

*Stowe*

**The Stowe  
Distance  
Learning  
Programme**



# 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.**

As we face a term of online distance teaching, we will continue to connect meaningfully with pupils through digital means, no matter where they are in the world. Closure refers only to the bricks and mortar of Stowe's buildings, this is not a shut-down of the School's operations. There is so much more to a Stowe education than the three-dimensional experience: we will continue to teach Stoics how to interpret and solve complex problems, develop their skills in original thinking and creativity, understand and harness their emotional intelligence and collaborate and work in teams.

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.

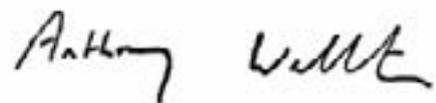
## Stowe's Distance Learning Programme is founded on the same principles that guide learning when we are all present at Stowe:

- 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**
- (5) Technology Services and Tools to support Distance Learning**
- (6) Advice for Teachers**

# (1) The Stowe Distance Learning Programme (SDLP)

The SDLP enables our community 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 during the period of distance learning. The Third, Fourth and Lower Sixth cohorts will continue with their studies in preparation for the GCSEs and A Levels.

As the GCSE and A Level exams this year have been cancelled, the Fifth Form and Upper Sixth will instead undertake our own pre-A Level and pre-university bridging courses for the Summer Term.

The Fifth Form pre-A Level course is designed to develop knowledge and skills which will prepare them for their A Level or BTEC courses in September when they join the Lower Sixth. Pupils will have four lessons per week in each of their chosen A Level or BTEC subjects. Those who are intending to complete an EPQ will start work on these, using two lessons per week. There will be end of term assessments in all full A Level/BTEC subjects, which will help us to gauge progress. Performance in these assessments may be used to help decide whether or not a pupil has a suitable foundation to take a particular A Level/BTEC course in September, if the GCSE foundation grade required has not been achieved. As we will have a number of new pupils joining us from other schools in the Lower Sixth, the courses will be stand-alone and teachers and sets will change when

the pupils transfer into the Sixth Form. All Fifth Form pupils will also continue with their studies in Maths and English, as these subjects are so fundamental for their further studies and careers and some pupils may wish to take the GCSEs next Autumn to further improve their grades. Support for GCSE exams in the Autumn will also be offered in other subjects by request.

For the Upper Sixth we have designed our bespoke **Enabling Futures Programme**. In addition to a centrally delivered programme of study, career and life skills designed to better equip them for university and/or independent living, every Upper Sixth Stoic will also have a member of staff assigned to them as a Subject Guidance Tutor (SGT). The role of the SGT will be to lead book groups, discussions and seminars for Upper Sixth Stoics aiming to study that subject at university, or to pursue a related career, as well as to provide individualised guidance on what independent project work or externally available online courses might be most appropriate for each pupil to undertake. There will be time provided during the school day for guided independent work, as well as sessions with the SGT every day on Teams. Pupils will be given detailed reports at the end of the term from their SGT and each pupil will produce a professional CV as part of the course. Support and guidance on revision for the A Level series of exams will also be offered in all subjects by request and time for this revision work will be available during the school day.

# The SDLP Schedule for Third, Fourth, Fifth and Lower Sixth Form

## Monday - Saturday Timetable

Start Time	End Time	Activity	Notes
8:15	8:20	Registration	On the VLE
8:20	8:40	Mondays: Whole School Assembly Tuesdays: Message from the Chaplain Wednesdays: Tutor Group Meetings Thursdays: House Assemblies Fridays: Year Group Assemblies or Tutor Group Meetings No meetings on Saturdays in this slot	Whole School assemblies and the Chaplain's messages will be pre-recorded for viewing in this time; Tutor group and House Assemblies will require live attendance through Teams
8:45	9:40	Period 1 (including Saturdays)	Lessons will require live attendance through Teams
9:45	10:40	Period 2 (including Saturdays)	Lessons will require live attendance through Teams
10:40	11:10	Break	
11:10	12:05	Period 3 (including Saturdays)	Lessons will require live attendance through Teams
12:10	13:05	Period 4 for Fifth and Sixth Form (Monday to Friday only)	Lessons will require live attendance through Teams
12:10	13:05	Lunch Break for Third and Fourth Form	
13:05	14:00	Period 4 for Third and Fourth Form (Monday to Friday only)	Lessons will require live attendance through Teams
13:05	14:00	Lunch Break for Fifth and Sixth Form	
14:05	15:00	Period 5 (Monday to Friday only)	Lessons will require live attendance through Teams
15:00	17:00	Extra help/Clinics by request Rest/Exercise/Co-curricular opportunities for Third through Lower Sixth Form	

