

BRYANSTON'S  
**GUIDED LEARNING PROGRAMME**

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Together as one community



Welcome to our Guided Learning Programme. Obviously, it has been written at relatively short notice, but I hope you find it helpful, informative and reassuring.

Bryanston is a school that has always believed in the importance of a creative approach, by which we mean the ability to solve problems, bring one's imagination to bear and to see things from a different perspective. The School has always encouraged its pupils to intelligently challenge convention and to remain flexible of thought. Well, all of these attributes are now being put to the test, for all of us, whether as pupils, staff or parents.

However, it is important to remain optimistic and look for the new opportunities presented by the current situation. A willingness to adapt, to embrace change and to learn and work together in a different way will shift mindsets and, I am sure, provide great potential for the future. I have no doubt that teaching, like many professions, will change significantly as a result of the present restrictions.

The Dalton Plan, upon which Bryanston's academic system is based, follows an approach that lends itself to independent and remote learning and you will find more about that in this document. However, there are also sections on how we will provide co-curricular and pastoral education and support to the pupils, as well as to you as families. The pastoral support is perhaps the most important aspect of all, not least at a time when we all have worries and concerns.

As I said in my end-of-term assembly, it's important that we each take advantage of the precious gift of more time, that we remain curious, enthusiastic and socially connected. We certainly don't advocate that the pupils are glued to their computer screen for hours each day. They have an opportunity to find stuff out, to pursue and develop their interests and, if you like, to use the Bryanston staff as mentors rather than teachers.

Finally, this is a new way of teaching and learning for all of us; please get involved, provide feedback and take advantage of what we can offer for you as parents as well. We are all members of the Bryanston community and we are all in this together, united by a common purpose.

**Mark Mortimer**  
Headmaster

## WHO TO CONTACT

The one-to-one relationship that each pupil has with his or her tutor is at the heart of Bryanston's educational philosophy. As the pupils know (but may need reminding from time to time), their tutor is the person they should contact first with questions, problems or concerns. Of course, your child's tutor is also very happy to answer any questions that parents may have; likewise your child's housemaster or housemistress.

However, if you have a specific subject-related query for one of your children's teachers, they may of course be contacted as well.

At Bryanston, the email address of all members of the teaching staff comprises their initials followed by [@bryanston.co.uk](mailto:@bryanston.co.uk). A list of those email addresses may be found by logging into the Parent Area of the website.

Any member of staff should respond to your email as soon as possible.



### THE DALTON PLAN: A PREPARATION FOR REMOTE LEARNING

It is not disingenuous to suggest that Bryanston's unique academic system – founded on the progressive educational thinking of The Dalton Plan – is better suited than most to remote learning. We would prefer to be delivering a Bryanston education face-to-face of course, but since it is a central tenet of the School that pupils take responsibility for their own learning, we are confident that the training already received puts them in advance of many of their peers. The Dalton Plan means that pupils

- learn how to organise themselves and 'budget' their time
- are used to being set extended pieces of work that are completed independently of direct supervision
- are used to flexible and personalised study programmes
- are used to being accountable via the eChart for tracking their own progress
- know how to access subject-specific support through teachers and assignment rooms
- are used to reflecting in weekly one-to-one tutorials – on general wellbeing and targets for improvement.

The Dalton Plan encourages us to 'think of a school where pupils themselves are the experimenters'. Remote learning – though challenging of course – offers an opportunity too, for further experimentation and for that experimentation to be led by the pupils. This is very exciting and very Bryanston. Let's follow our enthusiasms, and see where they take us.



*The Dalton Plan encourages us to think of a school where pupils themselves are the experimenters*



*we are well placed to explore new and exciting ways of teaching and learning*



*at the heart of a successful delivery of a digital curriculum is interaction and variety*

### WORKING AS TEAMS IN TEAMS

At the heart of Bryanston's Guided Learning Programme is Microsoft Teams. Bryanston was one of the first schools in the UK to adopt Teams as our virtual learning environment. Our staff have been trained for several years to deliver lessons, set and mark assignments, as well as complete other commitments, through Teams. Furthermore, our pupils are experienced users of Teams.

Microsoft Teams provides pupils and staff with a flexible, powerful virtual learning platform to deliver lessons, set and mark assignments, conduct tutorials and correction periods. As early adopters of Teams we feel that we are well placed to explore new and exciting ways of teaching and learning.

