

Stowe

**The Stowe
Distance
Learning
Programme**

Michaelmas Term 2020



The Stowe Distance Learning Programme

Stowe values each pupil and our culture of continuous improvement inspires everyone to become the best version of themselves. For nearly 100 years we have provided a rich and diverse educational experience rooted in the belief that an education at Stowe empowers pupils to navigate, adapt and thrive in a turbulent world. This vision remains steadfast in the exceptional circumstances of the School's physical closure. We remain committed to providing transformational learning experiences which foster the development of intellect, character and creativity.

Having already successfully delivered a full term of distance learning during the schools' enforced closure, we are now in a strong position to continue to support any pupils who are unable to attend school physically in 2020-21 through our distance learning programme. All lessons that are being delivered at Stowe will be recorded live and those pupils who cannot attend physically can attend and participate virtually, or can watch later if time differences mean live attendance is not possible. All learning resources and work will be distributed digitally, so no pupil engaged in distance learning will miss out. Marks and feedback on work submitted will also be communicated digitally through our virtual learning environment (VLE) and pupils learning from a distance can request and attend clinics as needed.

The digital world cannot replace the full richness, unpredictability, joy and excitement of face-to-face teaching, but, with every available technology, Stoics and their teachers can creatively re-imagine how subjects can be brought to life in a new, fully digital and remote environment. We will continue to build a school of international significance which empowers every Stoic to go out into a changing world, prepared and equipped to succeed. Stoics should leave Stowe ready to change as the world changes and be ready to change the world.

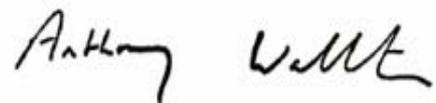
Stowe's Distance Learning Programme is founded on the same principles that guide learning when we are all present at Stowe:

- We keep Stoics engaged, academically and intellectually curious, on track with their studies and in good heart – academically and personally – for as long as the Covid-19 crisis lasts.
- We foster critical thinking, intellectual curiosity, innovation, creativity and lifelong engagement.
- We strive for excellence and celebrate achievement, valuing learning as a journey and not a destination.
- We encourage collaboration and connection among the whole community of learners as we create, solve and explore together. Even though separated geographically, we will create a flourishing, vibrant, cohesive, caring and socially inclusive community which embraces pluralism, diversity and intercultural understanding.
- We provide opportunities for self-reflection and feedback to support learning as part of the culture of growth and improvement.
- We continue to cultivate the belief that each pupil has unique qualities and talents waiting to be discovered, respecting the different ways individuals learn and encourage them to discover their own enthusiasms, motivation and love of learning.
- We continue to deliver top quality pastoral care to all our pupils, delivering a comprehensive wrap-around care, checking the pastoral pulse of Stoics to safeguard their wellness and well-being. It remains our collective responsibility to develop the emotional and spiritual well-being of everyone in our community.
- We want everyone to be their best, do their best and feel their best.

The purpose of this document is to outline Stowe's approach to Distance Learning which includes engagement which is synchronous (happening collaboratively in real time online with a group of pupils and a teacher) and asynchronous (happening as pupils independently access learning activities posted through online channels without real-time interaction). It serves as a resource with information on implementation to support Stoics, Parents, Faculties, Departments, Houseparents and Tutors:

Our blended model draws on research and the experiences and best practices of schools and colleagues in other parts of the world. Synchronous, real time engagement and the connections they foster, have been shown to be critical in sustaining motivation, engagement and well-being when learning at a distance. Asynchronous learning offers all the flexibility and increased opportunities to practice working more independently and develop new skills; it also ensures learning opportunities for pupils in different time zones and/or those who may be navigating individual circumstances that makes synchronous connection challenging.

The success of the Stowe Distance Learning Programme (SDLP) is founded in partnership and depends on planning by our teachers, pupil engagement and parent and family support for this alternative/virtual learning plan. We will update the SDLP to respond to the particular needs of this implementation period and keep the SDLP under regular review. Tools for monitoring its effectiveness include data on pupil attendance and engagement with different learning platforms, as well as feedback from Stoics, parents, families and teachers.