The schedule of the day will follow our established cycle. Registration takes place on the VLE at 8:15am. The morning between 8:20am and 8:40am on weekdays is used for School, House and Year Group Assemblies, Chapel, and for tutoring. After that there are five lessons on each weekday and three on Saturdays. Each period is 55 minutes long, with the aim for at least the first and last 10 minutes being live and real time with the teacher and classmates. The afternoon is set aside for rest/exercise/family time, or a choice from a range of recommended Co-curricular activities. Extra help and Clinics will take place on an as-needed basis and will be arranged privately between pupils and teacher. Sixth Form Tutors will also arrange to see their Tutees one-to-one in a live Teams sessions at least once a week. Prep will be set regularly through the VLE with clear deadlines indicated and should be completed in study periods, or in the afternoon or evenings.

# The Enabling Futures Programme for the Upper Sixth

Our pupils have seen their time at School come to a premature and abrupt end but the **Enabling Futures Programme** serves to give them a head start on the next stage of their journey. Whether the route is through higher education (as in the overwhelming majority of cases) or into the world of work, the programme will introduce our pupils to the resources and structures that will help them develop the portfolio of skills and abilities they are going to need.

At Stowe we have both an imaginative and resourceful staff and a pupil body as resilient and ingenious as it is hardworking. The potency of this combination is such that we can be confident that when we reflect on this strange interregnum, we will recognise it as a time when opportunities were seized and even the impossible or improbable realised.

The **Enabling Futures Programme** is designed to be individualised and consists of three basic parts:

- (A) **Academic/Career Development:** **Bespoke guidance, teaching and seminars on the areas the Stoic has indicated as their intended next step for university or career, as well as continued departmental support for those who wish to continue to revise for taking the A Level exams next Autumn.**
  
- (B) **Core Skills:** **A selection of online videos, courses and group chats designed to better prepare Stoics for the challenges of the more independent research and independent living required by university or workplace environments.**
  
- (C) **Activities & Volunteering:** **Time and encouragement to ensure that every Stoic continues to pursue a healthy lifestyle during the lockdown, explores a broad range of personal interests, and has the opportunity to help others in their communities.**

# Sample Pupil Programmes

**Tutors will be in regular contact with their tutees, ensuring that they have access to the help and resources they need. Tutors will also assist their tutees in drawing up a schedule that gives structure and purpose to the time they have. They will be in touch with tutees at least once a week, checking on progress and ensuring that the programme is fit for purpose while pupils themselves are expected to be in daily contact with their SGTs, making sure that each day is put to constructive use.**

## Structure of the Week

In order to enable the bespoke approach to support every Stoic's individual interests and needs, the Enabling Futures Programme has a more flexible schedule than the lower year groups who are preparing for set exams, however we strongly recommend that Upper Sixth Stoics establish a regular daily and weekly routine during the lockdown in order to stay focused and productive. We would like therefore to encourage Upper Sixth Stoics to divide their day into three sections:

**(1)**

**Independent Study (approximately 3 hours per day):** Guided reading, research and work set by the Subject Guidance Tutor (SGT); and/or engagement with the Core Skills programme as assigned by the Tutor; and/or guided revision of A Level/BTEC subjects as assigned by the relevant subject department teacher. This may also include one-to-one and small group Clinics with specific teachers by request.

**(2)**

**Exercise, Activities and Volunteering (approximately 3 hours per day):** Engaging in exercise of pupil's choice, or as guided by the Director of Sport, and engaging with either family/community service of choice, or to take part in Co-curricular activities offered through the School. Choices and progress for both exercise and Co-curricular/volunteering activities should be discussed with Tutors.