### BRYANSTON'S DIGITAL CURRICULUM

Since the announcement to close schools was made, we have been in discussion with teachers in the UK and overseas, as well as with leading educationalists, to learn about what works online over a sustained period. New forms of teaching and learning are emerging, but at the heart of a successful delivery of a digital curriculum is interaction and variety.

Successful teaching and learning is interactive. Good teachers ask questions, listen, and respond; they also motivate and encourage. We will continue to do all this next term, and we'll be available for our pupils, offering personal support as much as possible. But we also have to think about how we adapt, use new technology and adopt different strategies, as well as set different expectations. We are embracing the new.

But 'old', or traditional, methods of assessing pupils – tests, examinations, assignments – as well as adaptive assessments, online quizzes, and creative, collaborative activities, will regularly take place in order to ensure progress is being made, and learning is embedded.

Because learning is complex, even when a teacher is physically present. As professionals we know when to teach, when to test, when to chunk material, when to assess retrieval, and we know the most effective ways to do so. We also know when to ask the pupils to work silently, to revise and read.

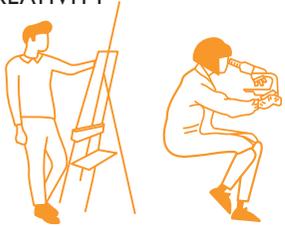


BRYANSTON IN PRINCIPLE

Bryanston's motto – et nova et vetera – is never more relevant than today and will guide our community through this challenging time.

All members of the Bryanston community share a commitment to the following guiding principles:

CREATIVITY



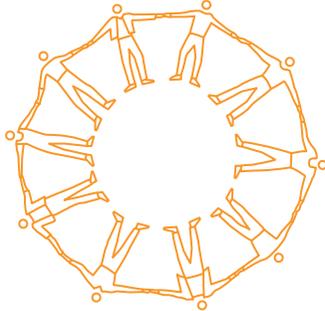
BREADTH OF AMBITION



INDIVIDUALITY



HUMANITY AND FAMILY



RESILIENCE



BRYANSTON @ SCHOOL

Since its foundation, Bryanston has fostered curiosity and independence, qualities essential to life-long learning.

Our guiding principles are made manifest by three pillars of learning in our educational approach.

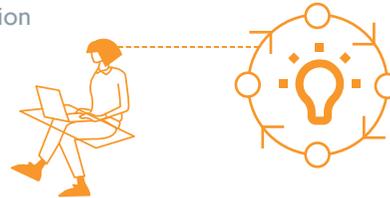
ONE-TO-ONE

Tutorials, correction periods, eCharts, individual support and care



ASSIGNMENTS

Weekly work cycles, encouraging organisation, reflection, research, collaboration



SUPPORTED INDEPENDENCE

First-class teaching, subject rooms and assignment areas, high academic standards supported by world-class pastoral care



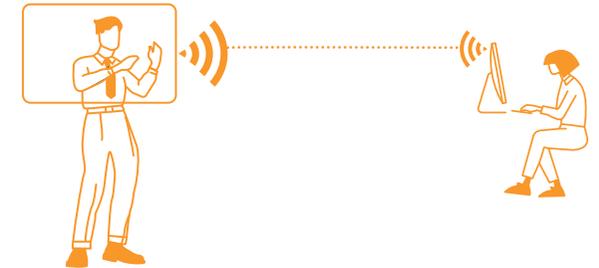
BRYANSTON @ HOME

By working together, we fuse the new and the old using our unique philosophy to promote guided independent learning.

The pillars of learning are delivered effectively while working together remotely, connecting the human and the digital.

WORLD-CLASS INSTRUCTION AND GUIDANCE

Remote teaching, online tutorials, assignment tasks, research and the nurturing of pupils' curiosity



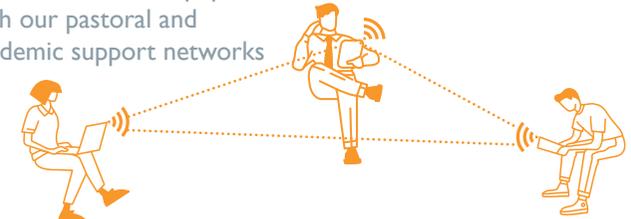
WORK CYCLES

Virtual lesson → assignment work → check for understanding → personalised feedback and reflection



COLLABORATION

With teachers, with pupils, with our pastoral and academic support networks





### DIGITAL LESSONS

Live and recorded lessons will be at the heart of our delivery of all our academic subjects. But we know from other schools (in China and Italy) that these alone are not the most effective way of using digital platforms.

