SIAMS during lockdown

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.)

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| **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
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| **Wisdom, knowledge and skills** |
| * Children in school making rainbow pictures/letters/cards for hospital staff or the vulnerable in the community
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| * Teachers creating activities for small groups of children of key workers etc.
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| * Teachers creating exciting activities to support online home learning
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| * Teachers enabling children with particular needs or vulnerabilities to flourish in their home learning
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| **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.
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| * School leaders helping staff to be ‘hopeful’ and to cope with change and challenge
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| * School leaders and governors making challenging and courageous decisions e.g about re-opening to more pupils, in line with their values
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| * Teachers giving children time to talk about their anxieties about illness and death
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| * Headteachers offering support to anxious parents
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| * Schools opening at weekends and school holidays to care for children of key workers
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| **Community and living well together/Dignity and Respect** |
| * Governors and MAT trustees demonstrating concern for the mental health and wellbeing of all in the school community
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| * MAT regular prayer support for its schools
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| * Schools/children demonstrating practical care for the elderly and those isolated in the local area e.g delivering food parcels or encouraging messages
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| * School leaders/teachers delivering meals/vouchers to vulnerable children at home
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| * Developing church school partnerships remotely, including bereavement support
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| **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, collective worship outside
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| * Online RE resources e.g NATRE website, RE Online, BBC Bitesize, BBC ‘My Life, My Religion’
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| * Y6 Pilgrim Days Online (in June)
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