



# Online Learning Guidelines

Spring Term 2021

# Message from Colin Baty, Head of Bedales Prep, Dunhurst



Dear Parents,

Happy New Year everybody! Though I'm guessing it doesn't feel particularly joyful at the moment for many. In the Baty house, we have decided that fairy lights are not just for Christmas, they are staying up!

Having spoken recently to a friend who lives abroad in one of the American states whose children have not attended school since March 2020, I think we can feel pretty proud of the efforts everyone made for a successful Autumn Term here at Dunhurst. The dedicated Dunhurst team once again pulled together to provide an outstanding curriculum and pastoral support plan.

A warm welcome to our new families and I am sorry you are arriving into our community online, but we welcome you with open arms and look forward to seeing you face-to-face very soon. Our doors may sadly be shut, but we are all still definitely here. Staying connected is really important, so please keep in touch.

We keep talking about 'hope', but at times like this, it can be really hard to be hopeful. We are living under very tight restrictions, which we had hoped were left behind us! Some days it's easier to be hopeful and other days we need to dig a bit deeper to find it.

During our last online learning period, we talked to the children about a caterpillar needing time in its cocoon to prepare for life as a beautiful butterfly. Being in January, there is definitely a different feel. Short, dark days are harder to manage. We need to be likening this time to animals hibernating. The need to rest, in a safe, cosy environment to prepare ourselves for the adventures of 2021. (Lots of 'hygge' time is essential!)

By the time we return in person, a blanket of daffodils will be visible around the grounds and Cobb's field will be full of ewes ready to lamb - a wonderful sign of new life. Have a good rummage in your garden on hands and knees and you will see that Spring is not far away, things are beginning to appear

already. Pick a collection of anything green and spring-like and display it in your home; it is sure to lift the heart.

Do sign up to the Teen Tips Wellbeing Hub. It's a fantastic resource in supporting you as parents. The Wellbeing Hub can be found on the parent portal in the School Information section. On Wednesday 13 January they are hosting a webinar on self-esteem.

One day, this will be a distant memory, a chapter in your life book. This is not a time to put pressure on yourself. You are not expected to breeze through this. The aim of the game is to be kind and take one day at a time.

The team at school have been working hard to get online learning documents and lessons ready. Alongside, and arguably most importantly, there is plenty of time and ideas set aside for 'Head, Hand, Heart', Wellbeing and pastoral time each day.

Pupils need to engage with the online learning and learn to be self-sufficient. However, please also be realistic with the expectations each day. If things are not going to plan, then please encourage your child to take some time out and return to lessons when they are in the right frame of mind. At the end of this, our mental health is what's important, and how we all felt during this time will stay with us forever. Pick your battles, if your child is not in the right learning frame of mind, leave it and come back to it when they are. Online learning should not come at the expense of your relationship with your child(ren).

This is a good time to learn self-care, how to make your bed, make breakfast, use the washing machine, load the dishwasher... skills for the rest of their lives. Simply using the time during family supper to teach your child conversation starters is a good use of time - this is a great tool for life.

Also included in this document is a guide for you as parents and one for your children too. This covers the way forward for the foreseeable future in regard to Dunhurst learning from home.

For it to be a success, I appreciate there needs to be a level of engagement from families, changing routine and finding space and time to do so. It is an adaption of life as we know it. We appreciate the modifications you are making in your own lives.

## Communication

The Friday Report is key to staying connected and up to date with current information. Please do look out for this each week. In addition please do follow our social media accounts and use the hashtag [#DunhurstAtHome](#) when sharing any photos or videos of your children working at home:



INSTAGRAM



TWITTER

What everyone needs right now is to feel comforted, connected, safe and loved. Everyone is in the same storm but in very different boats. Home is not school, you are the parent, not their teacher. As such the experiences of online learning will all be very different and therefore it is vital that you keep tutors up to date with your child's wellbeing and please pass on any concerns.