Many lessons will be livestreamed; others will be recorded and shared to allow pupils and staff the chance to refer back to them. Correction periods and tutorials will be conducted live via Teams video following the **protocols published on our website**.

However, we don't believe that it is either healthy or conducive to productive learning to have our pupils sitting in front of their screens all day. We are recommending a flexible approach to teaching and lesson length dependent on progress, age, and where pupils are in their courses.

For example, one model could be:



### MOVING BEYOND THE TAUGHT CURRICULUM

We are working on a wide and varied programme of enrichment for each year group.

Independent work, extra-curricular activities, clubs and societies, as well as research projects, will be offered by staff in order to widen our pupils' knowledge and understanding of the subjects they are studying, as well as the world around them. Universities, publishers, art galleries, theatres, museums and libraries have thrown open their digital doors in response to this crisis, and we plan to guide our pupils through them, promoting a love of learning, curiosity and reflection, as well as clearly constructed objectives for discussion and further exploration.



*we don't believe that it is either healthy or conducive to productive learning to have our pupils sitting in front of their screens all day*



*a wide and varied programme of enrichment for each year group*



*We want to help prepare our pupils for the many challenges ahead*

### BAND A2

Our plans for these two year groups have to remain adaptable. Our current plans are for our Bs and A2 A level pupils to complete their courses by the end of Week 3 of the Summer term. This will help prepare them for the next stage of their studies.

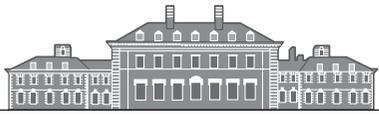
In Week 4 we plan to move our B pupils to their pre-Sixth Form courses, and for our A2 A level and IB pupils to embark on new pre-university and Life Skills programmes.

We will submit to Ofqual a holistic centre-assessment grade for each pupil in each subject, based on a number of factors, including mock examination results. Historical centre data will also be applied by Ofqual. We also have to provide a rank order of pupils within each grade. Ofqual will then award a calculated grade in the Summer. If a pupil is unhappy with these awarded grades then they will be able to take new examinations in the Autumn term. We would recommend pupils prepare for those examinations for reasons already communicated by the Deputy Head Academic.

Once courses for our A2s and Bs are completed our plans are clear and creative. We want to help prepare our pupils for the many challenges ahead, both the known and unknown, the academic and the pastoral, the old and the new.

### B pupils

B pupils will, as soon as practicable, move on to their pre-IB and pre-A level timetables. Bryanston has always offered B pupils pre-A level and pre-IB courses so that they have as informed a choice as possible before the start of the Sixth Form. This will continue to be offered next term. We will also offer these pupils a programme of enrichment which will allow them to work outside the limitations of the taught curriculum. Independent work, including research and extended reading, each monitored by tutors and teachers, will guide our B pupils towards gaining a wide and deep understanding of each of their Sixth Form subjects. They will return to A3 as among the most prepared year group Bryanston has ever seen.



**A2 pupils**

A2 pupils will be offered a combination of pre-university studies, as well as an imaginative series of options that go beyond academic studies. We will invite Old Bryanstonians to join us in offering bespoke programmes on, among other things, 'How to start a business', 'How to market yourself online', 'How to remain healthy and happy'...the list will be varied and the possibilities exciting.

**D, C AND A3**

Although these year groups' curricula remain the least affected by the closure of the School, their learning is a priority for us. We will work tirelessly to ensure that they are fully prepared for their studies when they return to School.

Weekly assignments will continue to be set, marked and returned with feedback. When necessary, correction periods will be offered to pupils to further check on their progress.

Weekly tutorials will run as normal via Teams video. Tutors will monitor eCharts to check on work being submitted. Learning support will continue to run as normal wherever possible.

**D pupils**

D pupils will continue to study their subjects in the same classes, following the same timetable, until half term (Friday 22 May). By 17 May, D pupils will have submitted their GCSE choices, and after half term, where appropriate, D pupils will start their GCSE subjects.

**C pupils**

C pupils will continue to study their GCSEs. This year is crucial for developing knowledge and understanding in each subject, as well as skills and attitudes to learning, that ensure success at the end of B.

**A3 A level and IB pupils**

A3 A level and IB pupils will continue to study in the same classes, and will be set work that will ensure they make the necessary progress in preparation for their final year at Bryanston. Older pupils can work effectively and independently online, and in online groups, testing each other, sharing resources and pooling questions for teachers.