**Dr Anthony Wallersteiner,
Head**

- (1) The Stowe Distance Learning Programme**
- (2) Pupil Engagement and Advice**
- (3) Roles and Responsibilities of the School**
- (4) Pastoral Care during Distance Learning**
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- (6) Advice for Teachers**

(1) The Stowe Distance Learning Programme (SDLP)

The SDLP enables all members of our community, whether present in person or attending virtually, to connect and feel connected and gives pupils the opportunity to participate in live online classrooms and also engage in independent study. Our aim is to ensure continuity of learning and progress, as well as a healthy and well-balanced lifestyle for all Stoics.

The SDLP Schedule

Monday - Saturday Timetable

Start Time	End Time	Timetable
8:45	9:40	Period 1 (including Saturday)
9:50	10:40	Period 2 (including Saturday)
10:40	11:10	Break
11:10	12:00	Period 3 (including Saturdays)
12:10	13:00	Period 4 for Sixth Form (Monday to Friday only)
13:10	14:00	Period 4 for Third, Fourth and Fifth Form (Monday to Friday only)
14:10	15:00	Period 5 (Monday to Friday only)

Those pupils not physically present at Stowe will be expected to attend lessons virtually through TEAMS, unless they are unable to due to time differences, health, or other unavoidable issues that arise. In these cases, permission to be absent from the live lessons should be obtained via the Houseparent, who will notify the relevant teachers. All pupils engaged in distance learning will be expected to adhere to deadlines for submitting prep, which will be set through the VLE, though with a reasonable extension granted to account for any differences in time zones. Distance learners are also expected to register daily with their Houseparent at a mutually agreed time, and if possible should attend School, House and Year Assemblies, Chapel, and Tutor Meetings live through TEAMS.

(2) Pupil Engagement and Advice

Operating a mixed economy of in-person and Distance Learning will not be without challenge. Teaching staff will need to think carefully about how to design learning tasks, activities and lessons, for all their pupils and to consider how to ensure pupil engagement and offer feedback for those at a distance as well as those physically present. Pupils who are learning from a distance will need to establish structures and routines. Families will need to think about how to support these routines and monitor and support learning. The following general guidelines are designed to support those engaged in distance learning:

Quick tips for pupils

- Create and follow a routine for school work.
- Follow the School's schedule and expectations for distance learning.
- Put forth your best effort during distance learning. Ensure assignments and tasks are completed and submitted on time and to the best of ability.
- Ensure an understanding of learning objectives and expectations and seek clarification and extra help from the teacher as needed.
- Seek further academic and well-being support as needed from teachers, Tutors, Houseparents and heads of year.
- Make time for physical activity and other practices to support well-being.
- Stay connected with other pupils, sharing strategies, challenges and successes.
- You should treat online learning in exactly the same way as a normal lesson and all School Rules continue to apply. For example:
 - You should not use your camera or microphone unless asked to.
 - You should not use your camera during 1-1 tutorials.
 - You should be dressed in a manner acceptable in lessons on a 'home clothes' day.
 - You should be sat at a desk or table for the meeting - any useful resources such as books should be accessible to you.
 - Your actions online should not distract the learning of others.
 - Other tabs and applications must be closed and your focus must remain on the meeting.
 - If you do need to use the microphone or camera, make sure you remember that you are on camera and check that there is nothing in the background that you would not want to be heard or seen on screen.
 - You must not record, screenshot or photograph any aspect of the lesson.