Your child's Tutor (Blocks) or Class Teacher (Groups) is your first port of call, then following this:

- **Head of Groups** - Will Bray ([wbray@bedales.org.uk](mailto:wbray@bedales.org.uk))
- **Head of Blocks** - Su Robinson ([srobinson@bedales.org.uk](mailto:srobinson@bedales.org.uk))
- **Academic matters** - Deputy Head Academic, Andy Wiggins ([awiggins@bedales.org.uk](mailto:awiggins@bedales.org.uk))
- **Pastoral/safeguarding matters** - Deputy Head Pastoral, Graeme Thompson ([gthompson@bedales.org.uk](mailto:gthompson@bedales.org.uk))
- **iSAMS/Firefly enquiries** - Senior Academic Administrator, Yvonne Fletcher ([yfletcher@bedales.org.uk](mailto:yfletcher@bedales.org.uk))

Be gentle with yourself and show compassion. Take one day at a time and we look forward to seeing you all on the other side!

Looking ahead, let us use love, kindness and patience to keep us together while we are apart.

With kindest regards,

**Colin Baty**  
**Head of Bedales Prep, Dunhurst**

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# Online Learning, Spring 2021



We are pleased to share with you the details for the format of online learning. Many of you will be familiar with the format that online learning will take having experienced it in the Summer Term of 2020. Both the Teams platform and staff expertise have been refined from previous experience, so we are in a much stronger position this time around.

Teaching and learning happens using Microsoft Teams. There are a myriad of platforms and apps that allow for video conferencing and online learning, each one with slightly different functions on offer. As a school we have opted for Teams due to the security benefits and integration it offers with Office software.

Microsoft Teams has an excellent range of tools that will allow us to interact with our pupils more fully and to deliver most lessons in a 'live' context. Teachers will be able to deliver a 'digital classroom' that means we can truly replicate Dunhurst in a meaningful way. A good metaphor to help when talking about Teams is to think of a Microsoft Team as a classroom. Pupils will have a Team for each class.

It is no small task to implement a complete platform such as this. By the time we begin teaching, most of the work will already have happened behind the scenes to set up the infrastructure and adapt our curriculum. We know this model is a successful one, we do also understand that it will not work seamlessly for everyone, and also know that there are still limitations to online learning.

Our aim now is to deliver the best standard of education that the virtual world will allow, whilst keeping our Dunhurst ethos of a balanced, rich and broad curriculum.

## Installing/Running Microsoft Teams

You have already been sent the information and guides about installing Microsoft Teams for your child ready to use at the start of the Spring Term. The best device for Teams is on a laptop or PC, however it will work perfectly well on other digital devices such as tablets or smart phones.

I strongly recommend you action this as soon as you are able in readiness for lessons to begin. We are still working on the set-up of this over the next week, so classrooms/Teams will appear and disappear - you do not need to do anything about this and your child will not be able to access anything until term begins.

There will be a refresher/introduction to Microsoft Teams for all pupils who feel they need it on Wednesday 13 January at 3pm. A separate email with links to these workshops will be sent for specific groups of pupils. These are optional workshops as most of our pupils will already have a good degree of familiarity with Teams and will likely find that it comes quickly back to them once in lessons.

## New Timetables

We have created a new timetable for your child. This takes into account the changes necessary to staff lessons and allow pupils a healthy balance of screen time, creative time and wellbeing. We offer the same breadth as ever, but with a different shape to the day. Do note there will be no Saturday school lessons for Blocks 1 and 2.



Lessons are 40 minutes long with only a few doubles in the week. You will be sent your child's timetable by their tutor.

One of the key differences with our online provision this term is that we are now in a position to offer the full range of additional lessons for Learning Support (LS), additional music lessons, LAMDA and Dance. If your child was already enrolled to continue or start one of these things this term then these will all be scheduled into your child's new timetable. These will begin in the first full week (Monday 18 January). There are three opportunities for these to happen in your child's day. The early

8.30am pre-Tutor Time slot, the post lessons Green at 4.10pm, or during the scheduled HHH during the day.

Your child may find some small changes in who is teaching them their timetabled lessons. This is for the period of online learning only and in these instances the teachers will have a thorough handover.