IB pupils have more Internal Assessment than A level pupils and we will be working with the IB on determining how much of these assignments can be adapted to online learning.

There are many challenges ahead, and like everyone else we have to learn as we go along. But we are genuinely excited by the opportunities before us, and we will continue to put our pupils right at the centre of everything we do. Now, more than ever, the personal support Bryanston has always offered is needed.



*we will work tirelessly to ensure that they are fully prepared for their studies when they return to School*



*we will continue to put our pupils right at the centre of everything we do*



## A TAILORED APPROACH

Bryanston's world-class pastoral care is needed now more than ever.

During these unprecedented times our aim is to continue to provide every one of our pupils with the individual attention and support upon which we pride ourselves as a school. We remain committed to our tailored approach, which means that pupils will continue to benefit from regular one-to-one time with their tutor and their hsm and, when necessary, their teachers, to provide the academic and pastoral support and encouragement they need to achieve their full potential as individuals.

Whilst pupils will be expected to spend some of each day in front of a screen, working with our teachers on our Guided Learning Programme, both in lessons and during correction periods and tutorials, we will balance this with a rich programme of other activities which will encourage them to learn in different ways and help with their wellbeing. There is also a wide and varied co-curricular programme to participate in. We ask that our pupils engage with the programme, adopt a growth mindset to try new challenges and build on their resilience if they find them hard the first time round. We encourage pupils to invest in their family and play a part in their local community and will offer suggestions on how this can be achieved.

## THE ADAPTED TIMETABLE

Our aim is to keep our pupils learning, provide structure for their day, following their current timetables as closely as possible, and variety to their lives. Their progress and wellbeing are central to how we have planned this adapted timetable. Pupils should follow their normal school timetable that comprises single and double lessons but be ready to embrace new ideas and creative ways of teaching and learning.

There are two modifications to the normal school routine:

1. **Lessons are 30 minutes long with 10 minutes in between.** This is to give pupils and teachers time to pack up from one lesson and prepare for the next.
2. **There are no timetabled lessons on a Saturday morning.** A great deal of thought and research into best practice for remote teaching and learning has gone into this decision. We feel the wellbeing of our pupils will be optimised if they have a free choice on how they manage their

weekends. We recommend an emphasis on family, time away from screens and time to pursue other interests and activities, either those suggested by our co-curricular team or something entirely different.

Bryanston, like our pupils, is quick to adapt, and we will constantly review our Guided Learning Programme if we feel it can be improved. We welcome feedback from all. Tutors will keep pupils regularly informed about everything we are doing.

### Wake up and morning registration (Monday – Friday)

Pupil should set their alarms for 07.30. They need to have eaten a healthy breakfast and be following the school dress code in time for online morning registration between 08.00 and 08.20.

### Assemblies at 08.30

Monday: Headmaster's Assembly for the whole school  
 Tuesday: Junior Chapel for pupils in D in Hn, An, G & B  
 Wednesday: Junior Chapel for pupils in D in Ht, Pk & Cr  
 Thursday: House meetings  
 Friday: Whole School Assembly taken by staff or pupils

### Morning lessons

Period 1	8.50–9.20
Period 2	9.30–10.00
Period 3	10.10–10.40
Break	10.40–11.15

### Take a break from the screen

Pupils should consider:

- having a healthy snack while talking on the phone to friend(s) from School, just as they would in the Dining Hall

- stretching their legs in the fresh air, just as they would walking back to house.

Period 4	11.15–11.45
Period 5	11.55–12.25
Period 6	12.35–13.05

### Lunch and Rest 13.05–14.25

Pupils should enjoy a healthy lunch, ideally with family, making sure to drink plenty of water. Pupils may have a tutorial or a co-curricular commitment, so they must make sure they honour this.

If not, pupils should consider some of the other wellbeing options suggested [here](#).

### Afternoon registration

Afternoon registration is open between 13.45 and 14.15.

### Afternoon lessons on a Monday, Wednesday and Friday only

Period 7	14.25–14.55
Period 8	15.05–15.35
Period 9	15.45–16.15

### Afternoon co-curricular activities

Mondays, Wednesdays and Fridays at 16.45  
 Tuesday at 14.30 and 16.45  
 Thursdays at 14.30 and 16.45

### Take a break from the screen

Further details on how this time will be constructed is given in the co-curricular section of this document. When pupils do not have a co-curricular or academic enrichment commitment, they should consider some of the other wellbeing options suggested [here](#).

