

# Remote Learning Guide

Summer Term 2020





Dear Parents,

On the eve of the new Summer term, when we would usually be welcoming back Bedales' boarders, having an assembly in the Lupton Hall, and looking ahead to the Summer term (always the term everyone looks forward to), we find ourselves in COVID-19 lock-down, and unable to return to school. What we have in this comprehensive document is a detailed, thorough and clear programme for the remote learning experience for the Summer term. Until such a time that we can

re-open the school, I hope this document will outline to you the rich and varied learning opportunities there will be for Bedales students next term.

Best wishes,

**Magnus Bashaarat**  
**Head of Bedales**



[Click here to watch a video message from Magnus](#)

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Dear Parents,

The two weeks before the Easter holiday were a hive of activity with a superlative effort from the students and staff alike to complete coursework, finish syllabuses, rearrange performances and practical assessments in what was a rapidly changing situation.

It is a testament to our community's passion and resilience that we were able to keep the workshops, studios and performance spaces open: the resulting pieces, some of which were shared in the online JAW and assemblies, are an outstanding example of Bedalian creativity. Similarly, the transition to remote learning on Microsoft Teams was remarkable: the vast majority of students were able to attend live lessons, engage with their teachers and tutors, and continue their education.

We are all mindful of the very different experiences for many of our community and across the country and globally. For those students and families experiencing particularly adverse circumstances, please do ensure that your child's tutor and houseparent are aware so that we can support and adapt our provision. Likewise, I have asked the students to be mindful of the way they communicate and interact with their teachers, and to understand that they too are likely to be finding life under lockdown difficult. We are fortunate that our existing authentic,

warm, and informal relationships between staff and students will help sustain our diverse and scattered community.

For students who would have been taking public examinations, I know that this is a particularly complex and stressful experience. They can be confident that we will support them to get the very best possible outcomes in this uncertain situation, and that the principle of fairness is at the heart of all decision-making at Bedales and by OFQUAL.

I hope that this prospectus outlines and draws together many of the communications you will have received from the school over the past month. We'll continue to add and develop our online learning and platform over the coming weeks, which will be trailed in the Saturday Bulletin.

Best wishes,

**Ed Mason**  
**Deputy Head, Academic**

# Tutoring

We will continue to provide individual 1-to-1 support for students from their tutors and Head of Year, as well as the social aspects of the tutor group. In response to student feedback that shorter, more regular contact with the wider tutorial group was more effective when online, tutor time will now take place Monday – Friday at 13:00 –13:10.

This daily session is an opportunity to touch-base with their friends, alert their tutor to any academic areas that need additional support or guidance, as well as a chance to discuss the academic extension and enrichment programme (3i) and how they can be involved in the wider co-curricular life of the school through 'B-More'.

Individual catch-up sessions and mentoring can be arranged at mutually convenient times, and will support the students' academic progression and study skills.

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](mailto:cburch@bedales.org.uk))
- Jackie Sueref, Head of Block 4 & 5 ([jsueref@bedales.org.uk](mailto:jsueref@bedales.org.uk))
- Gordon Dale, Head of Sixth Form ([gdale@bedales.org.uk](mailto:gdale@bedales.org.uk))





## Learning Support and English as an Additional Language

Individual lessons and small group classes resume with access now through Microsoft Teams. We will continue to support exam access arrangements for all formal assessments, and share our existing expertise in the use of adaptive technology and organisational tools.

For those students with English as an Additional Language, in-class support will be offered where required.

Key contacts:

Ruth Austen, Head of Learning Support ([rausten@bedales.org.uk](mailto:rausten@bedales.org.uk))

Jo Mayhook-Walker, Head of EAL ([jmayhook@bedales.org.uk](mailto:jmayhook@bedales.org.uk))



## International Students

Lessons for international students will be re-scheduled as much as possible to match appropriate time zones.

Students will be contacted individually with an updated schedule; where we are unable to move the lessons, we will offer dedicated clinics and support sessions to ensure they keep up-to-date with work.

The daily tutor time of 13:00 was chosen as the best fitting time that would match adolescent body-clocks and time zones from the Far East to New York: for students in California and New Zealand, we will organise 'regional' social gatherings online.

# Curriculum

## Block 3

Our Block 3 students continue with their well-rounded curriculum online.

Many will be able to complete their Badley Projects which will be exhibited online; for those who need on-site facilities or materials, there will be opportunities for them to complete and exhibit when we are return to normal.

Some of our 6.2 Dons and Badley Seniors have volunteered to provide on-going support and mentoring in opt-in sessions available throughout the week. Reading lessons, study skills support through the world-class 'Learning to Learn' MOOC which was co-authored by Al McConville, and Digital Learning lessons will be rolled out steadily.