We have designed a balanced curriculum that will not be entirely screen-bound, and we would strongly encourage pupils to take regular breaks from screens as often as they are able to. Please encourage your children to start the day well with getting dressed and ready for learning as they would prepare for school,

## Sample Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8.30 - 9.00am</b>	One-to-one*	One-to-one*	One-to-one*	One-to-one*	One-to-one*
<b>9.00 - 9.30am</b>	Tutor Time				
<b>9.40 - 10.20am</b>	Maths	Shared Reader	Spanish	Maths	French
<b>Break - Non-Screen Time</b>					
<b>11.00 - 11.40am</b>	Music	Maths	HHH	French	HHH
<b>11.45am - 12.25pm</b>	English	Science	Maths	Science Prep	English
<b>12.35 - 1.05pm</b>	HHH	HHH	English	P4	Humanities
<b>Lunch - Non-Screen Time</b>					
<b>2.00 - 2.15pm</b>	Tutor Time				
<b>2.20 - 3.00pm</b>	Humanities	Art and Design	Humanities Prep	HHH	Science
<b>3.10 - 3.50pm</b>	ODW	Art and Design	Drama	PE	JAW TT
<b>Break - Non-Screen Time</b>					
<b>4.10 - 5.00pm</b>	Green/One-to-one	Green/One-to-one	Green/One-to-one	Green/One-to-one	Green/One-to-one

\* This is a potential slot where one-to-one lessons might be arranged for pupils who have Learning Support, Music or LAMDA lessons. Most students will not be required to attend a lesson in this time.

## Teething Problems and Online Access Issues

No two households will have the same experience. Some pupils will have access issues to the internet or a device, especially accounting for siblings or parents working from home. We want to work with all pupils to create the best version of online Dunhurst. This will mean we need to be flexible or make adjustments in various ways. We can do this, please just keep us informed of any limitations or difficulties you have. Please email Andy Wiggins ([awiggins@bedales.org.uk](mailto:awiggins@bedales.org.uk)) for support.

There is no replacement for being at school, and we will miss being together at the start of the Spring Term. This is a new way of learning for the pupils, and teachers and we can see there will be lots of benefits for all, beyond the unusual times we find ourselves in.



# Online Learning Timetable

## Guide for Parents



### Curriculum

Throughout this period of online learning, we will continue to deliver the breadth of our whole curriculum and to keep instilling a love for learning in our pupils. However, we also recognise there are limitations. We will need to adapt parts of the curriculum and be flexible in order to deliver online lessons most effectively. Lessons will not be entirely screen-based. We have designed a number of lesson shapes which staff will use to deliver content (see lesson duration).

### Tutor Time

A Microsoft Teams Tutor Time will take place every morning and after every lunch time where pupils will meet with their tutor and be registered. The morning sessions are a little longer and a chance for tutor groups to have a more detailed social catch up with each other. Assembly videos will be offered for Mondays and Thursdays as well.

Tutors will finish the week with a tutor time before the offered JAW for the last lesson of the week. We are open to suggestions for good online talks or JAWs which would be suitable for Dunhurst pupils; please let Simon Kingsley-Pallant know if you have any suggestions ([skingsleypallant@bedales.org.uk](mailto:skingsleypallant@bedales.org.uk)).

### Lesson Duration

Lessons are all 40 minutes which is longer than the normal Dunhurst single lesson to allow for the practicalities of teaching online. With the exception of Art and Design and Blocks Science, there are no double lessons.

There is no 'standard' format of what an online lesson looks like, but one typical model might be:

- 5 minutes – introduction, sign in, establish conduct rules
- 10 minutes - input
- 15 minutes – independent task, teacher remains accessible in the 'team classroom', children can interact with a teacher in this time if needed or work offline
- 10 minutes – plenary, marking, sharing of work etc

There is a lot of learning and refining for us all around how to use that 40 minutes so do not read that structure as fixed. Some lessons may not be a full 40 minutes long, but staff remain online and accessible for the entire duration of the lesson window- this will allow for natural differentiation through pace of pupils. A staff member might also decide to conclude a lesson early having gauged the need and responsiveness of the class.