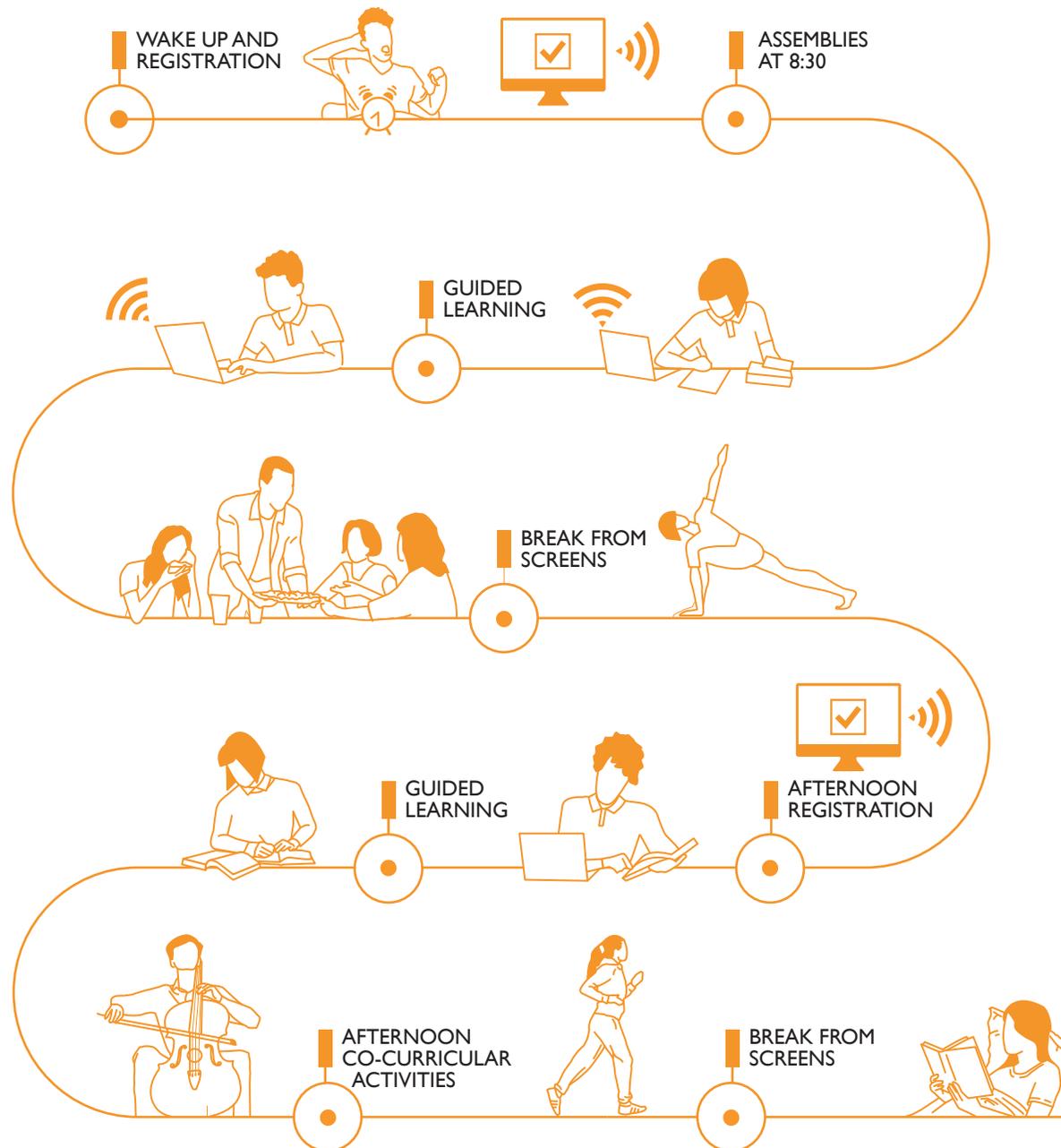


## WORKING FROM HOME

We recommend that pupils set up a suitable private space at home where they can base themselves to work quietly and without distraction. This would not be their bedroom. Guidance on remote learning for parents and pupils can be found [here](#). Usual school protocol regarding mobile phones is still relevant so mobile phones should not be visible and, ideally, left in another room while lessons are being conducted.

