

Online Learning Guidelines

Spring Term 2021

Message from Magnus Bashaarat, Head of Bedales



Dear Parents,

I hope that you and your families were able to enjoy a happy and safe Christmas break. It's a great shame that we won't be able to welcome students back to Bedales at the beginning of the Spring term; the government's lockdown 3.0 in response to the new, highly contagious new variant of COVID means that we once again have to return to remote teaching and learning using Microsoft Teams. We have learnt a great deal about how best to deliver our curriculum online from our experiences last summer, and what follows in this booklet is an updated programme of learning for the first half of the term. We have modified the timetable in response to student and parent feedback from last year with a leaner and less screen-heavy day, and students should also experience a different and more dynamic structure to lessons. We look forward, of course, to welcoming students back to Bedales after half term, as soon as the government imposed restrictions are lifted. In the meantime, do follow our social media accounts and use the hashtag [#BedalesAtHome](#) when sharing any photos or videos while working from home:

 [INSTAGRAM](#)

 [TWITTER](#)

 [FACEBOOK](#)

Best wishes,

Magnus Bashaarat
Head of Bedales

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Message from the Academic team

Dear Parents,

So many had high hopes for a fresh start in the year 2021, but here we are at the beginning of a third national lockdown, the second of which to require schools to operate remotely. Whilst no one would have chosen this scenario, we are nonetheless positive about what Bedales will still be able to provide for students at this time, an offering that has a variety and richness still very much centred around 'Head, Hand and Heart'.

Thank you so much to all who gave us such positive feedback following the first lockdown in the Summer term last year. It meant a lot to staff to hear that their efforts in the relatively unknown territory of online learning had been so successful, and so much appreciated.

This does not mean we shall rest on our laurels, though, and we have considered carefully how to structure things this time to provide the very best for our students, not least because this is a very different time in the school year. Lots of lessons have been learned from the last lockdown, and there will be some key differences in the experience.

Most notable amongst these is the fact that lessons will not be scheduled for Saturday mornings. Saturday lessons will be

moved into Wednesday afternoons to facilitate this. Those things normally taking place on Wednesday afternoon will be timetabled for other times, and parents' meetings will be moved from Wednesday afternoon/evening to a Saturday morning. We trust that this helps to free up more family time for many, and provides two clear days a week without online lessons.

The later start to the Bedales timetable this year will continue to be reflected in the online timetable for this period of remote learning. One-to-ones with tutors will be held between 09.25-09.40, in our usual tutor time slot, and lessons will commence at 09.45 to allow our students to learn at a time that works best for them. We have planned lots of short breaks into the day to enable students to be able to get away from screens regularly. Lesson times have been slightly shortened (singles 25 minutes; doubles one hour) to facilitate punchier learning experiences, and to reduce the number of minutes of screen time. We have also, by doing this, been able to effect a slightly earlier end to the school day, without giving up on any key part of the Bedales experience. The co-curricular will remain woven very much into the school day, as it is when students are learning at Bedales in person. There is more about this later on in this document.

Online Learning Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08.20 - 09.20	Staff Meeting (09.00 - 09.20)	Garrett Time	Review Meetings	Garrett Time	Garrett Time	
09.25 - 09.40	Tutor 1:1	Tutor 1:1	Tutor 1:1	Tutor 1:1	Tutor 1:1	
09.45 - 10.10	Monday 1	Tuesday 1	Wednesday 1	Thursday 1	Friday 1	Parent/Teacher Meetings (see calendar; moved from Wednesday PM/evening).
10.20 - 10.45	Monday 2	Tuesday 2	Wednesday 2	Thursday 2	Friday 2	
10.45 - 11.00	Break	Break	Break	Break	Break	
11.00 - 11.25	Monday 3	Tuesday 3	Wednesday 3	Thursday 3	Friday 3	
11.35 - 12.00	Monday 4	Tuesday 4	Wednesday 4	Thursday 4	Friday 4	
12.00 - 12.30	Lunch	Lunch	Lunch	Lunch	Lunch	
12.30 - 13.30	Badley Time and off-screen/outdoor time		Badley Time and off-screen/outdoor time	Badley Time and off-screen/outdoor time		
13.30 - 13.50	Jaw	Assembly		Staff Group Meetings	Year Group/House Assemblies	
13.50 - 14.15	Monday 5	Tuesday 5	Wednesday 5	Thursday 5	Friday 5	
14.25 - 14.50	Monday 6	Tuesday 6	Wednesday 6	Thursday 6	Friday 6	
14.55 - 15.20	Monday 7	Tuesday 7	Wednesday 7	Thursday 7	Friday 7	
15.30 - 15.55	Monday 8	Tuesday 8	Wednesday 8	Thursday 8	Friday 8	
15.55 - 16.20	Break	Break	Break	Break	Break	
16.20 - 16.45	Monday 9	Tuesday 9	Wednesday 9	Thursday 9	Friday 9	
16.55 - 17.20	Monday 10	Tuesday 10	Wednesday 10	Thursday 10	Friday 10	
17.20 - 17.30	Break	Break	Break	Break	Break	
17.30 - 18.30	Powell Time	Powell Time	Powell Time	Powell Time	Powell Time	

