

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?
<p>An updated newsletter has been shared with parents every time there has been a change in circumstances. As a result, updated letters have been going home on a fortnightly basis to keep parents / carers up to date.</p> <p>This newsletter is shared onto our school website, our facebook page and a link is also text to parents.</p> <p>Our office staff are still working so that when parents ring the school to ask questions, there is always someone here to answer.</p> <p>We have a dedicated email address which has been shared with parents which is monitored for any lockdown queries.</p>	<p>Text messaging systems</p> <p>Facebook / Twitter Page</p> <p>School Website</p> <p>Google Forms for feedback</p> <p>Email</p> <p>Google Platforms - Hangouts / Meets</p> <p>Class Dojo</p>	<p>As often as needed. This has sometimes been multiple times in a week. At the very least, we communicate with parents once a week via an online assembly.</p> <p>Teachers are communicating with parents on a daily basis either through dojo messages / video calls or phone calls.</p> <p>School is open daily for parents to be able to speak to the headteacher / IT support or to have their phone calls transferred through to their child’s class teacher .</p>

Engagement

How have you engaged with families?	Was this successful? What were the barriers?	What would you do differently?
<p>Arranged for Torfaen Play to distribute play packs to our families.</p>		



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<p>We have a team of staff allocated to each class to make phone calls to children who aren't engaging and tailoring support to those families depending on their needs. The families have become familiar with the member of staff who has been assigned to their family.</p>	<p>This has been extremely successful. Many of the parents / children who hadn't started home learning by the end of the first week had barriers stopping them from doing so. They've become familiar with the member of staff they're speaking to each week, who knows the home life situation. Each of these specific families have been supported in a way that suits them and in a way they've needed. The barriers in the initial weeks were that parents weren't answering the calls to the school. It took a few weeks of voicemails / home visits for the families to appreciate the phone calls were coming from a place of support.</p>	<p>No change. This is working well and each week we are seeing higher numbers of pupils engaged with their school work.</p>
<p>We live-stream a weekly assembly to our families. By doing this, children still have the opportunity to achieve Star of the Week, Headteacher's award and win the attendance race. Throughout this assembly we also share achievements, any important messages and engage our learners by adding a 'beat the teacher' challenge for the children to take part in.</p>	<p>Children engage well with the weekly assembly. As it's streamed through YouTube, we can record numbers of views to ensure it's a worthwhile process. The children enjoy hearing about their achievements from the headteacher and are even given the chance to send in live messages and receive 'shout outs' throughout. We have had very positive feedback about this from our parent surveys. Apart from a few teething issues around using live-streaming platforms, there haven't been any barriers to this.</p>	<p>N/A</p>



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<p>Our Hearing Impaired Base are sending out weekly signing videos to our learners from their base to ensure they are staying engaged and their learning remains accessible to them.</p>	<p>This has been extremely successful. Many of our hearing impaired children don't have anyone at home who can sign to them / with them. By having signing videos available at home, their learning of BSL hasn't stopped due to being at home.</p>	<p>N/A</p>
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Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>Parents have received tailored training on areas of online learning they were not familiar with. This was arranged by our IT lead and done on an individual family basis to suit all needs.</p> <p>The children in our ASD base who depend on structure and routine were provided with social stories and visual cards to use at home to help them adapt with such a huge change in their routine and their ability to understand their work tasks, despite being at home.</p> <p>Last March we gave out 64 laptops to support pupils when learning at home. Since January we have loaned a further 24 laptops and 32 ipads and 9 internet dongles to ensure</p>	<p>This has consisted of emails, phone calls, video chat and the creation of personalised videos to troubleshoot specific problems.</p> <p>These visuals and social stories have been shared with parents through a variety of means. Many are shared on Google Classroom with the pupils but where necessary, printed versions have been sent home to ensure they're successful.</p> <p>We have used some laptops donated from the Welsh Government for the Digitally Excluded Learners. The</p>	<p>FP classrooms Children are assigned:</p> <ul style="list-style-type: none"> ● One maths and one English job every day. These need to be completed and handed in on the same day if possible. ● One Welsh job to be handed in by the end of the week. ● Suggested PE activities, as in KS2 ● One Topic job to be handed in by the end of the week. ● A weekly 'Learning Mat' that outlines the weeks 'jobs' as a reference point. ● Suggested 'could do' activities the children can complete by themselves or as a family activity. ● A life skill for each week such as learning to make their bed, helping to wash up, learning to feed a pet etc <p>Foundation Phase 'jobs' run from Monday to Thursday. Fridays are a 'catch up' day so that outstanding jobs can be finished and a 'could do' job completed before Friday Fun.</p> <p>KS2 classrooms Children are assigned:</p> <ul style="list-style-type: none"> ● One maths and one English job every day. These need to be completed and handed in on the same day. ● A topic 'Jobs Board' at the beginning of the week with a range of different activities on. Children can pick and choose the one they want to do and need to hand one in every day (three per week for Y3).