### Pupils in different time zones

Pupils working in different time zones might find it more challenging to attend 'live' lessons. Tasks will be set via Teams as usual and pupils should check the Posts channel for their particular class in order to keep up to date as far as is reasonable. Some teacher-led activities can be recorded and posted on Teams. Tutors will be well placed to advise pupils in different time zones as to how their study might best be managed.



## EVENINGS

There is no set routine for the evening and so a degree of flexibility is offered. However, pupils must ensure:

- any work due to be submitted the next day is completed to the best of their ability
- they have completed a log of their daily activity on their eChart
- they have tidied their desks and organised their books ready to start the next working day
- they attend any organised event (e.g. year group meeting with their hsm, tutorial or music lesson)
- they get to sleep at a similar time to lights out time at School (D at 21.45; C at 21.55; B at 22.15; A2 and A3 by 23.00).

We strongly encourage pupils to:

- spend some time chatting with friends
- leave their screen downstairs when they go to bed
- spend 30 minutes reading before bed.



## ACCESSING SUPPORT FOR PUPILS AND THEIR FAMILIES

There are plenty of members of the Bryanston community available remotely to support our pupils and their families.

### Tutors

Tutors play a fundamental role in the life of a pupil at Bryanston and this role becomes even more important when pupils are working remotely.

The tutor continues to be responsible for monitoring the pupil's academic commitment, attitude to learning, engagement with the virtual learning environment and prompt submission of assignments. They will monitor this through a pupil's eChart as well as personal contact with teachers, and they will also follow up with the parents if they have any concerns. In addition, the tutor will oversee the daily activity of the pupil to check they are accessing the variety of options available that will keep them in good physical and mental health. They will arrange one-to-one tutorials via Teams each week to provide feedback and guidance to the pupil and set them short, medium and long-term targets.

Pupils will be expected to complete a record of their co-curricular activities on their eChart. The tutor will check and discuss their engagement with the co-curricular programme on a weekly basis. The tutor will liaise with the hsm on their overall assessment of how a tutorial pupil is doing and is equally available to parents. Contact with parents could be by email or Teams, or tutors can telephone parents by prior arrangement.

### The housemaster/housemistress (hsm)

The hsm continues to be responsible, in parallel with the tutor, for the wellbeing and progress of all the pupils in the boarding house. As such, the hsm will be available for conversations during the working day and evening and the aim is always to motivate and support the pupils. The hsm will continue to address any issues affecting pupils and to communicate with parents and teachers about the best way forward.

The hsm will be keen to hear what activities pupils are engaged in while working from home. They can also give suggestions about further activities. On Thursday mornings the hsm will run the house meeting as usual and invite contributions from pupils and other staff. The hsm remains the

central point of contact should you have any concerns about the wellbeing of your child.

The hsm will continue to run year group meetings on a regular basis. They will also touch base with individual pupils and will stay in touch with parents via email or phone.

### The Chaplaincy

01258 484520

johd@bryanston.co.uk

The Chaplain, Jo Davis, is available throughout via phone or email to offer pastoral support for pupils, parents, and the whole family. Please leave a message if she doesn't pick up, and she will get back to you as soon as possible. Junior Chapel and Sunday services will be broadcast in their normal slots – please do join in. Jo is also going to host an ECA Craft and Chat session on a Thursday afternoon between 5–6pm, for pupils to spend time together creating and chatting – whatever they enjoy. Being creative improves wellbeing by increasing positive emotions, and reducing negative ones, such as stress and anxiety.

The Chaplain's five tips for mental wellbeing:

1. Remember, not everything you hear or read is true.
2. Remember to talk each day to loved ones (in person and virtually).
3. Remember to take time out to enjoy a hobby.
4. Remember to sleep well (and you may need more of it at the moment).
5. Remember that this too shall pass.

Please do get in touch if there is a bereavement in your family as Jo can offer specialised support at this difficult time.



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### Medical concerns

01202 848263

The Quarter Jack Surgery in Wimborne has access to our pupils' medical records. Please phone them directly on the number above if you have any medical concerns. The doctors will continue to see pupils for appointments if you live locally. The surgery can send repeat prescriptions in the post.

However, we understand that pupils and parents may prefer to use the local or family GP surgery and to register the child as a temporary patient. Details of how to do this can be found [here](#).

### Mental health provision

We appreciate the COVID-19 outbreak has been life-changing for all of us. It can cause feelings of stress and anxiety, sadness, boredom, loneliness and frustration. A recent survey by the mental health charity YoungMinds identified that the two factors most commonly cited that heightened these emotions in young people are loss of daily routine and social isolation. We are aware of the significant impact the school closure will have on our pupils, as they are used to a prescribed daily structure while being surrounded by friends 24/7.

