Text, letter

Description automatically generated

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 |  |
| **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 |  |