

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"> • Face to face (socially distanced) when collecting lunches / learning packs / dropping off for school sessions. • Phone calls from class teachers to all children in addition to weekly phone calls for welfare checks of vulnerable children. • Postcards home from Head teacher and our school dog Syd. • Facebook – general posts and direct messaging. • Email • twitter • Letters home / reports from class teacher. • “Teams” meetings 	<ul style="list-style-type: none"> • Twitter • Microsoft teams • Facebook • Microsoft office • Messenger • texts 	<ul style="list-style-type: none"> • Weekly / daily/ when required



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Engagement

How have you engaged with families?	Was this successful? What were the barriers?	What would you do differently?
<p>We have engaged with families through a variety of means and have tried to find a way of engaging with families that best suits their individual needs / desires. E.g. some parents/carers would not engage via email, but would respond to letters. Others would not speak on the phone but would text or use Facebook messenger.</p> <p>Details of families with whom contact had not been made by their class teacher were forwarded to Head on a weekly basis who subsequently made attempts to contact / referred to other agencies if deemed appropriate.</p> <p>Information regarding IIF competitions posted on Facebook.</p> <p>Information / links regarding help / advice posted on Facebook.</p>	<ul style="list-style-type: none"> • Many successes – particularly with accessing the schools’ foodbank and referrals to other agencies for help and support. • Some barriers to engagement e.g. not answering phone calls. Not picking up learning packs / not logging into Google classroom. • Some families have reported that with several children all trying to access limited hardware, it was difficult to ensure all children (particularly younger) children had enough time to complete online activities. • Poor internet connectivity • Parents’ ability to navigate platforms sometimes a barrier – although 1:1 support and advice offered. • Some families said that they were struggling with routine i.e. being up for morning calls • 	<ul style="list-style-type: none"> • The formation of a Parents’ Council with members of the community being able to feed into the schools’ priorities as to what was needed / wanted. It is hoped that this would have improved engagement further.



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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">• Hard copies of learning packs available for all Learners – those living far away or with no transport were delivered home by staff.• Google classroom. Daily Live / Recorded sessions with teacher• Teams meetings with children• Phone calls home to ensure understanding and welfare• Certificates sent to pupils working well at home.• Posting the Christmas performances on Google classroom was a fantastic way of getting parents to log in to Google Classroom – many for the first time• Guidelines on using platforms sent – with step by step instructions. Teachers often provided 1:1 telephone support to talk parents through accessing platforms also.	<ul style="list-style-type: none">• Google classroom• Microsoft Teams• Twitter	<ul style="list-style-type: none">• Fortnightly hard copies of learning packs• Daily through google classroom / teams• Weekly phone calls



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?
<ul style="list-style-type: none"> • Links to sites promoting well-being and self care posted to all parents • “Checking in” with families via welfare calls – onward referrals if deemed appropriate / wanted. • Reassurance regarding distance learning when parents were struggling to complete activities with their children • Ensuring that well-being and self-care activities were included daily in learning packs (e.g. physical activity/ opportunities to reflect/ PSE activities) 	<ul style="list-style-type: none"> • Logs kept of contacts made and any comments causing concern were passed on to SLT. • Planning records • Staff completed “Motional” questionnaires with children causing concern. 	<ul style="list-style-type: none"> • Further development of Nurture room in readiness for pupils’ return to school is being undertaken • Sofas and plants purchased to promote relaxation and comfort and to develop a calming environment for staff and pupils. • Further development of Trauma Informed Schools through training of all staff and subsequent implementation.

Innovation

How else have you gone above and beyond to support your children and families?
<ul style="list-style-type: none"> • Delivering learning packs when parents were unable to collect • Development of food bank from staff donations • Supply of clothes to families when needed through staff donations • Offering a “listening ear” to families feeling isolated / feeling overwhelmed. • Resources sent home e.g. seeds