Those parents with students in 6.2 and Block 5 will of course be thinking about the ‘teacher assessments’ that Gavin Williamson announced would again form the basis for GCSE and A Level grades this year. Bedales is in an excellent place to administer such a process. Kyi Muller, Assistant Head, Student Progress will work closely with teachers and in particular Heads of Department to collect and curate data from individual subjects. We are also already setting up and testing systems that allow for fair and valid proctoring for the forthcoming mock exams in February and other internal assessments, which will form an important part of our calculations.

The Bedales Parents’ Association (BPA) held a forum for parents at the end of last term on how to help your child succeed academically at school which can be viewed [here](#).

Bedales teachers are now well-versed in online teaching, having been through the first lockdown. We put in place additional training last term on online and hybrid teaching, and will be providing additional training and resources before the beginning of this term to ensure we can offer the very best practice.

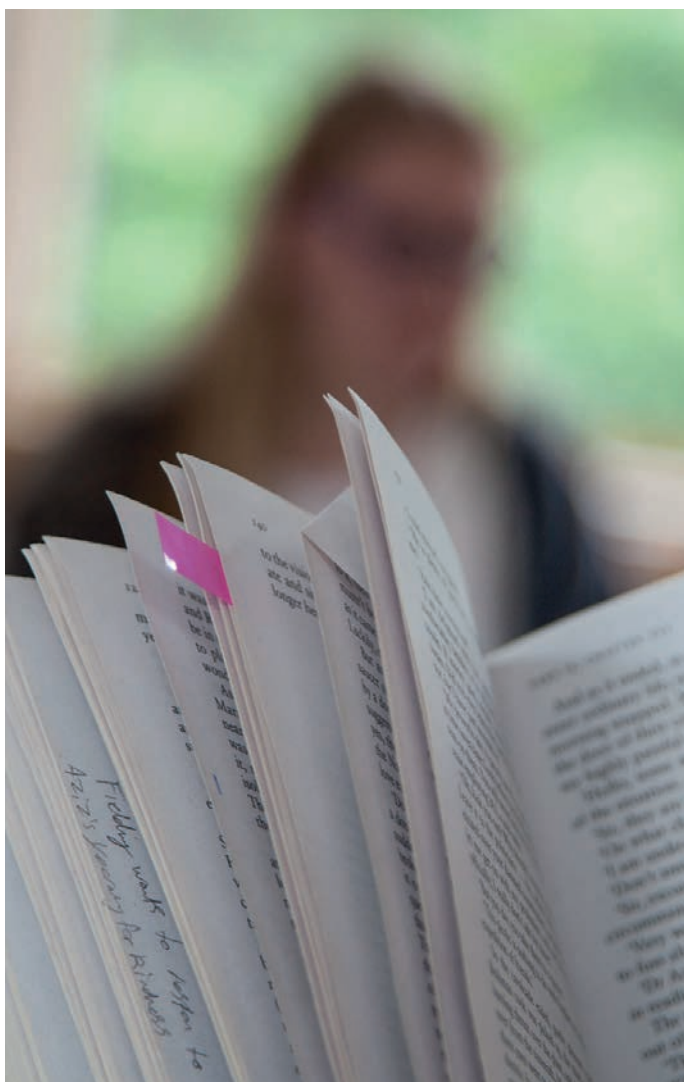
I hope that this prospectus outlines for you the key elements of our online provision, and that it can answer many of your questions. Thank you, in advance, for all you are doing to support your child this term in making their online learning experience a success.

With all best wishes,

Richard Sinclair (Acting Deputy Head, Academic)
Clare Jarmy (Assistant Head, Learning & Development)
Kyi Muller (Assistant Head, Student Progress)



Curriculum



All lessons need to be modified for effective and engaging online delivery, but this does not always have to hinder progress through the curriculum. In Blocks 4 and 5 in particular, we try to keep this progress as close to normal as possible.