[More guidance here](#)

Parents:

- Establish routines and expectations for your son or daughter's school work from the start of Distance Learning.
- Designate a regular space or location for learning.
- Regularly monitor school communications and alert the relevant Houseparent if there is any reason why your child cannot attend lessons, or is struggling to engage with and complete work set.
- Play an active role in monitoring and supporting your child with learning objectives and tasks as appropriate to their age and stage. Consider beginning and ending each day with a check in to set goals, identify challenges and review progress.
- Encourage your child to attend to learning with their highest possible level of effort.
- Monitor your child's well-being and encourage physical activity and exercise and other wellbeing practices.
- Seek support as needed.
- Stay connected with other parents, sharing strategies, challenges and successes.

Key tasks for Stoics

In any given day, you will have a wide range of commitments and key tasks to keep up with. The guidance below outlines the standard format of what is expected. If you are not advised otherwise by your teacher, stick to these principles for key tasks.

Key task 1

Attending lessons and other commitments

You should have your timetable close to hand throughout the working day, with all lessons and key commitments noted. You will be expected to be online throughout the working day on Microsoft Teams. For lessons, teachers will invite you join an online meeting in Teams. The invites for these will normally come through as invites via email. You should click 'accept' to all of these meetings, unless you have a legitimate excuse for not attending and have notified your Houseparent. This will then bring up the event in your 'Calendar' in Microsoft Teams. At the right time, click onto your calendar and click 'join' to join the meeting.

Summary

- Have Microsoft Teams open all day.
- Accept calendar invites.
- Go to your calendar in Teams at the right time.
- Click 'join'.

Key task 2

Submitting work, as required

As normal, teachers will want you to submit work for assessment. This might be for work completed in class or for prep. Whenever submitted work is required, there will be a task on StoweNet telling you how to submit this work. You need to read this advice carefully and submit in the fashion required by the teacher. By default, work should be submitted by uploading to the task on StoweNet. Please ensure that this is in a format that the teacher can access. For example, the School has provided a copy of Word for you to download for free on your device via Microsoft 365 so please use it. If you insist on using Pages (for Macs), please export the file as a PDF before uploading. If you have worked saved on OneDrive, it can be easiest to download this to your desktop first, before then submitting it to the task.

Summary

- Read/listen to teachers' instructions about submitting work carefully.
- All requests for submitted work will appear on a task or be given in a lesson.
- Unless advised otherwise, upload work to the relevant StoweNet task.
- Submit work in the right file type- .docx, .mp4, .pdf, .jpeg, .mp3 files should all be fine, depending on the task.

Key task 3

Viewing feedback

All assessed work will be marked on StoweNet, which you can all access. The easiest way to get to this is by clicking on 'marks and feedback' on the Dashboard. You can then filter the list of feedback by teacher. You should also be sent a notification via email when new feedback is added. Please make sure you click on any summary feedback to view annotated files or other more detailed documents for that the task. It's possible that some teachers will also link your feedback to other websites to give you more detail- e.g. Microsoft Teams, Hegarty Maths etc.

Summary

- All feedback will be on 'marks and feedback' on StoweNet.
- Please click on any feedback- this will take you back to the task where there may be more detail.
- Teachers may also use this to link you to more detailed feedback on other sites.

[More guidance here](#)

Key task 4

Keeping lesson materials in order

Just like the real classroom, teachers will ask you to keep your files in good order. You may complete work on paper using your normal file or you might have various websites (such as Microsoft OneNote) to complete lesson tasks and keep notes. Either way, you need to have these ready before the lesson starts. If you are asked to upload written tasks, Microsoft Office Lens is a useful app for your phone that will help you to scan multiple pieces of paper and collate these into a PDF, which can then be uploaded to a task on StoweNet.

Summary

- Follow your teachers' guidance on keeping files carefully.
- Make sure you have any resources ready before the lesson begins.
- If you need to submit written work, please upload this as a PDF, rather than multiple pictures - Microsoft Office Lens is one app that will help you to do this.

