

Investors in Families Lockdown Award checklist Miskin Primary School

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?
<p>School Level</p> <ul style="list-style-type: none"> • Through social media on our school facebook page, all info and updates posted for parents and careers. • We also use twitter and seesaw platforms for pupils. • Pupils work via google classroom and are able to message their teacher directly. • All teachers have had a new email account set up for parents/careers to use directly during lockdown • We use a Teacher2parents text service which we expanded the characters on for covid in order to message groups/ classes and individual families. • Verbally, by phone to help and support families as well as in person at the school under the shelter or staff going out to houses and sitting in the garden or on the doorstep. 	<p>Facebook Twitter Seesaw. Text to parents app. Hwb – Outlook Google classroom</p>	<p>Facebook and Twitter as needed. (sometimes daily) Telephone and text when appropriate to the parent’s needs. As well as regular check-ins scheduled weekly/fortnightly according to need.</p> <p>Emails used when families need.</p> <p>Goggle classroom is being used daily for feedback and promoting well-being and self esteem. 1:1 calls made daily as needed by some of our families.</p>



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<ul style="list-style-type: none"> • Senior school Leader on site daily to help and support as needed. <p>Class Level</p> <ul style="list-style-type: none"> • Dedicated class email accounts for direct communication from parent to teacher. • Referral via phone: Parents can phone school and receive a call from teacher from home. • Live lessons a minimum of twice a week with some classes having daily sessions, pupils check in with staff and each other and the activity includes a wellbeing element <p>Child level</p> <ul style="list-style-type: none"> • Instant messaging on Google Classroom to communicate with pupils directly. • Parents may also private message through any given assignment. 	<p>Emails created</p> <p>phone</p> <p>Google classroom</p> <p>Google classroom</p>	<p>As needed emails and 1;1 phone calls</p> <p>Lessons minimum 2x week -daily</p> <p>Daily sessions</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>Parents</p> <ul style="list-style-type: none"> • Provide a weekly timetable of learning so parents can plan ahead and access work when is better for them (exception of live lessons) 	<p>Barriers to engagement included: Lack of internet access. (dongles issued) Lack of hardware at home. (WG still rolling this out to pupils)</p>	<p>Unified approach to delivery of skills to parents using Youtube platform.</p> <p>Further training for staff to ensure confidence in engaging families in lockdown learning and full use of IT available functions.</p>

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<ul style="list-style-type: none">• Staff have made daily differentiated videos explaining and teaching pupils concepts, these can be replayed at any time by parents• Consistent live learning sessions at set times and timetabled so no cross over with siblings.• Extended communication via phone/mail/text keeping parents' up to date with latest news and requirements explaining changes and offering support and a chat.• Supporting parental well- being with weekly phone calls or more if needed• Promoting and supporting remote learning, giving pictorial instructions for access to learning as well as talking then through the process of getting set up online.• Questionnaire on lockdown experiences circulated from the LA.• Fare Share food donation boxes collected weekly and made available to all families in the community to collect a variety of free food• Parent portal set up for Speech language and Communication Needs	<p>Parental confidence skills and knowledge.(we have tried to support this with pictorial guides and phone support)</p> <p>Staff confidence, skills and knowledge.(a steep learning curve!)</p>	
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<p>with access to resources to support parents and pupils.</p> <p>Pupils Hwb – Google Classroom live stream for pupils. Provide over the phone and online talk through training to support parents in gaining access to Remote Learning Opportunities. Live pupil voice session Pupils engage in what they would like to learn Questionnaire pupil voice on lockdown experiences.</p>		
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Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>Whole school</p> <ul style="list-style-type: none"> • Over the phone support for parents/children to gain access to remote learning and live sessions. • Provision of hardware where needed • Support to set up at home. • Referral to IT services if needed. <p>Children</p> <ul style="list-style-type: none"> • Live sessions for all learner at least twice weekly • Asynchronous differentiated videos made by all teachers and support staff to support/deliver learning. 	<p>Hwb- Google classroom. Google Meet Phone calls</p>	<p>Home learning is daily for all learners. English/Phonics Maths Areas of Learning and wellbeing activities.</p>



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<ul style="list-style-type: none">• Daily learning assignments.• Differentiated tasks.• Family Friday: (screen free!) choose from a grid of off line activities and learning experiences to promote well-being.• Proud to Present; These sessions to celebrate achievements of the pupils an all aspects of life.(eg year4 pupil had learnt to make a cup of tea with nan)• Hard copies of work available to parents where IT is not available/suitable option.• SEN/ statemented pupils' have bespoke work packs and videos created by their 1:1 support, they are contacted by phone daily for a check in and chat to ensure we meet the needs and support the family.• School hub run daily for children of keyworkers and vulnerable pupils, online work is supported by staff while pupils are here as well as wellbeing activities eg lego therapy.		
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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>Whole School</p> <ul style="list-style-type: none">• Fortnightly/weekly/ daily check in with parents and pupils in line with needs.• As above informal communication as needed to reassure and support, Parents always asked about their own well- being.• ‘Family Friday ‘tasks for the family all based around health and wellbeing (see above) <p>Classes</p> <ul style="list-style-type: none">• Online Foundation Phase and KS2 Well-being groups have been created and led by ELSA trained Support Staff with daily activities for pupils/ families and supportive communication. <p>Pupils</p> <ul style="list-style-type: none">• Vulnerable have daily check in phone calls as well as Individual learning packs and videos.• Staff communicate with pupils via google classroom as well as phone calls home for support.• ‘Fighting chance’ attends the hub weekly with a focus on health and	<p>Staff complete a tracker of communication. Where no engagement for 3 days online and no communication from parents H.T. makes a call.</p> <p>Where there is concern families are referred to EWO/Social Services etc.</p>	<p>Investigate if there is a way to get external agencies to present to pupils on the hwb platform?</p> <p>We are currently putting together a survey for pupils.</p>



<p>wellbeing as well as confidence building for pupils</p> <ul style="list-style-type: none">• Hub pupils have lego therapy and ELSA sessions twice a week with staff <p>Staff</p> <ul style="list-style-type: none">• All staff allocated a well-being buddy.• All staff emailed and/or spoken to with the latest updates, everyone is included and 'in the loop'• fortnightly staff meetings in person as we are only a small staff of 5 we can distance, it is good to check in and support on another.• Links to available services shared through emails and posters occupational health• Staff rota to minimize face to face contact• HT checks in daily on staff wellbeing of staff in the hub. (all staff rotate weekly)• Open communication for all• Optional activities emailed to raise awareness of staff wellbeing – eg wellbeing bingo		<p>Further research of what is available and suitable for staff to support them at this difficult time. They are all working so hard and have adjusted so well to online working.</p>
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Innovation

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

Fighting Chance in school each Monday for Key Worker and Vulnerable pupils.

Tesco Fair share food continues from the School Yard.

Delivery of learning packs and IT equipment to homes.

Home visit checks for well-being.

Face to face support for pupils when needed.

Respite for parents by inclusion to the Hub.

As a footnote- I would like to say that I feel this award is important as an acknowledgement of all the support, hard work, adjustments, care and attention my school staff have been offering endlessly to our families. We will get through this together; They really are my heroes.