Block 3

Whilst in many subjects, Block 3 will continue as normal, changes have been made in some areas. For example in Biology, where students will now tackle an independent project on an ecosystem and develop a creative end-product about their chosen example, with details of habitats, organisms and adaptations; in Outdoor Work (ODW) students will be doing something physical/mindful/creative with their teachers available for a chat and advice; Designers are entering a national design competition that is exclusively designing-focused with some 'light modelling' from home using easily accessible materials; and in English, students will study a novel in class with a view to a creative as well as analytical outcome. The overall aim is to create variety with focussed and effective on-screen engagement combined with creative and productive off-screen time.

Block 4

This is an important time for Block 4 who are now well immersed in each of their core and option courses. Individual

subjects will endeavour to maintain progress and productivity whilst being sensitive to the challenges of online learning and making changes to the delivery of courses as appropriate. The subjects that are modifying their courses the most are those BACs with a heavy practical component and to this end details of the Theatre and Dance courses are still being decided as their group practical activities cannot be delivered as planned. Design (Product and Fashion) will place greater emphasis on the design element of the work during lockdown. ODW will alternate theory sessions with a demonstration/walk-and-talk/bake-along session. Online textbooks and a range of online resources will be used to support learning core subjects such as Maths, Sciences and Languages and in the past, we have managed to maintain good progress in all these online courses.

Block 5

Block 5 students have seen their courses interrupted twice by lockdowns, but the encouraging news is that in all core subjects (Maths, Sciences, English and Languages) the courses should be completed at around their usual time. At the time of writing, International GCSE subjects (Maths and Sciences) could still have normal exams in the Summer term. GCSE subjects may have grades submitted by teachers (Teacher Assessed Grades -TAGs) or something similar. However, with or without final exams, students will need to show evidence of their progress and

attainment in all subjects. This evidence will differ from subject to subject and will be gathered in various ways to include mock exams; internal assessment tasks such as performances, coursework and written work; and small assessment tasks. Please see a recent email from Richard Sinclair for more details. Hopefully, when we are all back in school, there will also be the opportunity for a normal internal assessment, in relevant subjects, that would be similar to an exam. This evidence would be used alongside all other evidence to calculate TAGs for GCSE subjects.

Even with lockdown, our aim is to complete the BAC courses as normal, by the end of this (Spring) term. There will have to be modifications and allowances made in many subjects as lockdown has come in what is the most important term for these courses, but sufficient work will have been done and assessment objectives met, to award grades. Students should keep in close touch with their teachers for guidance on completing key tasks and in particular, news of any changes if lockdown continues into the second half of term.

6.1

6.1 courses should continue as normal, albeit with online delivery. It should also be possible for students who are doing Extended Projects to continue and complete these.

6.2

6.2 will continue to finish off their A Level courses and will be asked to complete assessments that will be used in the calculation of their Teacher Assessed Grades. These assessments might not be much more than they would have done anyway, but they will, of course, have added significance under the new circumstances. Hopefully, when we are all back in school, there will also be the opportunity for a normal internal assessment, in relevant subjects, that would be similar to an exam. This would not dictate the final grade but would be taken as one more piece of evidence towards it. We appreciate that this will be a challenging time for 6.2 and will endeavour to be as clear and fair as is possible regarding evidence for grades. Heads of Department can give more detailed advice and information for their particular subjects.





Tutoring

Tutoring will continue to be an important part of the day for all Bedales students. In the revised online timetable students will attend one-to-one sessions each week with their tutors.

Feedback from students from last lockdown, suggests that these one-to-one sessions will enable more specific support and provide a better indication of how students are progressing with their work during this time.

Tutors will schedule a weekly session with each student during the tutor time period (9.25 – 9.40am) as well as at other times if required.

For all academic matters, the tutor is the first point of contact and they are supported by the Heads of Year:

- Clive Burch, Head of Block 3 (cburch@bedales.org.uk)
- Jackie Sueref, Head of Block 4 & 5 (jsueref@bedales.org.uk)
- Gordon Dale, Head of Sixth Form (gdale@bedales.org.uk)



Jaw

Jaw is an important time in our week because it is one of the occasions when the whole school is able to be together as a community. Given that we cannot currently be together in person, an opportunity to take time as a community to reflect, and think about bigger questions, is more important than ever.