[More guidance on Office Lens here](#)

Pupil Support

HEADS OF YEAR CONTACTS

**Paul Floyd -
Head of Sixth**
pfloyd@stowe.co.uk

**Gordon West Assistant
Head of Sixth**
gwest@stowe.co.uk

**Tom Elwell
Head of Lower School &
Fourth Form**
telwell@stowe.co.uk

**Sophie Penrhyn-Lowe
Head of Fifth Form**
spenrhynlowe@stowe.co.uk

**Matt Teasdale
Head of Third Form**
mteasdale@stowe.co.uk

Houseparents

During any period of distance learning, the Houseparent should be the main point of contact for parents with any information or concerns about their son or daughter's attendance, engagement in the programme and well-being. Pupils will be required to check in with their Houseparent at the start of every school day (or another agreed time if there is a time zone difference) and Houseparents will be checking iSAMS regularly to monitor attendance in lessons, merits, alerts and completion of the work set. If the pupil is for any reason unable to attend a lesson, either regularly or as a one-off, the parent should contact the Houseparent to let them know so the pupil can be marked as legitimately absent. If a pupil is failing to attend lessons and/or failing to complete work set, the Houseparent will be in touch with the parent to discuss why this is happening and to decide how best to follow up.

Tutors

If possible, those pupils learning at a distance should attend all Tutor Group Meetings and Year Group Assemblies live through Teams. Tutors of those pupils learning at a distance will ensure they make contact live over Teams at least once a week with those Tutees who are distance learning for a joint conversation about how they are managing and a sharing of resources and support.

Heads of Year

The Head of Sixth Form, Head of Lower School and the Heads of Year are in charge of pupil guidance and line manage the teams of individual tutors. They lead Year Group Assemblies, track the engagement and performance of the pupils in the year group, help to identify and address any issues and provide advice and guidance on choices for GCSE, A Levels, BTECs and for university and careers.

Sport & Co-curricular Programme

During normal term time we would encourage those Stoics learning at a distance to do their best to engage with our Co-curricular programme on a daily basis. The programme is designed to promote physical and mental well-being and help Stoics develop skills and understanding beyond the classroom. Whilst away from School, we would like Stoics to continue to strive to ensure that they are engaging with a physical exercise programme, as well as exploring an area of personal interest beyond the classroom. Our Director of Sport, Mr Sutton, will be contacting those Stoics engaged in distance learning at the start of term to invite them to take part in a guided exercise programme suitable for their interests and abilities. There will be four levels from which to choose, ranging from 'staying healthy' to 'training for performance'. In addition, there will be some sport-specific training programmes and resources made available on the VLE. Stoics can also choose instead to design their own exercise programme and should keep their Tutor informed as to their exercise plans and progress. For any further advice or guidance on exercise, sport and staying healthy, Stoics can contact:

Mr Sutton on csutton@stowe.co.uk

There will also be a range of Co-curricular activities and opportunities other than sport being offered at Stowe that will be accessible to those learning at a distance. Those interested in being involved in particular activities or academic societies should contact the member of staff in charge to arrange to attend virtually through Teams if possible. Wherever possible, lectures, seminars and Careers talks will be recorded and made available to watch through the VLE. Houseparents and Tutors will continue to discuss Co-curricular engagement and opportunities with Stoics learning at a distance and will offer further guidance and support as required on a regular basis. If Stoics have any questions about the Co-Curricular Programme they should contact:

Mr Jones on gjones@stowe.co.uk

(3) Roles and Responsibilities of the School

The Headmaster

Dr Anthony Wallersteiner

- Leads Stowe's Executive Leadership Team in ensuring continuity of learning.
- Communicates School messages to employees, families, pupils and the broader community.
- Maintains regular communication with other school heads and external organisations, including government and health authorities, Ofqual, the exam board, the Independent Schools Council and HMC.
- Collaborates in the development of Stowe's Distance Learning Plan (SDLP) and lead the specific planning and implementation.
- Monitors the approaches taken by other schools to inform ongoing development of the SDLP.
- Provides ongoing support for all staff, pupils and families during distance learning.
- Ensures effective implementation of the Stowe Distance Learning Programme.

