

Remote Learning Provision

Years 7-13



**Bedford
Modern
School.**



INTRODUCTION FROM THE HEADMASTER



While learning remotely will never replace the experience students receive here at school with their peers, I am immensely proud of how both staff and students here at BMS have adapted during the past few months allowing us to switch efficiently between online and on-site education as and when required.

We are continuously reviewing our provision which has evolved over time to ensure that we meet, and in many cases exceed the standards laid out by the government for delivery of remote education. We have conducted our own research into best practice from the UK and beyond and have carried out extensive staff training in order to deliver the best remote education we can under the circumstances.

Our aim remains to transfer what we already know about effective teaching in the live classroom to an online environment. This includes using assessment to ensure our teaching is responsive to students' needs and addresses any critical gaps in knowledge. Providing frequent, clear explanations of new content, delivered by a teacher and supported by high-quality curriculum resources is also key to successful remote pedagogy. However, each teacher will still deliver their lessons differently depending on the students in their class and their own professional judgement. This is no different from teaching in school and is as it should be.

This handbook sets out how we deliver our remote educational provision at the current time including the platforms we use, the daily timetable and the processes and procedures in place to look after the wellbeing of our students.

With my best wishes

Alex Tate
Headmaster



During a period of national lockdown, Bedford Modern School staff will continue to educate their students remotely using Microsoft Teams, a platform we have been using effectively since March 2020. All staff and students have full access to Microsoft Teams as well as a virtual learning environment which accommodates a plethora of subject resources and specialist software. We have created a dedicated Microsoft Team for each class, year group and activity which allows sharing of resources, setting and collection of homework (called Assignments in Teams) and text, audio and video communication. Staff and students have been trained in the use of these platforms and we have produced a comprehensive suite of guides to support them. All staff have a modern school laptop and any students who do not have a computer at home are encouraged to borrow a BMS Chromebook while they are learning from home.

Over time our remote learning provision has evolved as everyone concerned has become more and more accustomed to this new way of working. Feedback from parents, students and staff has been invaluable when informing how the programme has developed.

Timetable

We currently use a timetable which is virtually identical to the one used when school is open, but with the addition of 10-minute comfort breaks throughout the day. These are in place so that students and staff can get up from their desks and take regular pauses from their screens. During the normal school day students would have time to commute from classroom to classroom between lessons and time to settle once they arrive, so the actual teaching time remains largely unchanged.

08:40 - 08:48	Registration
08:50 - 09:35	Period 1
10 minutes	Comfort break
09:45 - 10:35	Period 2
10:35 - 10:55	Tutorial
10:55 - 11:20	Break
11:20 - 12:05	Period 3
10 minutes	Comfort break
12:15 - 13:00	Period 4
13:00 - 14:20	Lunch
14:20 - 15:05	Period 5
10 minutes	Comfort break
15:15 - 16:00	Period 6

All parents' evenings are also run remotely using specialist software whilst regular reports continue to be published through the parent portal, My School Portal, in the usual way.

Working Environment

We have provided the following instructions to students about their working environment.

At the start of each day:

- Establish a quiet area to work in where you will not be disturbed
- Turn off your mobile phone and put it out of sight
- Set up your workstation and equipment (books, notes, calculator etc)
- Plan your day
- Check your email and Microsoft Teams notifications
- Register with your tutor.

At the start of each lesson:

- Go to the subject Microsoft Teams page and follow any lesson instructions provided
- Join lessons with your microphone muted
- We recommend you turn your camera on with your background blurred (it allows for a much more interactive lesson if the teacher can see you)
- If you cannot find any instructions, or are having other difficulties, then email your teacher straight away.

In between lessons:

- Please make sure you get up and take a break away from your screen between lessons.





Remote Lessons

As our provision has evolved and developed, we are using more interactive and live features within lessons. However, as would be the case in the classroom, different teachers have different teaching styles and no teacher will deliver lessons in exactly the same way as another. Fundamentally, however there are three types of lesson that can take place during remote learning. Currently most lessons are fully live. Staff will take a register in every lesson and make contact with tutors if students are absent.