In Jaw, students have the opportunity to consider spiritual, ethical, political and philosophical issues. Amongst our normal diet of interesting talks, we will be addressing topics relevant to students at the moment, such as 'What positive use can we make of solitude?', hosting an opportunity for guided mindfulness, and reflecting on the inequalities that COVID has exposed in society.

Jaw will be hosted live on Monday afternoons, and will involve talks and discussions with lots of different people about a wide range of topics. Abi Wharton will be coordinating the programme of Jaws.

3i

Bedales is about so much more than what goes on in the classroom, so providing opportunities for students to stretch themselves beyond what they are learning in lessons is core to what we will be providing at this time.

3i stands for 'intelligence, initiative and individuality'. There will be opportunities to develop all three. There will be a programme of 3i activities each week that students can attend in Garrett, Badley or Powell times. The 3i bulletin will continue fortnightly, with suggestions for interesting reads, online lectures and competitions students might like to enter.

For more information about 3i, Able, Gifted & Talented and Academic Scholars, please contact Jess Warren (jwarren@bedales.org.uk).



Pastoral and Wellbeing



The pastoral team at Bedales remains committed to supporting all the students during this next phase of remote learning, and will be putting into practice the lessons learnt from the summer.

Challenges and situations will be unique to every family and location, and we want to assure parents that we remain a constant here at Bedales for you to contact and share any issues. For students, Houseparents will hold regular check-ups and drop-in sessions. We will concentrate more resources on smaller intimate sessions which were found to be more successful and popular in the summer, for example 'Block 3 tea and chat' and one-to-one meetings on Teams or over the phone. By maintaining the strong bonds with pastoral staff, we will ensure no-one feels isolated and we make time to support students. Essentially we aim to be student-centred in everything we do, but also want to be available for parents, so please stay in touch.

We will continue to nurture our sense of community within our houses using Teams as a place to create smaller house 'noticeboards' where we can collect light-hearted video posts, photos, community messages, shares of ideas or charity initiatives. We want to sustain a sense of connection and belonging but also give each other permission to get away from our screens so we will be echoing these values and aspirations in how we use these spaces. We aim to provide a weekly update and give you a flavour of these as the term develops.

Attendance in lessons and participation is expected, and registration will take place for every lesson. If a student is unwell, and cannot access school, please contact Houseparents via email and they will update the registers accordingly.

Wellbeing lessons will continue with Kirsten McIntock, Head of Wellbeing. The planned PSHE curriculum content for this term has been placed on hiatus to allow for the focus in the coming weeks to be supporting the emotional and mental health of students during this lockdown.

On the subject of mental health, we know this will be a difficult time for many, so we welcome feedback from parents to tailor whatever we may be offering pastorally. We encourage discussion at home about how students cope over the next few weeks, and asking what support, if any, they need. Please also be conscious of the need to balance screen time with other activities. In addition getting adequate sleep and sticking to a good routine is a major defence against mental health problems, so keeping devices out of bedrooms during sleep time is strongly advised.

We will also continue with School Council, Flat Councils and House Assemblies to keep students engaged. Promoting the wellbeing of our whole community will be essential and will underpin all the exciting plans we have in the academic and co-curricular arenas. If you have any concerns, please feel you can contact Houseparents or Rick Cross at any time (rcross@bedales.org.uk).

For safeguarding and child protection matters, please contact Jen Moore, the Designated Safeguarding Lead at safeguarding@bedales.org.uk. We will send regular safeguarding updates and links for parents via the Saturday Bulletin or email.

The School Counsellors, Katy Wilson and Susannah Monk will continue to support those students they were working with before Christmas, either by phone or video call. They will also be taking new referrals by email at counsellors@bedales.org.uk.

Co-curricular

The last time the school worked remotely, the beautiful Bedales co-curriculum continued to flourish with concerts, shows and practical work continuing without a break in our step. We have listened and adapted to new ways of working and I hope you enjoyed some of our many livestreamed events.

Now is no different, except for the fact our vision is even broader than it was before. Students can get involved with Activities, Dance, Drama, Duke of Edinburgh, Music (Contemporary and Classical) and Sport to stay active and engaged, working together as part of a community, keeping minds and bodies healthy. Dance, Drama or Music lessons with external practitioners are now safely set up through school-monitored devices and will continue as normal, albeit through Microsoft Teams.

Activities are open to students of all age groups and with successful options last time including: creative writing clubs; escape rooms; embroidery; Lego challenges; museum tours; photography and playwriting. These, and many more like these, will continue to take place in Garrett and Powell time, with channels created for the specific opportunities. Unlike the stipulations on site, to pod by year group only, the silver lining with our virtual activities is that they allow for cross year group collaboration.