The continued interaction your child will have with their hsm and tutor will provide a good level of emotional support. We are also working hard to be able to deliver events that will bring the Bryanston community together, such as the [Bryanston Worldwide Community Chorus Project](#). In addition, hsm's can recommend some reputable websites and apps to help a young person through this time.

We hope that the fact we are following a normal school timetable will be of comfort. The rich and diverse remote co-curricular programme will also add variety to pupils' days and keep them engaged and active. There are a number of websites that offer sound advice on how to stay mentally healthy during self-isolation, such as the [NHS Every Mind Matters](#) and [Public Health England](#).

In addition, our mental health professionals are available to pupils in as close to the usual way as possible and will carry out telephone or video conferencing consultations and appointments.

### Counsellors

[counselling@bryanston.co.uk](mailto:counselling@bryanston.co.uk)

[ama@bryanston.co.uk](mailto:ama@bryanston.co.uk)

[rsg@bryanston.co.uk](mailto:rsg@bryanston.co.uk)

Our counsellors, Alison Aquilina and Roger Green, will be available at their usual times from 20 April, Alison on a Monday, Wednesday and Thursday, and Roger on a Tuesday. Pupils who already have counselling will resume at the start of term. Other pupils wishing to access counselling can do so by emailing one of the above addresses. Counselling sessions will be conducted either by telephone or on Teams. Pupils are asked that if they are unable to attend the session, they let the counsellor know as soon as possible so that the time can be offered to somebody else. We are expecting an increased volume of pupils wishing to have counselling, therefore it has never been more important to use their time effectively. The boundaries around confidentiality and other guidelines on how to make the most from the counselling service will be explained to the pupil at the start of the first session.

### Mental health practitioner

Sarah Layton offers mental health assessment and treatment. Hsm's hold the central coordinating role for accessing her expertise; parents and pupils should talk to their hsm, via their tutor if they prefer, to have an assessment from Sarah. Sarah will advise on the level of intervention and support needed. This may be additional access to hsm and/or tutor, a GP referral or she may consult Stuart Mead, our CBT counsellor, or Stephen Stanley, our child psychiatrist, both of whom work via a private arrangement with the parents.

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*two factors most commonly cited that heightened these emotions in young people are loss of daily routine and social isolation*

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OTHER PASTORAL FACTORS

**The importance of sleep**

The recommended amount of sleep for teenagers is, on average, 8 to 10 hours each night. From the numerous studies on sleep, the benefits range from enhanced concentration to a better immune system. Some research suggests a difference of approximately half a grade between pupils who sleep well and those who do not. This is possibly because pupils who get better sleep may be more attentive the following day, leading to more effective learning. It is also suggested that when we sleep new connections are formed between our brain cells. So, getting a good night's sleep on a regular basis can improve memory. However, possibly more important than this at the current time is that many researchers believe that one of the main functions of sleep is to maintain our immune system and regulate the hormones necessary for health. Getting the recommended hours of sleep a night can help defend the body against illness. Sleep is one of the most important parts of our day. Whilst many may see it purely as a time to recharge, its benefits for both our physical and mental health are significant.

**The importance of exercise and good nutrition**

Our pupils lead very active lives when they are at Bryanston; therefore engagement with remote games and PE lessons is vital to promote their physical and mental health. Our Heads of Sport and Performance Sport Department are producing lots of videos to improve pupils' skills levels, cardiovascular fitness, strength and flexibility. There will also be a series of challenges to keep them motivated to try new physical tasks and plenty of advice on nutrition. Parents and other family members are invited to join in via the [School's Virtual Sports Centre](#).

**E-safety**

Bryanston uses a huge amount of filtering and monitoring software to keep our pupils as safe as possible when they are using the school Wi-Fi. We encourage parents to:

- set filters on their home connection
- check their parental control settings via their broadband supplier
- check they have suitable anti-virus protection in place.

For advice on setting up controls offered by your home internet provider, we recommend the [UK Safer Internet Centre](#).

For more general advice on parental controls, the NSPCC, in partnership with O2, provide a very good [checklist](#). In addition, the O2 NSPCC Advice Line offers advice on apps, sites, games and online safety (0808 800 5002).