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that online learning can take place and that no child should be excluded from learning. Often these devices have been delivered to the houses where the families are unable to collect.

Home (doorstep) visits to get children engaging / online

Google Forms frequently sent to parents for their opinions / suggestions for home learning. The first Google Form focussed on What the school was doing well and any improvements we could make. The second form that has gone home has asked parents for their opinions and current skill set when supporting their child on Google Classroom.

majority of IT equipment that has gone to our learners belongs to the school and has been lent to our learners for the duration of the school closure. We have also had to purchase new chargers to accompany the IT going home to our families.

For some of our families, coming to school for IT support / equipment was a reason for them to disengage. For this reason, teachers have gone to the homes of our pupils to provide IT equipment and also support for getting online.

Once the Google Forms has been completed by parents, the results were compiled into a Google Sheet, the comments and feedback were filtered into topics. SLT discussed ways to move forwards with our parents' ideas. The results and next steps were then shared online with our parents.

- One Welsh job to be handed in by the end of the week.
- Suggested PE activities, which families can change to suit them.
- 'Daily Jobs' (Hit the Button, Nessy, RM etc).
- Teachers also put their week's planning into the classroom as a reference point.

Work for all of the children (FP and KS2) is handed in to their google classroom. The school appreciates that every home is different, with all sorts of different demands and that learning from home is not necessarily easy for all of our families. Teachers are available through the Dojo, Hangout or email any time during the day (and often evenings) to provide support. Each class teacher keeps a register (of engagement). Any concerns about children that we have not heard from are passed to Phase leaders.



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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>PE activities in each classroom. Jobs consisted of Cosmic Yoga, PE with Joe Wicks and topic jobs which promote leading a healthy lockdown lifestyle - going out for daily exercise etc.</p> <p>THRIVE sessions (remotely)</p> <p>Family Liaison Support</p> <p>Our local minister has been sharing Bible stories with our children through the Google Classroom. This has proved to be very popular with our children. When in school, our children would look forward to her assemblies and the feedback from both parents and children is that they are enjoying seeing her face and hearing her voice whilst at home too.</p>	<p>A member of staff was allocated to monitor Google Classroom to ensure we had consistency across the school.</p> <p>Our trained THRIVE staff have been given specific children to work with during lockdown. They have received weekly check-in calls with their THRIVE teacher and they're being allocated work linked to their specific needs.</p> <p>Our Family Liaison Support officer has been in frequent contact without vulnerable families. The purpose of these phone calls is not to check up on the learning being completed but to offer any needed support for the household in general.</p> <p>Teachers have added Reverend Kerl's stories to their classroom. There have also been follow up activities linked to the stories which children have completed too.</p>	

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Mindfulness Sessions		
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Innovation

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

A teacher in our Hearing Impaired Base created a social group for the parents of the HI class. As the teacher also has a deaf daughter, they shared mutual feelings and frustrations. This social group not only gave the parents a safe, understanding place to speak, the member of staff also organised games / quizzes for the parents to participate in.