## Block 4

BAC courses have been adapted to the changed situation, with the planned internal exam week shifting to a series of low-stakes formative assessments, as well as a move to coursework that can be completed through remote learning.

Additional sets and classes in Maths, Sciences and English Language are being added to support those students who need some more support to confidently secure their knowledge and skills.

## Block 5

Evidence of attainment that will be used for the calculated grades process will be collected and collated during IGCSE lessons in the first two weeks. BAC subjects will use this time to go beyond the syllabus with stretching, but light-hearted material as a counterpoint to the admin-heavy public exam subjects. Where the teaching of core material was disrupted before Easter, there is an opportunity for consolidation and checking understanding for all subjects.

From Monday 4 May, Block 5 start their pre-Sixth Form lessons. These short courses are designed to go beyond the Block 5 syllabus in current subjects and introduce the students to foundational knowledge in new ones. Each of these courses will take three double periods per week – more contact time than an IGCSE or BAC but slightly less than the full Sixth Form experience to allow a staggered introduction to the rigours of Key Stage 5.

### 6.1

The 6.1 assessment week has been repurposed to a formative, diagnostic check of learning. Formal internal examinations will be scheduled for the start of 6.2 to ensure that the students have the opportunity to experience the more demanding papers at A Level and Pre-U, as well as to contribute to the UCAS predicted grades process. The initial predicted grades that are given out at the end of the Summer term will be based on the students' holistic performance throughout the year.

Students taking the Extended Project Qualification have an opportunity to complete their projects over the coming months and exhibit them at a rescheduled event that will allow their inclusion in personal statements and university applications.

For those students who are taking practical or performance subjects, the order of delivery and theoretical components have been rearranged to ensure that the full A Level course is covered in a timely and educationally coherent way. We appreciate that students will have differing levels of access to materials, tools, and space at home, and we are committed to adapting our teaching to everyone's personal circumstance.

More information about our support for their next steps after Bedales is outlined in the section on Professional Guidance.

### 6.2

For the first two weeks after Easter, all 6.2 students will be heavily involved in the submission and collation of evidence of

attainment that will be used for the calculated grades process. A small number of subjects will be continuing with covering core parts of the syllabus: this is to ensure that all Bedales students can be confident that they have a firm grasp of the A Level and Pre-U material. This work cannot count for formal assessment, but is worthwhile to complete.

All 6.2 students will be having on-going conversations with their subject teachers and tutors about their next steps, alongside individual advice from the academic leadership team and Professional Guidance.

University bridging courses start on Monday 4 May. These mini courses will introduce them to undergraduate level concepts and material, and for those students who are heading towards artistic, creative or vocational courses, the opportunity to develop convincing personal portfolios and material.

For those students who need ongoing subject-specific support for autumn retakes in one or more subjects, individual and small group lessons will be arranged on an ongoing basis.

Volunteering opportunities remain available for those who want to give something back to the community across the Three Schools.



# Professional Guidance & Careers

## Subject Choices

Block 3 and Block 5 students can continue to work with their tutors and the Head of Careers, Cheryl Osborne on an individual basis to ensure that their proposed choices for IGCSE and BAC courses, and Sixth Form programmes will play to their personal strengths and interests, and facilitate their onward progress.

## Careers Education

Students in Block 4 and 5 will be supported with weekly structured research and activities to help them explore the many future careers and Higher Education options.

Our 'Beyond Bedales' programme of visiting speakers and panellists continues, albeit online. Parents, Old Bedalians and members of our wider community who are able to contribute their expertise and experience to this programme are warmly invited to contact the Professional Guidance team (contacts details below).

## UCAS, Oxbridge, International, Conservatoires and Foundation Course Applications

The 'Higher Education Parents' Information Morning' will take place online, and will help guide families through the complex and changing international landscape.

Students in 6.1 will continue to research their next steps using 'BridgeU' with weekly tasks and ongoing guidance from their tutors. We will be running 'virtual' university visits and exhibitions, as well as the usual support in writing personal statements, setting up applications and checking the entries.

For those applying to Oxford or Cambridge in October, this is an important term to get prepared and to really understand everything about the process. Further resources and new videos answering commonly asked questions are now on Firefly, and discussion events, where students can chat with staff and other students about applications will take place on Teams. Students can discuss applications individually with Clare Jarmy, as well as their tutor. Heads of Department will provide suitable extension materials, extension lessons, and guidance.

For those who are interested in applying to art school, the conservatoires, or to universities in America or Europe, the opportunity to begin the process of making portfolios, writing individualised application forms and support with tests, auditions and recitals will be offered through Microsoft Teams and our subject specialists.