**(3)**

**Live discussion on Teams with the SGT/Subject Study Group (on daily basis, Monday to Friday):** Each Subject Guidance Tutor will have one or more pupils to work with who are all intending to pursue the same subject or career as their next step. Once the groups are established, the SGT will set up a regular session every weekday for the group to meet to discuss reading, research and work set and for the pupils involved to discuss and present to each other and get feedback from both the SGT and their peers.

Under this programme, each individual Stoic's daily schedules can be very flexibly arranged, though levels of engagement and effort will be closely monitored by the Personal Tutor, who can see what work has been set on the VLE and who will work in conjunction with the SGTs and the subject departments to ensure that each pupil has developed a strong, appropriate, bespoke programme and is fully engaged.

To see what this might look like in practice, please see below for a few examples of what different individual Upper Sixth Stoics' schedules may look like.

# Examples of Upper Sixth Personal Schedules

## Pupil A:

This might be appropriate for a pupil intending to undertake university study/career development next year, who feels they may wish to take the A Level exams this Autumn. Please note that each pupil's timetable will be unique to them and the example below is for illustration purposes only.

	8:20-8:40am	9:00-12:00pm	12:00-1:00pm	1:00-2:00pm	2:00-3:00pm	3:00-4:00pm	4:00-5:00pm
<b>Mon</b>	School Assembly	Independent Study: Reading, research and work set by SGT	12:00-1:00pm	Exercise	Study & Life Skills	Co-curricular	Seminar on Teams with SGT
<b>Tues</b>	Chaplain's Address	A Level Revision: 1 hour per subject	LUNCH BREAK	Exercise		Seminar on Teams with SGT	Co-curricular
<b>Wed</b>	Tutor Group Meetings	Independent Study: Reading, research and work set by SGT		Exercise	Study & Life Skills	Break	Seminar on Teams with SGT
<b>Thur</b>	House Meetings	A Level Revision: 1 hour per subject		Exercise		Seminar on Teams with SGT	Clinics on Teams for A Level subjects
<b>Fri</b>	Year Group Assembly	Independent Study: Reading, research and work set by History SGT		Exercise	Study & Life Skills	Break	Seminar on Teams with SGT
<b>Sat</b>	Volunteering work in the local NHS hospital						
<b>Sun</b>	Rest and family time						

# Pupil B:

This might be for a pupil intending to undertake university study/career development, who does not plan to take A Levels this Autumn, and wants to do more now to help in the community. Please note that each pupil's timetable will be unique to them and the example below is for illustration purposes only.

	8:20-8:40am	9:00-12:00pm	12:00-1:00pm	1:00-2:00pm	2:00-3:00pm	3:00-4:00pm	4:00-5:00pm
<b>Mon</b>	School Assembly	Morning shift working at local supermarket	LUNCH BREAK	Independent Study: Reading, research and work set by SGT		Seminar on Teams with SGT	Exercise
<b>Tues</b>	Chaplain's Address	Volunteering at local Food Bank		Exercise		Seminar on Teams with SGT	Study & Life Skills
<b>Wed</b>	Tutor Group Meetings	Morning shift working at local supermarket		Independent Study: Reading, research and work set by SGT		Seminar on Teams with SGT	Exercise
<b>Thur</b>	House Meetings	Volunteering at local Food Bank		Exercise		Seminar on Teams with SGT	Study & Life Skills
<b>Fri</b>	Year Group Assembly	Morning shift working at local supermarket		Independent Study: Reading, research and work set by SGT		Seminar on Teams with SGT	Exercise
<b>Sat</b>	Rest	Co-curricular programme		Afternoon shift at supermarket			
<b>Sun</b>	Rest and family time						

# (2) Pupil Engagement and Advice

**The transition to Distance Learning will not be without challenge. Teaching staff will need to think differently about how to design learning tasks, activities and lessons, how to ensure pupil engagement and offer feedback. Pupils will need to adapt to different structures and routines. Families will need to think about how to create new routines and monitor and support learning.**

The following general guidelines are designed to support the transition to 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