In Dance and Drama, last time performances still happened in digital format. Indeed, here at Bedales, unlike so many schools, there was no talk of stopping the creativity of the students in these areas. In the first lockdown Polly Hadzis still managed to create a wonderful mix of animation and live performance with *The Ash Girl*, Liz Wood worked with the dancers on deliberate and thoughtfully-crafted site-specific performances including experimenting with the weightless moments a trampoline offered and, at the end of last term, Hayley Cole and Joanne Greenwood embraced the confines that the COVID necessities put in place and created *Constellations*, which was an original and innovative take on Nick Payne's two-hander at social distance. This term plans are already underway to embrace the technological advancements in the performance field and we look at this opportunity with pleasure. We look forward to auditioning students in the coming days, alongside continuing to deliver outstanding technical support to the exam groups.

The Duke of Edinburgh award changes complexion in lockdown, but it doesn't stop. Students should keep volunteering and keep developing those skills. If people don't know exactly how to do that or what to do, Julia Bevan and her team will be on hand to assist and support through dedicated Microsoft Teams channels. You would be surprised by what's possible, even in these circumstances, when students use the perseverance and dedication the award embodies.

In Music, we saw the incredibly high-level content students created in their bedrooms (be that playing, producing or both) and we'll be getting together for all those ensembles and creating concerts, with improved knowledge of how this works best. This listening and our adaptability to new ways of working made us stronger and I hope you were there to marvel at livestreamed events like the multiple-continent-encompassing Rock Show with virtuosos past and present. More recently, you will have seen the uplifting student music output over



Christmas – this output is going to continue unabated and once more we will see music spring from, and speak to, the soul of Bedales.

In Sport, we want to see students rise to the various challenges that our Sport department have set – teachers will work to set individuals positive, supportive and encouraging bespoke challenges based on their skills levels and their circumstances. There will also be specific, daily coached sessions for our team sports to keep those teams together and keep them actively learning.

Last time we shocked other schools with what was possible with our co-curricular output, although we always knew we had the ability. This time we will tap into that same creativity and keenness of Bedalian co-curricular spirit. I can't wait to log in and see what the students produce with their newly supported skills and I hope you'll be there too, through whatever screen and sitting on whichever chair or sofa suits you best.

Key contact for co-curriculum programme: Phil Tattersall-King (ptattersallking@bedales.org.uk).

Library

The Bedales Library remains students' first port of call for information, research and reading for pleasure. The Librarians are available to help online. They pride themselves on helping students to find high quality, relevant, information on any subject. This remains unchanged by lockdown.

Reference and Research

The bulk of the Bedales Online Library is accessible from home, via the Library Firefly pages.

Highlights include full online access to the Cambridge Companions, Oxford Reference, Oxford Handbooks, Connell Guides, The Day, Science in Context and Global Issues in Context.

Our most popular new resources during the first lockdown were Drama Online (which includes play texts, study material, and complete performances) and Massolit: English Literature (video lectures by subject experts). These have become a permanent part of the Bedales Online Library.

Our VLeBook platform already contains a small starter collection of eBooks, and students will receive details of how to say which books they would like added.

The Memorial Library catalogue of our 30,000 printed volumes can be searched online, and extracts scanned and sent to students on request (subject to copyright limits).

Students will have live access to librarian support via Microsoft Teams and email for expert help with searching, bibliographies and referencing. This will be particularly helpful for those completing coursework this term for BACs and A Levels, as well as those doing Extended Projects. During the last lockdown, some students particularly valued help identifying suitable material for their university preparation.

Reading for Pleasure

Reading for pleasure is an important part of every student's cognitive development and wellbeing. As a minimum, we recommend five half-hour sessions of reading for pleasure each week: Some students will want to enjoy this as a solitary pleasure; others will want to join one of our book clubs and activities, to swap recommendations, share their discoveries, and get inspiration.

The Librarians will be happy to hear from parents/guardians, as well as students, with any questions about reading. They can offer personalised recommendations, including fiction and non-fiction, graphic novels and manga, eBooks and audiobooks.



Professional Guidance



Careers Education

Students in Block 4 will continue to have a Careers session during Badley Time this term. Block 5 will be supported with fortnightly structured research and activities to help them explore the many future careers and Higher Education options; this will be set by Cheryl Osborne via Firefly and will involve using Unifrog. Discussions can then take place with their tutors during their one-to-one sessions.