Students in 6.2 and Old Bedalians making a 'post-A Level' application will also be completing their personal statements, research and finalising their approach. For those who are still unsure about their next steps, information on gap years and support is available too.

## 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](mailto:valderson@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-19 has exposed in society.

After Jaw, there is an opportunity for a discussion on the issues raised over Teams chat. Jaw takes place as normal at 6pm on Wednesdays, and is available to be watched afterwards, for the benefit of those in different time zones.



## 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. Students can attend academic societies, such as Junior and Senior Literary Societies. They can take part in live debates (or can watch others strut their rhetorical stuff) in Debating Society on Friday lunch times.

3i events will be promoted to students on the Daily Digest, together with the usual diet of puzzles, competitions, and essay prizes to enter. The 3i reward card with a stamp will be online and visible on the Parent Portal.

# Library

## Reference and Research

In addition to full online access to the Cambridge Companions, Oxford Reference, Oxford Handbooks, Connell Guides, The Day, and The Financial Times, Bedales has increased its existing online library presence with the following new additions: Loeb Classical Library; Novels for Students; Massolit (a library of 4000 videos by experts); Drama Online (which includes complete play texts and productions, play finder and monologue search tools and performance masterclasses); Ebooks and etextbooks for offline use; The Times, The Guardian, National Geographic, The Economist, The Spectator, Wired, and Popular Science.

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

Students will have live access to librarian support via Microsoft Teams on Monday, Tuesday, Thursday, Friday between 08:30 to 12:30 and 13:30 to 16:30 for expert help with searching, bibliographies and referencing.

## 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: many students will choose to join the various book clubs, literary societies, and reading lessons through Microsoft Teams. An audiobook activity is also available through the B-More programme.

Recommendations and reviews from students and staff are available, and requests for purchases can be made by email to [BedalesLibrary@bedales.org.uk](mailto:BedalesLibrary@bedales.org.uk).





## B-More

Our varied and stimulating co-curriculum offering in Teams comes under the banner of B-More.

The creativity that has always been on display at Bedales is still out there! Students can get involved with Activities, Music, Dance, Drama and Sport to stay active and engaged, working together as part of a community.

Activities are open to students of all age groups and there are options including, among many others: embroidery;

photography; virtual gardening clubs; museum tours; knitting; writing clubs and Lego challenges.

In Music we've already seen students create work in their bedrooms and we'll be getting together for orchestras, music theory sessions, and a live streamed Open Mic Night and a Junior Band Night.

In Dance and Drama, performances are still happening in digital format, with exciting new twists because of that; we'll be utilising animation as a method of storytelling and site-specific performance locations across your houses.

Please note there will be no extra paid-for 1-1 and small group

lessons in Music, Dance and Drama up to half term at this stage.

In Sport, we want to see students rise to the various challenges that our Sport department have set – with options to engage and compete from your houses.

We look forward to seeing students on our digital platform after Easter. It won't be long before we return to the school site but let's be surprised by all that is possible in the meantime.

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

# Pastoral and Wellbeing

Over the school holidays, the pastoral team have been getting ready to continue supporting students and families in the summer term during this period of remote learning.

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 weekly slots. As Teams develops, and more options open up for us to connect in different groups, smaller groups and in one-to-one scenarios, students will be able to access more of the pastoral support they know and rely on. With this in mind, the Houseparents have been looking into new and innovative ideas, including communal projects, flat competitions, charity schemes and different forums to share, as well as other ideas from the serious to the silly. We would love to hear thoughts from parents and students too.

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.

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](mailto:rcross@bedales.org.uk)).

Wellbeing continues through specialised content put together by Kirsten McLintock, Head of Wellbeing. Blocks 3 & 4 will be set videos or articles to engage with via Firefly with reflections submitted to Kirsten. Block 5 will find lots of new material on the Wellbeing Firefly page too, including COVID-19 support material. Older students are encouraged to work through a MOOC by Yale University on The Science of Wellbeing, a challenging undergraduate level course with real world application for our current times and going forward, with interactive opportunities via Teams to reflect with Kirsten as they move through the course. Indeed, parents might find this an interesting subject to tackle too. Kirsten is also exploring how to support Sixth Form students on important issues like finance, tax, university life and much more.

For safeguarding and child protection matters, please contact Jen Moore, the Designated Safeguarding Lead at [jmoore@bedales.org.uk](mailto:jmoore@bedales.org.uk).

The School Counsellor, Katy Wilson is still available for students, and can be contacted by email [kwilson@bedales.org.uk](mailto:kwilson@bedales.org.uk).

All of the above will be reported on every week via a Pastoral and Wellbeing newsletter.





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