## SENIOR TUTOR AND HEADS OF YEAR CONTACTS

**Sally Akam**

**Senior Tutor**

[sakam@stowe.co.uk](mailto:sakam@stowe.co.uk)

**Paul Floyd -**

**Head of Sixth**

[pfloyd@stowe.co.uk](mailto:pfloyd@stowe.co.uk)

**Gordon West Assistant**

**Head of Sixth**

[gwest@stowe.co.uk](mailto:gwest@stowe.co.uk)

**Tom Elwell**

**Head of Fifth Form**

[telwell@stowe.co.uk](mailto:telwell@stowe.co.uk)

**Sophie Penrhyn-Lowe**

**Head of Fourth Form**

[spenrhynlowe@stowe.co.uk](mailto:spenrhynlowe@stowe.co.uk)

**Matt Teasdale**

**Head of Third Form**

[mteasdale@stowe.co.uk](mailto:mteasdale@stowe.co.uk)

## Houseparents

During the 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 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

During the SDLP, tutoring and Year Group Assemblies will take place on Wednesdays and Fridays for 20 minutes from 8:20-8:40am. In addition, Sixth Form Tutors will meet individually with their tutees at least once per week. Pupils and tutors will meet using Teams for a joint conversation about how they are managing and a sharing of resources and support.

Tutors of Upper Sixth pupils will work with their tutees to establish their weekly schedule, based on their individual interests and needs, and will help to deliver and guide certain aspects such as the development of the pupil's CV.

Tutors with concerns or contributions should contact the relevant Head of Year.

## Upper Sixth Form Subject Guidance Tutor

For the period of distance learning, every Upper Sixth Form pupil will be assigned to a Subject Guidance Tutor (SGT). The SGT, as a subject specialist, will guide the pupil's academic development with the aim of preparing the pupil for their chosen next step. The SGT will meet daily with the pupils in their subject group for discussions and seminars and will set work on the VLE to be completed independently on a daily basis.

## Senior Tutor and Heads of Year

The Senior Tutor and the Heads of Year are in charge of pupil guidance and line manage the team 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 expect Stoics 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 all Stoics 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](mailto:csutton@stowe.co.uk).

There will also be pages available on the VLE with lists of other recommended co-curricular activities for Stoics to select from. This list of activities available via the VLE is neither prescriptive nor exhaustive and we would love to hear of all the other ways in which Stoics are using this opportunity to keep active, expand their horizons and also support their local communities.

For those who would like more structured guidance or inspiration, we have developed a range of online resources and discussion groups on the VLE and through Microsoft Teams. These resources will include Art, Design, Film and Literary discussion groups, alongside groups focusing on Music, Drama, Public Speaking, Robotics, Cookery and Conservation.

Houseparents and Tutors will continue to discuss Co-curricular engagement and opportunities with Stoics and 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](mailto: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.

### **Senior Tutor**

#### **Mrs Sally Akam**

- Collaborates in the development of Stowe's Distance Learning Programme.
- Leads on all aspects of pupil guidance and future choices during the period of Distance Learning.
- Ensures effective implementation of the SDLP for the Upper Sixth Form.
- Shares responsibility for the review and monitoring of learning tasks, activities and lessons.

### **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](mailto:lcopley@stowe.co.uk)  
07938751507

**Revd Tim Mullins,**  
Chaplain,  
[tmullins@stowe.co.uk](mailto: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](mailto: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 each morning through Microsoft Teams to discuss any issues, whilst Stoics register on the VLE.

- 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](mailto: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

Whilst remote learning the content accessed by pupils should be specific and relevant to the lesson being taught.

Teachers should treat the meeting in the same way as a lesson or tutorial, presenting content and holding discussion in as much of a similar way to the classroom environment as possible. They should be careful what is visible on camera behind them and must also make sure that they only display

the intended resources if projecting from their desktop e.g. they must be sure that their emails are not displayed if sharing their screen, as in classrooms. If teachers would like to record a portion of the meeting, they must notify pupils that this is happening and ask them to turn off their cameras and microphones. Teachers should give advanced notice of an online meeting, through a calendar invite to pupils. The meeting may also be advertised through email communication.

## (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](mailto:mrickner@stowe.co.uk)

*Stowe*