Higher and Further Education Applications

A video recorded by the Professional Guidance department will be sent to 6.1 parents this half term to replace what would normally be an on-site 'Higher Education Parents' Information Morning, which will explain the detail of applications to UCAS, Conservatoires, Oxbridge, Overseas and apprenticeships. It will help guide families through the complex and changing Higher Education landscape.

Students in 6.1 will each have a one-to-one meeting with Vikki Alderson-Smart this term to discuss their plans beyond Bedales. Students will research their next steps using 'Unifrog' with set tasks and ongoing guidance from their tutors. We will be advertising 'virtual' university visits and exhibitions.

For those considering applying to Oxford or Cambridge in October, resources and new videos answering commonly asked questions are on Firefly. Students can discuss applications individually with Matthew Yeo, as well as their tutor. Heads of Department can provide suitable extension materials and guidance.

Students interested in applying to universities abroad will be able to talk to Sarah Oakley about the options available and the applications process.

Students in 6.2 who made applications last term will receive ongoing individual advice as offers are received. Those in 6.2 applying in October will receive individual support from the Professional Guidance team and their tutors to help them with their ongoing research.

Old Bedalian Network

Our database of Old Bedalians who have offered to give individual advice and informal consultation to current and former students is available via the Professional Guidance team.

Key contact: Vikki Alderson-Smart, Head of Professional Guidance (valderson@bedales.org.uk).

Learning Support & English as an Additional Language (EAL)

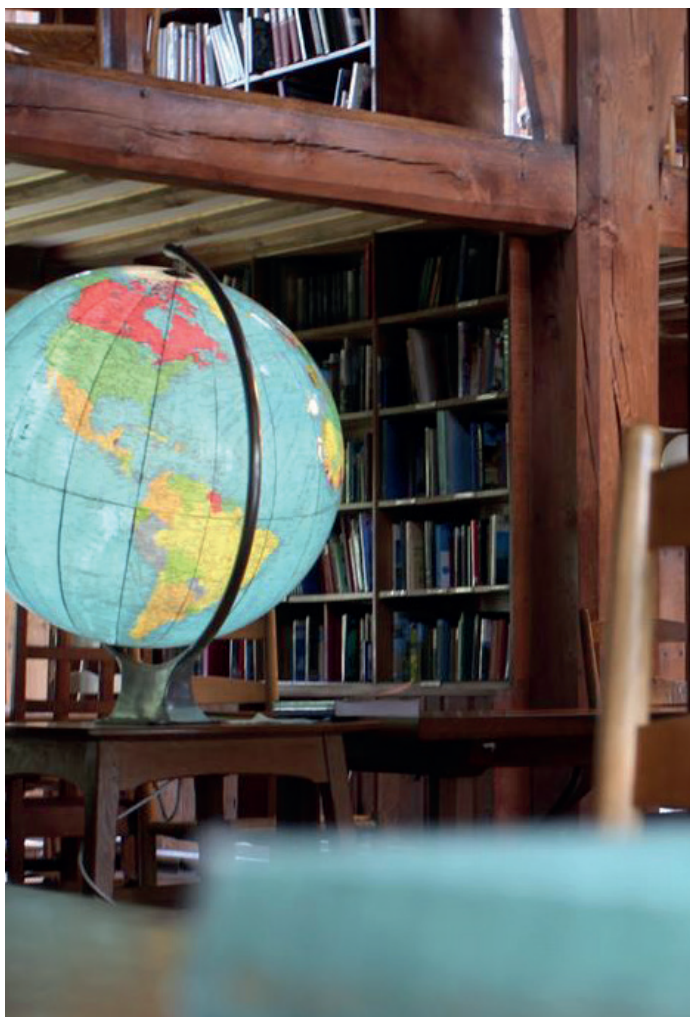
Individual lessons and small group classes will be provided through Microsoft Teams. We will continue to support exam access arrangements for all formal assessments, including mocks and other internal assessments, and share our existing expertise in the use of adaptive technology and organisational tools.

Key contacts:

- Ruth Austen, Head of Learning Support (rausten@bedales.org.uk)
- Jo Mayhook-Walker, Head of EAL (jmayhook@bedales.org.uk)

International Students

International students learning at home during this time will be able to access all materials and resources asynchronously, at times that suit them. Key tasks will be set on Firefly as normal, and all resources from lessons will be made available via Teams. This will include recordings of all video interactions in class.





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