### Greens and Prep

We will still be setting prep, though this will be reduced and slightly different in nature. Some preps are specifically timetabled into the week to complement the curriculum. I strongly recommend your child does the allocated prep at this specific time and treats it as part of their lessons and not as a moveable 'Green (study) period'.

At the end of each day pupils will have a generic Green. This time can be used to watch recordings of missed lessons and engage with tasks, or it may be the more typical use of Green to complete other prep or attend a 1:1 lesson.



## Changeover/breaks

There is a 5/10-minute window between every lesson. This will be necessary for a screen break and for staff and pupils to prepare and sign into their next Team or lesson.

We strongly encourage children to have non-screen time at breaks.

## Head, Hand, Heart (HHH)

Head, Hand, Heart (HHH) is a flexible time each day for pupils to catch up. This might include:

- Watching a recorded lesson they missed
- Time to continue with some work from a lesson that was incomplete
- Wellbeing based activities away from the screen (eg. walk, time in the garden, writing a letter to a loved one)
- Helping others in their family (eg. doing the dishes, tidying up family home (or own rooms), household chores)
- One-to-one Learning Support lessons or other additional lessons.
- A list of ideas will be available on Firefly.



## Missed lessons/management of time

Microsoft Teams has the functionality of recording and storing resources within a Team.

Anything can happen that might interfere with accessing a class, and other factors like time zone, or multiple users might mean your child can't get online for a lesson. They will be able to access the resources and a recording of the lesson outside of the timetabled lesson. And we have timetabled the day to have some flexibility for when these occasions occur (see HHH and Greens). We can't guarantee that teachers will be available to assist outside of the timetabled lesson, but they can be contacted and will make great efforts to reach out and assist with issues at a convenient time.

The main message is that we will work with families to make this work. No two households will be the same, keep the channels of communication open with us and we will work out how to support the variety of circumstances children might be facing.



There will be more to share as we develop and learn. This guide is a starting point for what is proven to be a successful online learning model.

## Absences

If your child becomes unwell and unable to work during this period, please let Juliet, School Office Manager, know at [dunhurstreception@bedales.org.uk](mailto:dunhurstreception@bedales.org.uk) so she can inform teachers.

# Online Learning Pastoral Care and Wellbeing

It is incredibly hard to gauge the impact of the COVID pandemic on our children's mental health. At Dunhurst, we are passionate that the language we use to refer to our mental health should be just as comfortable as the language we use for our physical health. Our attitude needs to adopt a proactive approach towards mental health.

'The boy, the mole, the fox and the horse', by Charlie Mackesy is never far away from our hearts. His advice is 'If at first you don't succeed, eat cake!', but his wise wisdom goes further than just fun. It almost gives you permission to allow the feelings that you feel. "What is the bravest thing you've ever said?" asked the boy. "Help," said the horse. "Asking for help isn't giving up," said the horse. "It's refusing to give up."

The most important person for you to look after, is yourself  
As parents, we put our children's needs first, which of course is

important, but when your reserves are low, this will impact your family. Self-care is not selfish, it's essential!

During Wellbeing lessons, pupils have been taught the 'Stop and Breathe' technique below. This technique can be used when we feel ourselves becoming overwhelmed by emotion or feeling something that we just do not understand – this applies to adults and children alike. In the moment, the technique allows us to step away, stop and breathe – if we can do this, we are more likely to respond rather than react.

If you prioritise one thing from the list below, please make it sleep. If we keep a healthy sleep routine, we are more likely to manage the day. Holidays might be a time to let bedtimes creep later, but during online learning, it is essential for our minds to be alert and ready to learn.



## *Sleep*

How is my sleep routine? 8-10 hours is essential for wellbeing.



## *Technology*

Do I have a healthy relationship with tech? Limit your gaming and social media use. More than four hours per day on tech will negatively affect your mental health.



## *Observe*

Acknowledge your feelings and sit with them. Feelings are like waves. They come and go.