Fully live: This is a live interactive lesson where the teacher will be in dialogue with students during the timetabled lesson using Microsoft Teams and particularly the screen-share function. Some staff may choose to keep their cameras off, but we encourage them to turn them on as students like to see their teachers. We also encourage students to have their cameras on but microphones muted (unless responding to a question) as this helps with engagement but appreciate that not all students will be comfortable with this and in some cases it may not be possible if they have insufficient bandwidth in the home.

In practice the lesson may take many forms including teacher explanation, student questions and answers and individual or group activities. Teachers will continue to be present throughout the lesson to answer questions. The ability to create multiple channels and breakout rooms in Microsoft Teams allows students to work collaboratively even whilst at home. We also encourage this by the use of shared documents that they can complete together such as Powerpoint, Word, OneNote and Whiteboard. Many staff will use Microsoft OneNote in lessons. This is a digital folder that allows staff to share both common and individual work with students and for staff to feedback live to students whilst they work, as well as set and collect assignments.

Part-live: A part-live lesson will always start the same way as a fully live lesson, but the teacher may then set up an activity or some independent work for the students to complete and then end with a live plenary to close the lesson. In some cases, the teacher may open up a live session again at some point during the lesson. Once again, teachers will be available to answer questions or provide direction throughout the 45 minutes either by speaking or using the chat function.

Teacher-guided: A teacher-guided session has no live element to it, but the teacher will set work to be carried out in this period. They will post the lesson work on Microsoft Teams. This may include a pre-recorded set of instructions in a Loom video or watching a resource produced externally by a recognised provider such as the BBC or Oak National Academy.

Given the increase in screen time that remote teaching and learning requires we have considered the quantity and type of homework that we set and tried to reduce it for Years 7-9 as well as being more creative in the type of tasks set. This situation will also evolve depending on the length of time that we are working from home.

In the short term we plan to stop setting formal homework for students in Years 7-8 but will instead provide a programme of optional extension activities with which students will be encouraged to engage, guided by their tutor.

We have, by necessity, made adjustments to the order in which we teach material as clearly some topics are less suited to remote delivery than others, but we hope to be able to deliver them once we return to school.

We will invite students who meet the DfE criteria of vulnerable to access the online provision from the school site. Children of key workers who are too young to stay at home are also supported by staff in school.

Should any student be unable to access the actual lessons, or the resources needed to do the work set, or be having difficulties understanding the work being covered, they should email their subject teacher in the first instance. If they continue to struggle, then they should speak to their tutor or Head of Year.



Academic Support

Academic Support lessons will continue during this period so that students will have individualised support to access the online curriculum. We will work as normal as far as is possible, delivering our lessons through Microsoft Teams. Students and parents may contact Academic Support teachers or [Mrs Woodhouse](#) at any time with questions or for additional support. Students not currently receiving support may also find they need some at this time and if this is the case please contact form tutors about this in the first instance.

Games and PE

On a Games afternoon, students need to register on their Games group in Microsoft Teams where they will be given their specific sports programme for that session. Where possible we will be trying to encourage students to go outside and get some fresh air.

PE sessions will be live, and the expectation is that students must take part. Exercise should be an important part of daily routines, whether you start the day with a run or a walk or take a break during the day for some form of activity.

PASTORAL CARE

Tutor Sessions

Each day will start with tutor registration from 08.40 to 08.48.

This will allow students to get ready for the day ahead and give tutors an opportunity to address any worries their tutees may have and help with access to work or lessons.

Each year group will continue their programme of PSHE, assemblies and tutorials. The two-weekly extended tutorial will also give an opportunity for enrichment and other tutor-led activities as well as opportunities for students to talk to their tutor and each other.

Students should find all the information they need by checking the posts in their Teams and the appropriate channel. For example, PSHE work will be uploaded in the Student Team in the PSHE channel. Should any student be unable to find any specific work set, they should email their teacher and copy in their Form Tutor and Head of Year or Senior Tutor.

