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>When applicable</li> </ul>



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### Engagement

<b>How have you engaged with families?</b>	<b>Was this successful? What were the barriers?</b>	<b>What would you do differently?</b>
<ul style="list-style-type: none"><li>Weekly newsletter is produced and sent to all parents, carers and staff. Newsletter includes any important information, announcements, useful links and teacher comments.</li></ul>	<ul style="list-style-type: none"><li>Sharing a weekly newsletter is a successful way of ensuring we are engaging with all families as newsletter is emailed out to parents/carers, uploaded on the school app and website, shared during live lessons and shared on Seesaw and Google Classroom.</li><li></li></ul>	<ul style="list-style-type: none"><li>We will continue to share our school newsletter weekly with parents, carers and staff as it keeps everyone updated by information.</li></ul>
<ul style="list-style-type: none"><li>60 laptops have been repurposed as Chrome Books and have been given out to families. Families were offered one device per family if they did not have a tablet, laptop or computer to complete their home learning activities and attend live lessons.</li></ul>	<ul style="list-style-type: none"><li>Since giving out the devices we have seen an increase in engagement through online tasks and live lessons.</li></ul>	<ul style="list-style-type: none"><li>As we had so many families needing devices, we could only offer one device per family. Ideally we would have liked to have given every child in the family a device.</li></ul>
<ul style="list-style-type: none"><li>Some families do not have access to the internet at home. Our Key Stage 2 leader managed to apply for 60 Wi-Fi vouchers from BT, these vouchers were given to families who did not have internet at home. They were also given a device.</li></ul>	<ul style="list-style-type: none"><li>Since receiving Wi-Fi vouchers more children are beginning to take part in live lessons and completing online tasks.</li></ul>	<ul style="list-style-type: none"><li>It would have been helpful for the vouchers to of been available at the start of lockdown.</li></ul>
<ul style="list-style-type: none"><li>A class teacher from nursery and reception has put together an oracy leaflet for parents. This leaflet included</li></ul>	<ul style="list-style-type: none"><li>The leaflet was kept simple so that parents could easily use it at home with their child.</li></ul>	<ul style="list-style-type: none"><li>Nursery and reception teachers have started assigning a weekly oracy based task to promote interaction at home.</li></ul>



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<p>practical ideas for oracy and tips to encourage good speaking and listening skills.</p>		
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### Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<ul style="list-style-type: none"> <li>Daily lessons are scheduled for each year group at different times, to enable pupils to share devices.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons take place daily on Microsoft Teams. The link for the lesson is shared with the children via Seesaw and Google Classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Nursery and Reception lessons are 10:30am-11am and 1:30pm-2pm. Year 1 and 2 lessons are 10am-10:30am and 1pm-1:30pm. Year 3 and 4 lessons are 9:30am- 10am and 2:30pm-3pm. Year 5 and 6 lessons are 9am-9:30am and 1:30pm-2pm.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers ensure that tasks are differentiated so every child can achieve. Children are given three levels of challenge efydd, arian and aur. Each child can decide the level of challenge they want to complete.</li> </ul>	<ul style="list-style-type: none"> <li>Tasks are uploaded onto Seesaw for Foundation Phase and Google Classroom for Key Stage 2. There are also paper packs available for collection in case children need them. The paper packs include all the tasks that will be found online.</li> </ul>	<ul style="list-style-type: none"> <li>Tasks are assigned daily. When an assignment is handed in teachers mark it and provide feed forward comments when required. The packs are in quarantine for 72 hours.</li> <li>Paper packs are produced on a two-week basis. Parents, carers or children can collect these from the main office as and when required.</li> </ul>
<ul style="list-style-type: none"> <li>IEP packs are produced for any child that has an individual IEP. Each pack is put</li> </ul>	<ul style="list-style-type: none"> <li>Parents are contacted to collect paper pack containing activities. Parents are then given the opportunity to upload</li> </ul>	<ul style="list-style-type: none"> <li>A two-week pack is produced with 10 activities to ensure there is one activity per day.</li> </ul>



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<p>together by the class teacher, activities to address each target.</p>	<p>any work completed via Seesaw/ Google Classroom or the paper pack can be returned to school. When the paper pack is returned to school it is quarantined for 72 hours.</p>	
<ul style="list-style-type: none"><li>• Resourced provision children have a one-to-one daily lessons, activities cover their IEP targets, well-being activities and general activities based on their topic.</li><li>• Class lessons are also available where children work on their social skills by playing games.</li></ul>	<ul style="list-style-type: none"><li>• Lessons all take place on Microsoft Teams. Individual packs are produced for each child by the class teacher. Tasks are also uploaded on Seesaw for children to complete.</li></ul>	<ul style="list-style-type: none"><li>• Resourced provision children have a daily one-to-one lesson with two teachers.</li><li>• Resourced provision children also have a lesson every Monday, Wednesday, and Friday with class teacher and a teaching assistants</li></ul>
<ul style="list-style-type: none"><li>• Speech and Language Intervention is provided, on a 1:1 basis to 10 children in nursery and reception who were identified as having speech and language difficulties.</li><li>• Headsprouts reading intervention is provided on a 1:1 basis to 10 children in year 2.</li></ul>	<ul style="list-style-type: none"><li>• Speech and language intervention is provided by a teaching assistant on Microsoft Teams. Paper packs are also provided to each child with extra speech and language activities.</li><li>• Headsprouts reading intervention is provided by a teaching assistant on Microsoft Teams. Paper packs are also provided to each child to support reading at home.</li></ul>	<ul style="list-style-type: none"><li>• Speech and language intervention is provided twice a week.</li><li>• Headsprouts reading intervention is provided daily.</li></ul>



