

Key pastoral points for remote learning - WCPS

Registration of pupils

The school does not have a legal obligation to log registrations, but we are keeping registration information to help teachers and to highlight issues.

- Parents should email the school office by 9am if a pupil is not able to work on that day.
- The office will send an email to any staff whose pupils are affected by 10am detailing the list of pupils who will not be able to work on that day.
- Teachers should pass emails to the school office if they become aware of a pupil who cannot log in for any reason.

Monitoring attendance in remote lessons and reporting concerns:

One of the key ways in which we will monitor attendance is by observing whether or not pupils are engaged in a lesson. There is no formal requirement to keep a formal lesson register, but there are several ways in which you can monitor attendance:

- Checking that pupil submissions have arrived as expected
- Ask pupils to respond to the teacher's "Good Morning" greeting on SeeSaw.

Teachers have the same responsibility to follow up absence from learning as they would do in the physical classroom, and typically should follow these steps:

- Step 1: if you are concerned that a pupil has not handed in work or engaged in lessons then contact the parent via email.
- Step 2: if no reply or work is forthcoming, escalate to head of year
- Step 3: head of year escalates to LTB

Note these steps will happen quickly in the case of a pupil where we have existing pastoral concerns. If there is concern that the pupil may be at risk, the teacher should contact the DSL without delay.

As in the offline world – where problems emerge, there should be communication between teacher, head of year and head teacher to ensure that we have a full picture of a possible concern.

Managing behaviour in remote lessons

Pupils should be adhering to the pupil ['acceptable use policy'](#) and the remote learning code appended to this policy. This sets out the expectations for behaviour in the online learning environment. Teachers should consider the following possible consequences if faced with pupil misconduct in online lessons:

- Initial response: warning to pupil in age appropriate manner e.g. "Please can you answer the questions in a sensible voice next time xxx".
- Email parent to discuss concern. Speak to pupil over phone to reiterate expectations for online behaviour with parent present.
- Next step: Report concern to head of year.
- Report to head teacher

The role of the teacher during periods of remote learning

At WCPS teaching staff do not directly communicate with pupils but by means of posts on Seesaw – both verbal and written. Teachers and parents communicate via email or telephone if necessary. Parents have been made aware that they may contact teachers via email between 9am and 4pm. Communication can also take place through the school office.

If a teacher has a concern about a pupil's access to home learning then they should follow the steps the steps set out in the monitoring attendance section above.

The DSL should be contacted immediately if there are any safeguarding concerns.

Supporting more challenging or concerning pastoral issues

- Heads of Year and LE will continue to review pupils. Where necessary they will consider (in liaison with the teacher) what additional contact or support is required. In the case of a longer period of absence from learning, an appropriate plan for more frequent communication may be developed. Some pupils may find the remote learning model very challenging, even if they have not presented with pastoral issues in school. Communication must take place between teacher and parent where this is the case. Teacher should then inform head of year. This communication should be documented in email or by a parent conversation form.
- Teachers and Heads of Year should be particularly attuned to those pupils where we are aware there is some disruption to the home situation.
- Remote learning will, in all likelihood, affect pupils and their families in unpredictable ways, and some pupils may emerge as pressing pastoral concerns; the role of the teacher is crucial in front line identification and communication of these cases to heads of year.
- In the event of the form teacher falling ill, they should inform the head teacher and Head of Year.

Parental channels for reporting concerns

If parents are concerned for the wellbeing, mental health or safety of their child, or of another pupil they should raise these concerns with an appropriate member of staff at school. The same mechanisms are available during the remote learning period as are possible in school. All concerns should be directly addressed to the pupil's class teacher or head of year initially, unless there is a safeguarding concern. In this case the concern should be passed directly to the DSL JG@wcps.org.uk or deputy DSL LTB@wcps.org.uk

Supporting positive mental health

WCPS will collate advice for pupils in two key areas

- Guidance for effective 'home working' via head of year emails.
- Guidance to pupils on managing times of increased isolation via , emails to parents from DSL
- Of key importance is creating opportunities for connection and interaction, and helping us all to be able to step away from screens.
 - We will encourage teachers to develop lessons which do these two things, considering how they can set tasks which pupils will complete away from their computer, and

other tasks will allow for interaction and connection between other family members at home.

- LTB will record video assemblies to be uploaded onto SeeSaw. All staff will record stories for the boys to watch.
- Form teachers will play a key role in reaching out to pupils and their families. Even brief email contact helps and makes a huge difference,
- Teachers must be mindful of their own wellbeing. LTB and JG are available to colleagues requiring support. No staff member should feel that they are isolated from support and guidance, and we must all be considerate of the challenges which this new environment will pose.
- In dealing with other staff, we should all be mindful for the higher level of email traffic being sent, the importance of aiming to complete most correspondence in or close to normal working hours, and be aware of the difficulties for staff who are supporting dependents whilst also working remotely.

PSHEE and keeping pupils safe in the online world

- Form teachers will provide boys with information on staying safe online. Parents have been emailed with advice on how to do this from DSL.
- Heads of year will circulate materials for teachers to be used in PSHEE periods, though this will be a revised curriculum lesson content appropriate for time in isolation, including mental health and wellbeing and e-safety

Learning Enrichment provision

The head of learning enrichment department continues to support pupils via online lessons and is in regular contact with pupil's class teacher regarding activities set on Seesaw. They will discuss any concerns or adaptations required to home learning arrangements with pupil's class teacher and head of year. LSP's will continue to be updated as usual.

Key policy appendix

- [Staff code of conduct](#)
- [Peer on peer abuse guidance](#)
- [Acceptable use policy – pupils](#)
- [Acceptable use policy - staff](#)