

One way of keeping SIAMS issues ‘alive’, and as great evidence for the inspector when he/she visits, would be to create a journal/portfolio of the activities and initiatives you have been engaged in over the past weeks and in the weeks to come. Below are some examples put into a template, showing how these initiatives could be related to the seven strands of the SIAMS Evaluation Schedule. I hope you might find this helpful in creating a record of your own school’s wonderful work. Do keep evidence (letters from parents, children’s work, planning etc.)

|  |
| --- |
| **Vision and leadership** |
| **Examples of activities/initiatives** | **Our school activities in line with our vision** |
| * School leaders, governors and MAT trustees making decisions (e.g about re-opening to more children) based on Christian values of wisdom, care and compassion for all children, students, staff and parents
 |  |
| **Wisdom, knowledge and skills** |
| * Children in school making rainbow pictures/letters/cards for hospital staff or the vulnerable in the community
 |  |
| * Teachers creating activities for small groups of children of key workers etc.
 |  |
| * Teachers creating exciting activities to support online home learning
 |  |
| * Teachers enabling children with particular needs or vulnerabilities to flourish in their home learning
 |  |
| * Teachers identifying specific curriculum opportunities across all subjects to identify spiritual and mental health needs
 |  |
| **Hope, Aspiration and Courageous advocacy** |
|  | **Our school activities in line with our vision** |
| * Governors/MAT trustees giving support to headteachers, looking after their well-being, through phone calls etc.
 |  |
| * School leaders helping staff to be ‘hopeful’ and to cope with change and challenge
 |  |
| * School leaders and governors making challenging and courageous decisions e.g about re-opening to more pupils, in line with their values
 |  |
| * School leaders identifying how policies have been adapted to meet the current situation e.g, new protocols for behaviour in on-line lessons etc.
 |  |
| * Teachers giving children time to talk about their anxieties about illness and death
 |  |
| * Headteachers offering support to anxious parents
 |  |
| * Schools opening at weekends and school holidays to care for children of key workers
 |  |
| * Teachers identifying ways to promote engagement in online learning particularly in older pupils
 |  |
| **Community and living well together/Dignity and Respect** |
| * Governors and MAT trustees demonstrating concern for the mental health and well being of all in the school community
 |  |
| * MAT regular prayer support for its schools
 |  |
| * Schools/children demonstrating practical care for the elderly and those isolated in the local area e.g delivering food parcels or encouraging messages
 |  |
| * School leaders/teachers delivering meals/vouchers to vulnerable children at home
 |  |
| * Developing church school partnerships remotely, including bereavement support
 |  |
| **Collective Worship and RE** |
|  | **Our school activities in line with our vision** |
| * Legal responsibilities upheld in creative ways e.g class acts of worship, online worship including use of diocesan resources, collective worship outside
 |  |
| * Online RE resources e.g NATRE website, RE Online, BBC Bitesize, BBC ‘My Life, My Religion’
 |  |
| * Y6 Pilgrim Days Online (in June)
 |  |
| * Innovative and creative mays of using IT to deliver RE subject content
 |  |
| * Identifying new ways of assessment and tracking progress in RE particularly for examination groups
 |  |
| * Professional development of teachers and worship leaders and new skills acquired
 |  |