### **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>
<ul style="list-style-type: none"><li>Workout Wednesdays is an exercise session available for children to participate once a week. Session is delivered by two Key Stage 2 teachers.</li></ul>	<ul style="list-style-type: none"><li>Children are enjoying the session and are joining in weekly. Siblings are enjoying taking part in the session together.</li></ul>	<ul style="list-style-type: none"><li>We will continue to deliver the session weekly as we value the importance of giving the children the opportunity to join in. The workout ensures children are keeping physically active as it impacts their wellbeing.</li></ul>
<ul style="list-style-type: none"><li>Phone calls are made to parents/ carers of any children that have not engaged with online lessons or uploading any work.</li></ul>	<ul style="list-style-type: none"><li>A log of weekly engagement and calls are sent to deputy headteacher and to parent support officer. Any children that have not shown any engagement at all is then followed up by our parent support officer.</li></ul>	<ul style="list-style-type: none"><li>When teachers began making phone calls all teachers would contact every child that was not engaging but we found some parents with more than one child began to stop answering the calls. Now we arrange for only one teacher to ring a family and check in on all the children.</li></ul>
<ul style="list-style-type: none"><li>Staff groups have been set up to check in on staff's wellbeing during lockdown. Teachers' group has been set up, a Foundation Phase teaching assistant group and key stage two teaching assistant. Foundation Phase and Key Stage 2 lead are both part of the teaching assistant groups.</li></ul>	<ul style="list-style-type: none"><li>Messages are sent to check in on staff. We believe that checking in on staff is important for wellbeing.</li></ul>	<ul style="list-style-type: none"><li>Checking in on staff will continue to happen as staff health and wellbeing is important.</li></ul>



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<ul style="list-style-type: none"> <li>• Education update- Health and Wellbeing newsletter is emailed out to staff weekly. This includes useful tips and resources to be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Email is sent out to all staff for all staff to read and be aware.</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to send out newsletter weekly as the health and wellbeing of staff is important.</li> </ul>
<ul style="list-style-type: none"> <li>• Weekly key stage meetings and fortnightly whole teaching staff take place on Microsoft Teams. During these meetings staff get updated with any information, pass on any concerns and check in on each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff enjoy the staff meetings and find them useful to stay updated and to see each other especially when working remotely.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings will continue to happen to ensure staff are seeing each other and check in.</li> <li>• Possibly introduce a meeting to check in on teaching assistants.</li> </ul>
<ul style="list-style-type: none"> <li>• Specific pupils have been identified to receive phone sessions by our school counsellor and Caia Park mentor. These pupils are identified due to poor attendance, possible family bereavement, concerns raised by parents/carers and/or teaching staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Caia Park mentor phones ALNCo after the sessions for an update on each child.</li> </ul>	<ul style="list-style-type: none"> <li>• When appropriate child will stop the counselling and mentoring sessions.</li> <li>• A waiting list is kept by the ALNCo.</li> </ul>
<ul style="list-style-type: none"> <li>• Three mainstream pupils have a daily check in call on Microsoft Teams with their class teacher and teaching assistant. These pupils were identified as they were finding the challenges from learning from home (without regular support and interaction from their peers) difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are enjoying and engaging in the daily check in.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a peer to the session when child is ready to allow peer interaction.</li> </ul>



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<ul style="list-style-type: none"><li>• Active Wrexham sent out timetables of sessions that they have organised these include: boxing, street dance, tennis, PE circuits and cricket. The timetable is shared with children on Seesaw and Google Classroom and during the live lessons.</li></ul>	<ul style="list-style-type: none"><li>• A few children have joined the different sessions and enjoyed it.</li></ul>	<ul style="list-style-type: none"><li>• Continue to share health and wellbeing activities with children.</li></ul>
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### **Innovation**

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

- Virtual Classrooms are used to share Microsoft Teams links for daily lessons. These classrooms are then uploaded to Seesaw and Google Classroom.
- Key Stage 2 provide daily interactive slides where links to useful websites are provided. When appropriate teachers use Screencastify to record an explanation of the task to support to aid the completion of a task. These slides are also used during the live lessons and are uploaded to Google Classroom to allow children to use when completing their tasks remotely.
- Foundation Phase teachers 'voice over' every task to ensure children can access the instructions of the task and the task itself.
- Each Foundation Phase class teacher uploads a video of themselves daily reading a story on their Seesaw account.
- Weekly Collective Worship take place on Microsoft Teams. Reverend Jonathon Smith from St. Mark's church records videos to be used during Collective Worship.
- Paper packs are produced every two weeks, they include all activities that are assigned through Google Classroom (Key Stage 2) or Seesaw (Foundation Phase). Parents/carers can collect these from the school office at any time of the day. Children complete the task and can send a picture of their work to class teacher for it to be marked.
- Gwe Challenge Advisor, Gavin Cass and the Temporary Primary Core Lead for Wrexham, Tamasine Croston dropped into a year 5/6 lesson via Microsoft Teams to monitor how the live lessons are organized in Hafod y Wern CP.
- Staff members are encouraged and motivated to complete any training available on G6 online.
- All staff members have completed a training session on the introduction to 'Additional Learning Needs' in Wales.



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