## *Physical activity*

When was the last time I enjoyed some physical activity? Do I need to get outside and move a little bit more today?

+



## *Believe in yourself*

You can do it! You are loved! You matter! Keep on keeping on! Self-esteem and self-efficacy (core values of being OK and doing OK) are key for you to flourish. Your own self-worth, self-respect, self-belief and behaviour are all essential for wellbeing.



## *Reflect, review and relax*

Reflect on what has happened to make you feel this way. Review what has happened - what could be done differently next time? Relax - take a deep breath, practise some mindfulness or have a Hygge or Friskluft.



## *Eat and drink*

Are you 'hangry'? Keep hydrated. Eat a varied diet to boost gut health which is linked to mental health. Food is our fuel.



## *Appreciate*

Be grateful for everything you have. Practise gratitude by telling yourself three good things that have happened to you today. What you focus on, you get more of.



## *Take time out and talk to a trusted adult*

Know your support network. Remember your 'high five' people. All talking is good talking (unless it's gossip!) Dip into your mental health First Aid kit. Ask yourself, 'What do I need right now?'



## *Hug a human, animal or tree*

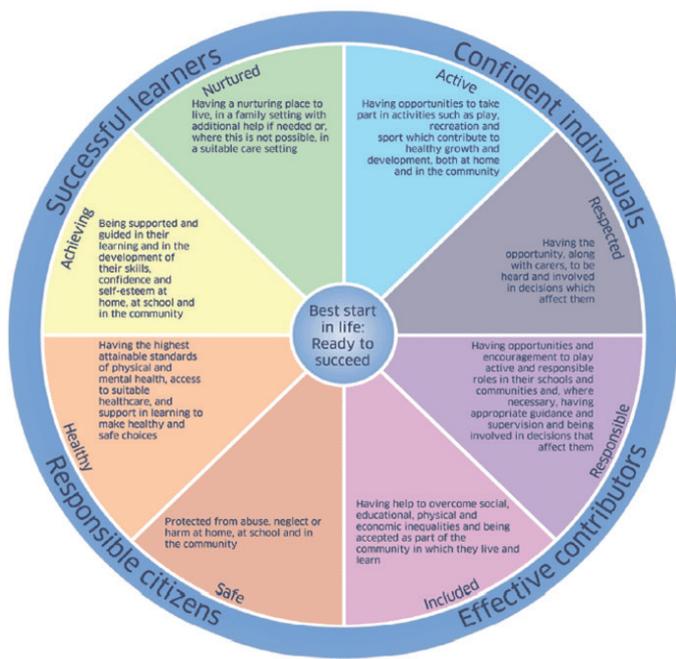
We need the connection with others. Sometimes all we need to do is give our pets a big hug.



## *Enjoy and connect with nature*

Stop and look up. Feel the ground beneath your feet and the breeze on your face.

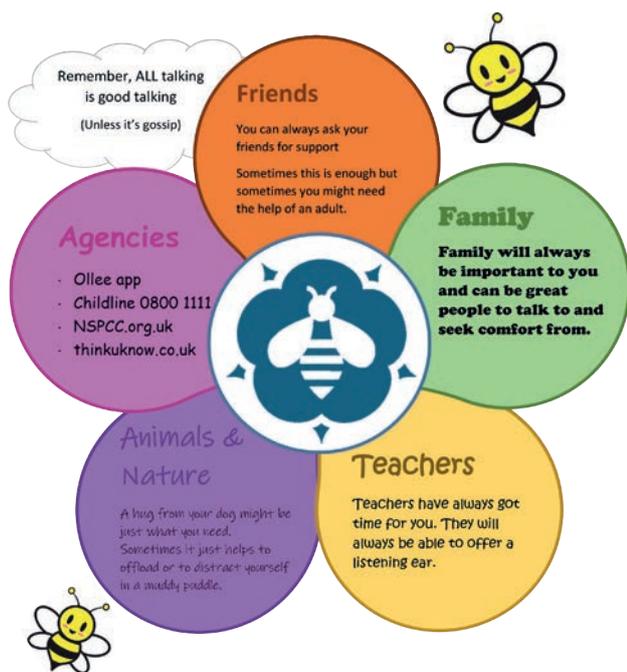
At Dunhurst, the Wellbeing Wheel is also something we strive to connect with to support our wellbeing.