The Deputy Head

Mr Mark Wellington

- Supports the teaching staff in the development of distance learning tasks, activities and lessons and best practice pedagogy as needed, particularly in the area of co-curricular programming.
- Shares responsibility for the review and monitoring of the co-curricular programme.
- Monitors external responses to the situation and circumstances with respect to community well-being to inform ongoing development of the SDLP.
- Oversees matters related to online pupil conduct
- Communicates with staff, pupils and families as needed.

The Deputy Head Academic

Dr Julie Potter

- Collaborates in the development of the SDLP and leads the whole-school approach to the programme, learning and teaching during the period of distance learning.
- Ensures effective implementation of the academic elements of the SDLP.
- Shares responsibility for the review and monitoring of learning tasks, activities and lessons.

- Supports teaching staff in the development of distance learning tasks, activities and lessons and best practice pedagogy as needed.
- Monitors Department for Education, Ofqual and exam board directives and announcements, as well as the responses of other schools with respect to academics to inform ongoing development of the SDLP.
- Communicates with staff, pupils and families as needed.

Deputy Head Pastoral

Mr Liam Copley

- Ensures effective implementation of the pastoral elements of the SDLP.
- Shares responsibility for the review and monitoring of pupil engagement and well-being.
- Communicates with staff, pupils and families as needed.

Head of Staff Development & Welfare

Mrs Sharon Carter

- Collaborates in the development of Stowe's Distance Learning Programme.
- Leads the whole-School approach to employee well-being during distance learning.
- Provides ongoing support for teaching staff during Distance Learning
- Supports teaching staff in the development of Distance Learning tasks, activities and lessons and best practice pedagogy, including differentiation, through regular office hours and team meetings as needed.

Head of Digital Learning

Mr Aditya Gupta

- Supports the technological needs of those working from home as appropriate and in conjunction with ICT Support.
- Offers individual consultations and support with online and technology tools to both staff and pupils through regular office hours.
- Supports teaching staff in the development of distance learning activities and lessons and best practice pedagogy through regular office hours and team meetings.

Academic Administration & Exams Manager

Mrs Elizabeth Huxley Capurro

- Continues to lead on all aspects of timetabling.
- Monitors all directives and announcements from the Department for Education, Ofqual and the exam boards and share these to the Executive Leadership Team.
- Leads on the administration of all data and materials required for both the School database and with regards to external exams.

Faculty Chairs

- Collaborate in the development of the SDLP and continue to lead the whole-School approach to the programme, learning and teaching during the period of distance learning.
- Lead the Faculty in all aspects of learning, including pedagogy, assessment and administration.
- Provide ongoing support for teaching staff, students and families during distance learning.

Heads of Year

- Collaborate in the development of Stowe's Distance Learning Programme.
- Continue to lead on all aspects of pupil guidance and future choices for their year group during the period of Distance Learning.
- Share responsibility for the review and monitoring of pupil progress and engagement.
- Ensure continuity in the processing of student applications for post-secondary study (Head of Sixth).
- Monitor response of post-secondary institutions to campus disruption and communicate with school leadership, students and parents and families (Head of Sixth).
- Supports pupils and parents and families with academic and post-secondary planning through regular office hours, scheduled individual check-ins and online communication (Head of Sixth)

Heads of Department

- Collaborate in the development of the SDLP and continue to lead the departmental approach to the programme, learning and teaching during the period of distance learning.
- Lead the department in all aspects of learning, including pedagogy, assessment and communication.
- Provide ongoing support for teaching staff, pupils and families during distance learning.
- Support department members in their efforts to collaboratively offer engaging learning experiences.

Houseparents

- Support Tutors in their work with pupils as needed.
- Act as the primary point of contact with pupils and their families during the period of distance learning.
- Record necessary lesson absences on the School database and monitor daily records of attendance and levels of engagement.
- Provide advice and support for members of the Stowe community regarding health and well-being
- Provide timely response to pupils, family and staff queries.
- Share responsibility for the review and monitoring of pupil progress and engagement.