Attendance

In line with government guidelines, we will not be using our normal attendance register during periods of remote learning. However, we expect students to register daily with their tutor, communicate with their subject teachers and complete work set. Teachers and tutors will monitor this and will contact parents if there are concerns. If your child misses a lesson due to unforeseen circumstances, such as a loss of internet connection, it is important that they email their subject teacher to explain this as soon as possible.

Please use the 'Report an Absence' button in My School Portal in the usual way if your child is unwell and therefore not accessing lessons for a period of time.

Mental Health and Wellbeing

We are learning how increasingly important it is that we all look after our mental health. Our online curriculum is designed to help students engage in a variety of activities which we know will help them feel happier. If any student is starting to feel overwhelmed, it is important for them to acknowledge their feelings and speak to someone they trust, whether that is a friend, a family member, a teacher or via a helpline. Several organisations have support online for mental health: Mind, The Mental Health Foundation, Young Minds (parent helpline also available) and Anna Freud Centre's 'On My Mind' all provide ideas on how to support your child's mental health. Our pastoral team will continue to work with students who need 1:1 support and our school counsellors are offering some remote sessions.

If you are worried about your child's mental wellbeing, and would like to talk to someone, please contact your child's tutor, Head of Year or Senior Tutor. If at any time you become worried about your child's mental health or their ability to cope, please do make contact as soon as possible.

Further support for wellbeing and information about support and self-referral is readily available for students to access.

Safeguarding, Child Protection and Online Safety

Safeguarding and Child Protection remain a priority. We have added an addendum to the Safeguarding and Child Protection Policy, including some FAQs, which can be found in the Guidance on Remote Learning section of the BMS website and we would encourage all parents to familiarise themselves with this policy. Click on 'My BMS' and select 'Parents'. It is essential that we continue to stay alert to online safety and students will be receiving regular guidance on this during the term. Please raise minor online issues with your child's form tutor or Head of Year and pass any safeguarding concerns immediately to the Designated Safeguarding Lead (DSL), Mrs J Goodacre. Students should raise any minor online concerns with their Form Tutor and Head of Year via email. Should there be a heightened concern, they should inform their parents and contact Childline, UKSIC, CEOP and/or the Police.

Co-Curricular Activities

For **Sport**, students are encouraged to check the co-curricular section of each year group Teams page where they will have an opportunity to participate in some rugby, girls' football and cricket. In addition, we are offering 'Rise and Shine' sessions on Mondays, Wednesdays and Fridays from 7.20am to 8.00am. These sessions will be posted in all PE Teams. This is a fantastic way to get out of bed and join in with some light exercise with a member of the Sports Department and other staff. Furthermore, from 20 January until 09 February all members of the BMS Community are invited to participate in the BMS Fitness Challenge. More opportunities will be promoted as they arise.

Private lessons in **Music, Speech and Drama**, and **Dance** continue online via Teams, and take place where possible in the same timetabled slots as they did before lockdown restrictions were imposed.

Music ensemble and choir rehearsals continue online as usual where possible. The students will be preparing for the forthcoming concerts which usually take place after the Easter break. Those who wish to join an ensemble should contact [Mrs Perry](#).

Online programmes for **Performance Arts** and other clubs continue to be developed and are regularly published to students via Teams.

While we cannot provide our normal range of clubs and societies at present, it is important to keep busy during this period. We have provided some general ideas in a separate brochure on fun and instructional activities that students can undertake in their spare time.

Who do I contact?

If parents feel that BMS is not providing remote education of a suitable quantity and quality, they are encouraged in the first instance to raise their concerns with the relevant Head of Year or Senior Tutor. If their concerns are not resolved, they may escalate it to the Deputy Head (Academic and Innovation).

It is crucial that we all keep communicating during this period of national lockdown and we welcome your feedback on how we can keep improving our remote learning provision for everyone concerned. We will also continue to seek the views of students, parents and staff regularly to ensure that we adapt our remote learning programmes accordingly.



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