**“What’s the bravest thing you’ve ever said?”**

**“HELP”**

Asking for help is not giving up – it is refusing to give up. It is ok not to be ok. It is ok not to feel sparkly and bubbly all the time. We all go through highs and lows in our life. We can try any number of things to try and keep our mental health on a fairly even keel but there are times when things become too much. We feel overwhelmed. At this point, we need to ask for help. You matter. You are not alone.



Please remember, this is a team effort and we are here to support not only all the children in our care but also you as parents. As we all know, it takes a village to raise a child, so please get in touch if you have any concerns.



# Safeguarding Guidelines for Parents

Despite not being in school, we know we are able to deliver fantastic lessons across Teams. We have done it before and we will do it again! However, with online learning there is the potential for the boundaries between home and school to become blurred and, therefore, the guidelines written below are designed to keep children, parents and staff safe throughout.

## Contact

- Please ensure that we hold the most up-to-date contact information for you.
- If you have any concerns of a pastoral nature, please continue to contact your child's tutor in the first instance.
- If you have trouble accessing the curriculum due to technical issues, please contact Yvonne Fletcher at [yfletcher@bedales.org.uk](mailto:yfletcher@bedales.org.uk)
- Staff will be available throughout the working day between 8.30 am and 5.00 pm to reply by email to queries and requests.
- In the interests of the safety of everyone involved, any one-to-one interaction between your child(ren) and a member of staff will be pre-agreed, recorded and a member of the Senior Management Team will be notified.

## Learning Environment

- Your child(ren)'s learning space should be safe and appropriate.
- As a family, you need to decide where is best for your child to work with least distractions; we understand this may be tricky. Please do get in touch if you have any questions surrounding establishing a purposeful work space.
- Make sure that anything the webcam might capture is appropriate – eg. family photos.
- Remember that anything said in the background may be picked up by the microphone of the device your child is working on and could therefore be communicated to the teacher and other children in the class.

## Break Times

- It is so important to respect the break times built in to the timetable. Allow your child(ren) a break away from the screen. Inevitably, the children will be spending more time in front of screens but please focus on 'screen use' not 'screen time'.
- With this in mind, this might be a good time to ensure that you are having tech-free meal times.

## Lesson Etiquette

- The children must be suitably dressed for the lesson.
- Staff will expect the same levels of engagement and conduct as they would do in the classroom.
- The children should not record the lesson. Staff will be doing this for them and sharing the recording via the Microsoft Teams platform.
- The child(ren) should not have another device that may distract them in their work space during lessons.

## Online Learning Platforms

- We will be exclusively using Microsoft Teams and Firefly (Prep extensions) to deliver the online curriculum.



## Control and Filtering Systems

- Please remain in control of the device your child is working on. Whilst the children have a right to their privacy, please ensure that you are aware of what your child is doing online.
- If you have concerns over your filtering system at home, please either contact the ICT helpdesk ([icthelpdesk@bedales.org.uk](mailto:icthelpdesk@bedales.org.uk)) or use the following link to help you attain the required level of protection – [internetmatters.org/parental-controls/](http://internetmatters.org/parental-controls/)

We are committed to ensuring that the online learning experience is as positive as possible for staff, children and parents alike. Please do feedback to us if there is anything you are finding difficult or concerned about. Equally, do let us know what is working really well so that we can do more of it!

