

**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?	1. What platforms did you use?	Frequency of communication?
<p>At Heronsbridge we use a range of communication strategies to engage and keep parents/guardians and families informed.</p> <p>There is a clear expectation that class teachers engage regularly with the parents/carers and where appropriate pupils. Contact logs are maintained by teachers and reviewed by SLT.</p>	<p>1) Telephone</p> <p>2) Texts</p> <p>3) Emails</p> <p>4) Twitter</p>	<p>School staff regularly phone parents; most classes phone parents at least once a week.</p> <p>Some parents ask to be texted as a preferred form of communication – this varies between parents.</p> <p>Weekly emails are sent with timetable of activities for the following week. Parents are encouraged to respond and offer suggestions on what they would like to receive.</p> <p>Emails are regularly sent to parents/carers offering activities in the community that can be accessed, also useful information and appropriate services that are available to support families.</p> <p>Regular tweets are sent out with any useful information, celebrations and recognitions</p>



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	<p>5) Moodle</p> <p>6) Face to face visits</p> <p>7) School text system</p> <p>8) Video calls/teams</p>	<p>Parents are signposted by teachers to access resources, lessons, signs of the week, communication etc Prerecorded resources are available</p> <p>School staff visits home to drop off physical resources (at a safe distance) on a weekly basis</p> <p>Texts are sent out on a whole basis when necessary.</p> <p>Teachers have been organizing wellbeing/catch up sessions with the pupils on a regular basis.</p>
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**Engagement**

<b>How have you engaged with families?</b>	<b><u>Was this successful? What were the barriers?</u></b>	<b>What would you do differently?</b>
Regular telephone calls	On the whole parents were happy to receive phone calls on a regular basis – some parents preferred alternative methods of communication due to having their children at home. Parents felt they were being supported and had the opportunity to ask for specific resources for their child.	I would create a Google Form to be completed by each parents to gauge their preferred method communication and how frequently they would like to be contacted via phone call.



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Emails	Parents have found the email system helpful and convenient. It has allowed us to share useful links and electronic resources. School staff frequently monitor emails and responds to queries or requests.	Set up an email account for each class
Face to face visits	Families especially the pupils have enjoyed seeing members of staff through the window. It has allowed us to provide physical resources to pupil who cannot access digital learning.	N/A
Microsoft Teams virtual Drop In	We have used Microsoft Teams to engage parents in a virtual Drop In. This was supported by an information flier explaining 'How to Participate'.	We would expand the meeting to reach more parents/carers who may feel unsure about using Teams as a platform.

**Home Learning**

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
Live lessons or prerecorded lesson	A significant number of pupils attended the live lessons through TEAMS. It was especially useful and beneficial to our older pupils. Parents/families of the younger pupils opted for prerecorded lessons/sessions which they could access at a convenient time.	Weekly



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Moodle	Parents/families were signposted to our Moodle website. It was accessed by a range of parents/families, however we learnt from the previous lockdown a crib sheet on how to access specific areas were needed	Weekly
Emails	Emails were sent out with a timetable of themed activities for the week. These included links to Youtube videos, stories, modelling of activities, learning songs and resources.	Weekly
Physical resources	Physical resources were taken out to homes for learners that could not access digital learning effectively. These included sensory materials, Velcro TEACCH style activities and books.	Weekly
Home learning books	Home learning books were sent out to document and share blended learning between home and school.	Weekly

### **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>
<b>Motional activities</b> Activities from each individual child's 'Motional' programme were sent home so that parents could promote emotional health and wellbeing from home.	Feedback from parents Motional assessments carried out in school	To continue to monitor and update programmes. Talk to relevant ELSAs if additional support is needed.



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<p><b>Health and Wellbeing area on Moodle</b> The school moodle has an area dedicated to emotional health and wellbeing which parents are signposted to on a regular basis by staff.</p>	Feedback from parents	Continue to update and add to resources
<p><b>Wellbeing pack</b> A pack of resources was sent out to each family including bubbles, sunflower seed to grow and balloons.</p>	Feedback from parents	N/A
<p><b>Video</b> Each department asked pupils to participate in creating a collective video to share happiness throughout the school. Each video was then shared with pupils via Moodle.</p>	Feedback from families	N/A
<p><b>Purple Mash</b> Blogs were set up on Purple Mash to connect pupils and staff and share photos of their pets and held a 'Heronbridge Bake off'.</p>	Engagement on the blogs Feedback from families	Reinstate the use of blogs on Purple Mash and collect feedback from pupils on the topic.
<p><b>Counsellor</b> Joy the school counsellor contacted families who had previously accessed the service in school to support families' individual needs.</p>	Feedback from individual families	Continue with the service



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### **Innovation**

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

- Setting up advice clinics where families can have virtual consultations with staff to seek advice on any issues they may be experiencing.
- Creating individual communication packs based on information from SALT.
- Alongside lessons, appropriate art resources out to use eg. Glue, glitter, paint, paper etc.
- Wellbeing packs have been created and donated from the Friends of Heronsbridge – this includes a book, pencils/pens and colouring book, bubble bath and a treat.
- Teachers are highly attuned to monitor and respond to the wellbeing of the pupils in their class and their parents and have a flexible approach to offering pupils with additional vulnerabilities a place in the on-site provision.
- We have recently offered an advice clinic for children who are in mainstream school – parents/guardians are offered a virtual slot and followed up sessions. Resources and advice are sent via post.