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Description automatically generated**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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