If you require any technical or online safety support, please do not hesitate to contact us. However, for further advice and guidance, we have provided a number of websites that you might like to consider visiting:

- **NSPCC Net Aware** - provides information on popular trending apps and websites: [net-aware.org.uk/](http://net-aware.org.uk/)
- **Internet Matters** - provides support for families to keep children safe online: [internetmatters.org/](http://internetmatters.org/)
- **London Grid for Learning** - provides support for families and guidance about staying safe online: [lgfl.net/](http://lgfl.net/)
- **CEOP (associated with Childline)** - an offshoot of the National Crime Agency, provides advice and reporting signposting: [thinkuknow.co.uk/](http://thinkuknow.co.uk/)
- **Kiddle** - a search engine filtered for younger users: [kiddle.co/](http://kiddle.co/)

Lastly, but importantly, if you have any concerns of a safeguarding nature about the online learning process, please contact Graeme Thompson at [gthompson@bedales.org.uk](mailto:gthompson@bedales.org.uk).

We look forward to your continued support through this process and very much look forward to virtually welcoming everyone back for the start of the Spring Term!

# Online Learning Agreement for Dunhurst children



*This agreement is aimed at your child(ren) however it will be useful for you, as parents, to see what is expected. It would be very useful if, prior to the start of term, you could sit down and discuss it as a family.*

Welcome to your Online Learning Agreement! We are really excited about virtually welcoming you back for the Spring Term and teaching you all online. We have been here before and we did it well, so this time we can do it again even better.

This document is an agreement that you will be taken through by your tutor. It sets out a code of conduct that your teachers will expect you to do your best to keep to so that the online learning experience remains a positive one for all involved.

## Before the lesson

### Am I ready to be heard?

- I will set aside somewhere quiet as my online learning work space. Where possible, this will be somewhere where adults are on hand to support me if needed.
- I will keep my microphone turned off. I will wait to be asked to turn it on by my teacher.

### Am I ready to be seen?

- I will wear clothes that I would normally wear to school.
- I will keep my webcam turned off. I will wait to be asked to turn it on by my teacher.

### Am I ready to learn?

- I will have all the right equipment and the right attitude to be able to really enjoy and engage in the lesson – eg. pencil case, books and folders.

- I will place any other electronic devices that I do not need (eg. phone) in another room to avoid being distracted.

## During the lesson

- I will keep any comments that I might write or say positive and friendly.
- I will be honest with myself and ask for help if I am finding anything hard to understand.
- I understand that the lessons will be recorded and shared with me so that I don't have to record anything.
- I will not take or distribute images or photos of anyone without their permission.
- I will only use the school email system to communicate with staff as appropriate. I will not use either the email system or Teams to communicate with other pupils for non-academic reasons.
- I will focus on the lesson and what the teacher is teaching me and not be distracted by other electronic devices in the room.

## After the lesson

- I will complete any work set and make sure that I hand it in in good time so that the teachers can mark it and get it back to me for feedback.

## Looking after myself

- I will make sure I take my break times – I understand that getting away from the screen to let my eyes and my brain have a break is important.
- I will register with my class teacher or tutor twice a day – (9.05am and 2pm). I will let them know how I am getting on and what is working well and what is not working so well.

## What happens if I see or hear something that makes me feel uncomfortable?

If I feel comfortable doing so, I will tell a teacher – I know that I can always email a teacher with my concern or worry. I know that I can also tell a parent or guardian and they may decide to email a teacher. If I am still worried, I understand that I can also report anything online using the 'worried about something' button on the thinkuknow website.

You must follow the ICT Acceptable Use Policy at all times. A copy of this can be found in the files section of both Groups and Blocks Teams.

Now, more than ever, is a really important time to remember that the school's motto of 'work of each for weal of all' is about each of us making a positive contribution to each other's experience and the community as a whole.

We know that you will do your best to make sure that the school community continues to be a happy and safe place for all. Enjoy your online learning experience! If you have any questions, please do not hesitate to get in touch. As we were before, we are all in this together and we are very much looking forward to seeing everyone back in school very soon! Be kind to yourself and the ones around you.

**BEDALES**   
Prep, Dunhurst

Alton Road, Steep, Petersfield  
Hampshire GU32 2DR

**E** [dunhurstreception@bedales.org.uk](mailto:dunhurstreception@bedales.org.uk)

**W** [bedales.org.uk/dunhurst](http://bedales.org.uk/dunhurst)