Teachers

- Design and deliver learning experiences for pupils in accordance with School plans.
- Communicate with and provide timely feedback to pupils.
- Communicate with parents and families as necessary.
- Collaborate with colleagues to offer consistent, engaging learning experiences.
- Participate in professional learning experiences to hone skills particular to online learning.

Tutors

- Check in regularly with individual tutees in accordance with School policies and the SDLP.
- Deliver advising curriculum to groups in accordance with School policies and the SDLP.
- Communicate with parents and families as needed and in accordance with School plans.

(4) Pastoral Care during Distance Learning

Houseparents and Tutors continue to be the Stoics and Parents first point of call to discuss any pastoral issues. Any pastoral issue can also be raised with:

Mr Liam Copley,
Senior Houseparent,
lcopley@stowe.co.uk
07938751507

Revd Tim Mullins,
Chaplain,
tmullins@stowe.co.uk

Safeguarding & Distance Learning

Remote learning continues to be guided by KCSIE 2019 protocol for: the **CONTENT** accessed by pupils; their **CONDUCT** on-line; and who they have **CONTACT** with in the digital world.

Mr Mike Rickner,
Designated Safeguarding Lead,
mrickner@stowe.co.uk
01280818412 /
07467949767

Pastoral care of Stoics remains our main priority. Times of uncertainty and unpredictability may cause significant stress on individuals and therefore a sense of belonging becomes increasingly important. We aim to maintain the stability that being part of the Stowe and House community offers our pupils. The House structure is such an important element of the Stoics lives will continue to be available during this time away from school. We intend to guarantee that the support network we offer to every Stoic is not compromised by distance. We appreciate that not being physically in school will present challenges to this provision and we are therefore ensuring we create every opportunity for electronic contact time. It is imperative for pupils, parents and staff to monitor their personal well-being and that of others. Identified below are some of the ways through which the school will continue to support the physical, social and emotional well-being of the Stoics during Distance Learning. During this time there will be unanticipated challenges requiring various elements of pastoral support.

The following points of electronic contact have been put in place to emulate the continuous pastoral support available to Stoics at school:

- Houseparents are available by request through Microsoft Teams to discuss any issues and will ensure those Stoics who are distance learning register on a daily basis.

- Tutorials for Juniors (Third, Fourth & Fifth Form) take place on Wednesday & Friday 8:20-8:40am on Microsoft Teams
- House assemblies to celebrate achievements run on Thursdays 8:20-8:40am.
- Chapel will be held on Tuesday 8:20-8:40am.
- Third Form continue to have mentors and will meet on Microsoft Teams.
- House family group will also meet on Microsoft Teams
- Houseparents will make 1:1 calls on Microsoft Teams through the working week.
- Houseparents and tutors continue to be available to parents and Stoics throughout this time away.
- PSHE topics will be launched centrally on the VLE and discussed in tutorials.

Physical and Mental Well-being

Stoics are very good at keeping in touch with each other on social media. However, we feel it is important we continue to meet together as a School and within respective houses to maintain the solidarity of the community.

Physical activity is essential to well-being during this period when the School's education is delivered online and the School sports programme is not in place. The School's Sports Department will continue to deliver programmes and videos to facilitate home-based workouts during activity afternoons. In addition, resources on mindfulness and stress management will also be provided.

(5) Technology Services and Tools to support Distance Learning

During distance learning, pupils will continue to use the primary systems they use in School throughout the year with the addition of Microsoft Teams for interactive online communication. Pupils should review and abide by the School's online learning guidelines.

Support is available during term time Monday - Friday from 8.30am to 5:00pm and from 8.30am to Midday on Saturday.

