

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

Every  
Child  
Should...

Inputs	Outputs	Outcomes
<ul style="list-style-type: none"> <li>▪ Online support resources</li> <li>▪ Online teaching resources</li> <li>▪ Teaching staff</li> <li>▪ Pastoral care staff</li> <li>▪ Other school staff</li> <li>▪ Education psychology service</li> <li>▪ Youth workers</li> <li>▪ Volunteers</li> <li>▪ Governors and PTA</li> <li>▪ Front line perspective and tacit knowledge</li> <li>▪ Network organisations</li> <li>▪ Local organisations and businesses</li> <li>▪ Peers and colleagues</li> <li>▪ Government guidelines</li> <li>▪ Local services</li> <li>▪ Remote services</li> <li>▪ Funding</li> <li>▪ Cash</li> <li>▪ Food vouchers</li> <li>▪ Education research (pre-existing)</li> <li>▪ Education research Covid-19 specific</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support social distancing and self-isolation</li> <li>▪ Promote good sanitation and hand washing</li> <li>▪ Provide childcare for key workers</li> <li>▪ Repurpose school activities to focus on meeting the immediate needs of children and their families</li> <li>▪ Repurpose school to assist with the Coronavirus response (not education related)</li> <li>▪ Undertake initial needs assessments of children</li> <li>▪ Undertake ongoing needs assessments of children</li> <li>▪ Triage (or RAG rate) children based on need</li> <li>▪ Prepare and distribute home learning packs</li> <li>▪ Prepare and distribute online learning resources</li> <li>▪ Distribute food and food vouchers to families</li> <li>▪ Provide ‘grab bags’ containing essential items</li> <li>▪ Daily calls and welfare checks to families and children</li> <li>▪ Bereavement support</li> <li>▪ Signpost to support and services</li> <li>▪ Refer to social care and services</li> <li>▪ Provide laptops to families</li> </ul>	<p><b>Physical health and emotional well-being of children</b></p> <ul style="list-style-type: none"> <li>▪ Contribute to reducing the transmission of the virus</li> <li>▪ Children of key workers have a safe childcare</li> <li>▪ Children have opportunities for enrichment and fun</li> <li>▪ Children and families manage living in close proximity</li> <li>▪ Children’s vulnerability is monitored and action take to mitigate increased levels of vulnerability</li> <li>▪ Leavers are supported with the transition and have appropriate 'closure'</li> </ul> <p><b>Learning and academic achievement</b></p> <ul style="list-style-type: none"> <li>▪ Children have access to remote learning materials</li> <li>▪ Children have access to the internet</li> <li>▪ Children have access to teachers or tutors to assist with learning</li> <li>▪ Children have access to basic learning equipment (i.e. paper, pens, books)</li> <li>▪ Parents better equipped for home learning</li> <li>▪ Children engaged in learning</li> </ul> <p><b>Particular attention to disadvantaged and vulnerable children</b></p> <ul style="list-style-type: none"> <li>▪ Recognised when a child’s vulnerability has increased</li> <li>▪ Reduced a child’s vulnerability</li> <li>▪ Children have basic needs met</li> <li>▪ Children are protected from abuse, exploitation and risky behaviours.</li> <li>▪ Children in alternative provision have maintained contact with staff</li> <li>▪ Mitigated the growth in the attainment gap</li> <li>▪ Children not on the radar of social services, but who may be on the fringes get the services they need</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Provide data dongles to families</li> <li>▪ Regular email or face to face (via internet) remote learning support</li> <li>▪ Support parents to support their child's learning</li> <li>▪ Doorstep visits to children and families</li> <li>▪ Deliver new models of teaching remotely (online lessons and tutorials)</li> <li>▪ Increase pastoral care activity</li> <li>▪ Increase emotional and physical health activity</li> <li>▪ Collaborate with other schools to provide central hubs</li> <li>▪ Collaborate with service providing organisations</li> <li>▪ Develop long term partnerships</li> <li>▪ Policy advocacy and communications activity</li> <li>▪ Share information and good practice locally and across school networks</li> <li>▪ Maintain good governance and oversight</li> <li>▪ Operate staff rota to provide reasonable breaks</li> <li>▪ Increase support measures available to staff</li> <li>▪ Work in central hubs to share staff resources</li> </ul>	<p><b>Getting back to school</b></p> <ul style="list-style-type: none"> <li>▪ Solutions for educating children, through diverse and seamless delivery styles that can withstand the public health needs of the nation.</li> <li>▪ Increase in partnerships to support education nationally and locally</li> <li>▪ New educational research results</li> <li>▪ An effective Covid-19 exit strategy is in place</li> <li>▪ Measures in place to address the emotional and academic damage caused</li> <li>▪ Measures in place to address any increased gap the attainment of disadvantaged children</li> <li>▪ Transitioning children are supported in their new environment</li> <li>▪ Schools and communities working together to aid recovery</li> </ul> <p><b>Informing the future of education</b></p> <ul style="list-style-type: none"> <li>▪ Schools are better linked into the civil contingencies effort, as both a recipient of support and community asset.</li> <li>▪ Systems proven to be vital during the Covid-19 response (i.e. food vouchers) are ready to deploy the instant they are required.</li> <li>▪ Local and central Government receive and take into account the views of schools to inform policy and decision making.</li> <li>▪ Impact of school responses to social distancing, especially for vulnerable and disadvantaged children, are used to inform education policy</li> <li>▪ Resilience built in to education system with emergency protocols in place and ready to deploy immediately</li> <li>▪ Re-design of the content of the curriculum and its delivery</li> </ul> <p><b>Physical health and emotional well-being of workforce</b></p> <ul style="list-style-type: none"> <li>▪ Maintained well-being of the workforce</li> <li>▪ Workforce feel safe in their work setting</li> </ul>
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Source blog: <https://everychildshould.uk/covid-19-measuring-the-impact-of-school-responses/>

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