**Covid-19 School Response Outcomes Framework – draft for conversation**

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| **Inputs** | **Outputs** | **Outcomes** |
| * Online support resources
* Online teaching resources
* Teaching staff
* Pastoral care staff
* Other school staff
* Education psychology service
* Youth workers
* Volunteers
* Governors and PTA
* Front line perspective and tacit knowledge
* Network organisations
* Local organisations and businesses
* Peers and colleagues
* Government guidelines
* Local services
* Remote services
* Funding
* Cash
* Food vouchers
* Education research (pre-existing)
* Education research Covid-19 specific
 | * Support social distancing and self-isolation
* Promote good sanitation and hand washing
* Provide childcare for key workers
* Repurpose school activities to focus on meeting the immediate needs of children and their families
* Repurpose school to assist with the Coronavirus response (not education related)
* Undertake initial needs assessments of children
* Undertake ongoing needs assessments of children
* Triage (or RAG rate) children based on need
* Prepare and distribute home learning packs
* Prepare and distribute online learning resources
* Distribute food and food vouchers to families
* Provide ‘grab bags’ containing essential items
* Daily calls and welfare checks to families and children
* Bereavement support
* Signpost to support and services
* Refer to social care and services
* Provide laptops to families
* Provide data dongles to families
* Regular email or face to face (via internet) remote learning support
* Support parents to support their child’s learning
* Doorstep visits to children and families
* Deliver new models of teaching remotely (online lessons and tutorials)
* Increase pastoral care activity
* Increase emotional and physical health activity
* Collaborate with other schools to provide central hubs
* Collaborate with service providing organisations
* Develop long term partnerships
* Policy advocacy and communications activity
* Share information and good practice locally and across school networks
* Maintain good governance and oversight
* Operate staff rota to provide reasonable breaks
* Increase support measures available to staff
* Work in central hubs to share staff resources
 | **Physical health and emotional well-being of children*** Contribute to reducing the transmission of the virus
* Children of key workers have a safe childcare
* Children have opportunities for enrichment and fun
* Children and families manage living in close proximity
* Children’s vulnerability is monitored and action take to mitigate increased levels of vulnerability
* Leavers are supported with the transition and have appropriate 'closure'

**Learning and academic achievement*** Children have access to remote learning materials
* Children have access to the internet
* Children have access to teachers or tutors to assist with learning
* Children have access to basic learning equipment (i.e. paper, pens, books)
* Parents better equipped for home learning
* Children engaged in learning

**Particular attention to disadvantaged and vulnerable children*** Recognised when a child’s vulnerability has increased
* Reduced a child’s vulnerability
* Children have basic needs met
* Children are protected from abuse, exploitation and risky behaviours.
* Children in alternative provision have maintained contact with staff
* Mitigated the growth in the attainment gap
* Children not on the radar of social services, but who may be on the fringes get the services they need

**Getting back to school*** Solutions for educating children, through diverse and seamless delivery styles that can withstand the public health needs of the nation.
* Increase in partnerships to support education nationally and locally
* New educational research results
* An effective Covid-19 exit strategy is in place
* Measures in place to address the emotional and academic damage caused
* Measures in place to address any increased gap the attainment of disadvantaged children
* Transitioning children are supported in their new environment
* Schools and communities working together to aid recovery

**Informing the future of education*** Schools are better linked into the civil contingencies effort, as both a recipient of support and community asset.
* Systems proven to be vital during the Covid-19 response (i.e. food vouchers) are ready to deploy the instant they are required.
* Local and central Government receive and take into account the views of schools to inform policy and decision making.
* Impact of school responses to social distancing, especially for vulnerable and disadvantaged children, are used to inform education policy
* Resilience built in to education system with emergency protocols in place and ready to deploy immediately
* Re-design of the content of the curriculum and its delivery

**Physical health and emotional well-being of workforce*** Maintained well-being of the workforce
* Workforce feel safe in their work setting
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**Source blog:** <https://everychildshould.uk/covid-19-measuring-the-impact-of-school-responses/>

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