Technical Support

If you require help with technical issues please follow these steps:

1. Restart your equipment. Ensure the system is updated and check your connecting leads are secure.
2. Contact the Help Desk by sending an email to: support@stowe.co.uk. You will receive an automated reply with a ticket number. For those without access to email - leave a message at 01280 818234. During term time these queries will be picked up daily.
3. If you need an update on a ticket's progress, simply reply to the help desk or send an email, quoting the ticket number in the subject field
4. If your device becomes unusable, you will need to find a replacement to maintain contact with the school. The Help Desk can offer advice though the emphasis is on the user to maintain equipment.

Pupils

- To access your preps and lesson resources the primary tool used will continue to be **StoweNet**. This is also the place where you will submit your completed preps as electronic documents.
- Additional resources may be shared directly with your teachers using **One Drive**, only if sharing is agreed with your teacher.
- Will use **Microsoft Teams** for interactive sessions online for the duration of timetabled lessons each School day.
- To access your merits, lesson alerts and personal reports log onto **The Student Portal**, the same link can be accessed through StoweNet.
- Pupils should also be able to access the iSAMS **iStudent app** through the Apple or Android app store.

Parents

- **Reports:** we will continue to publish reports through the **Parent Portal**.
- **Communication:** we will maintain communication using the usual channels and all the emails since January 2020 can also be found in the **Parent Portal**.
- Parents can also access key information using the iSAMS **iParents app** which can be downloaded using the Apple or Android app store.

Other Digital Learning Tools

One Note Classroom

Use this with Teams to create classroom space for content, assessment & collaborate

Flipgrid

Video-based opportunity for students to reflect on a provided topic

Padlet

Easy collaborative brainstorming and idea organisation

Edpuzzle

Easily create interactive video lessons based on pre-existing YouTube videos or your own

Quizlet

Easy to create or use available subject specific challenging quizzes in many formats

Kahoot

Create game show style quizzes to keep students engaged and assess understanding

Microsoft Forms

Survey pupils or others in community, can be accessed through Office 365 login

Office 365

Use Office products to create rich documents for sharing or completing work

Parlay

Create online discussion round tables to extend synchronous discussions in an asynchronous environment

Book Creator

Create and read books or comics a great class activity tool to raise creativity

Adobe Spark

Create and share videos, useful for creating a great voice and video based presentation

Screencastify

Allows you to record your own videos (Shift Command 5 also works)

Loom

Allows you to record your own videos (yourself and/or screen)

YouTube

Video resource, add them directly to your StoweNet to avoid adverts

(6) Advice for Teachers

(A) Content

Although most Stoics will be present in the classroom, there will be a few who are unable to attend physically and who will be learning at a distance. A register of attendance should be taken of those attending virtually, as well as those physically present, at the start of every lesson. To ensure that those Stoics learning at a distance have as close to the same provision and experience as those who are physically present, all classrooms will be equipped with a microphone and camera and all lessons should be delivered live on Teams and recorded for access by those in different time zones. Any

handouts of resources for the lesson should be made available digitally through the VLE and all prep should be set and marked through the VLE so that those distance learning have easy access. As much as possible, Teachers should endeavour to ensure that those Stoics attending a lesson virtually are included in class discussions and Q&A. Teachers should track the progress of any Stoics engaged in distance learning in the same way as with those physically present, and merits and alerts should be awarded as appropriate.

(B) Conduct

The teachers' code of conduct remains in place when distance learning:

Communication between pupils and staff, by whatever method, must always be professional in nature and motivation and within clear and explicit professional boundaries.

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing **proper boundaries** appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- having an understanding of, and always act within, the statutory frameworks which sets out their professional duties and responsibilities.

Teachers must also reinforce the expectations below* to pupils, removing them from the meeting if necessary. This can be done at the click of a button. Similarly, staff should mute pupils and stop incoming video. If pupils do misbehave, emailing parents, escalating to Heads of Department and further disciplinary action once school resumes are all also options for dealing with persistent or especially poor behaviour online.

Safeguarding awareness should continue unabated and all safeguarding concerns should be reported to Stowe's DSL: Mike Rickner, mrickner@stowe.co.uk

Stowe