**Pastoral or behavioural concerns**

Parents are encouraged to discuss any pastoral or behavioural concerns with their child's hsm and/or tutor. Bryanston expects a high standard of behaviour from its pupils and this includes when they are away from School. Our pupils know how to behave and have a good understanding of boundaries; they rarely let us down. However, it is important that they know the adults who care for them at home and at School continue to communicate about their behaviour and attitude. Hsms are supported in these matters by Peter Hardy, Second Master, Preetpal Bachra, Head of Pastoral, and Claire Miller, Head of Boarding.

**Support for parents**

We understand that the current situation will be stressful for our parents at times, as you juggle working from home while supporting your child's education, together with the additional uncertainties that the COVID-19 pandemic brings. We are developing a new parental section on the website, linked from the Parent Area, which will contain resources and advice on dealing with some of these new challenges.

Do remember that we are here to support the whole of the Bryanston family. Please speak to your child's hsm if there are additional factors that we need to consider and we will do all we reasonably can to help.



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*engagement with remote games and PE lessons is vital to promote their physical and mental health*



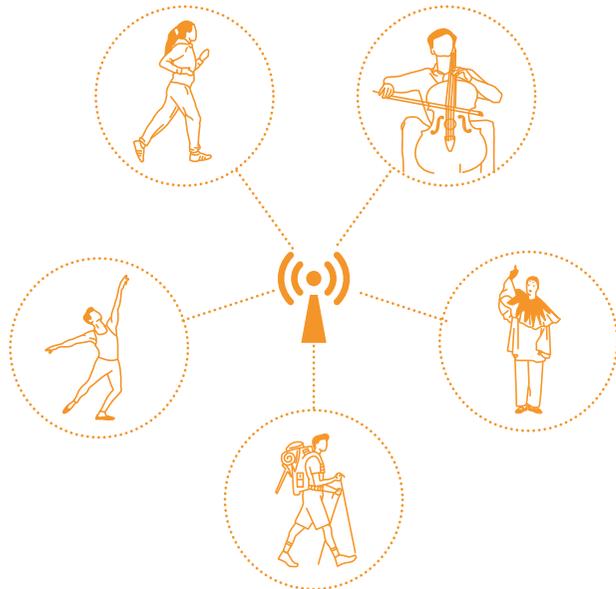
*Bryanston expects a high standard of behaviour from its pupils and this includes when they are away from School*



### ENSURING THE ABUNDANT LIFE CONTINUES

Key to a Bryanston education is enjoyment in learning, in relishing every available opportunity, in discovering talents and interests and exploring them to the best of one’s abilities. It is no less the case now that we are no longer gathered together at Bryanston. With imagination and creativity, we can replicate parts of our co-curricular programme remotely and, in some cases, adapt and enrich our offering by responding flexibly to the challenges that face us in its delivery.

We have always believed that by encouraging our pupils to explore their full range of talents through the co-curricular programme, they are able to discover what they are truly capable of achieving. Finding their own particular strengths and developing their natural skills gives pupils the confidence to tackle the areas they find more difficult and to develop grit while doing so. It is not possible for everyone to accomplish this level of self-knowledge and confidence through academic work alone. When the abundant life is celebrated, intelligence thrives.



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*When the abundant life is celebrated, intelligence thrives*

### SPORT

**Maintaining physical and mental health through skill development, variety and challenge**

With pupils away from School and restricted in their movements, remaining physically active and maintaining a healthy lifestyle are more important than ever. These will be the key priorities for our Sports Department in the weeks ahead. Through our new Virtual Sports Centre, we will seek to:

- engage pupils in different physical activities with a focus on flexibility, strength, cardiovascular improvement, and skill development
- provide a range of activities in which all pupils can engage, differentiating across the pupil body.

Short videos of individual circuit-based exercises will be complemented by skill drills which can be adapted across sports. We will encourage pupils to join apps such as Strava, which track distances run, walked or cycled. These may be supplemented by livestreamed fitness sessions on Facebook or Instagram, or via weblink.

It is proposed that the rugby, hockey, cricket, netball and rowing coaches will produce a skill video every week for pupils to replicate. The PE Department will also produce a generic workout circuit video per week, while the School’s Performance Sport coaches will develop higher-level videos for pupils with greater sporting ability. Finally, a ‘challenge’ video will keep pupils motivated to try a new physical task, such as attempting 100 ‘keepy-uppies’, 200 sit-ups, or running 5km in under 25mins. Parents and other family members will be encouraged to join in.

The resulting weekly sports programme may therefore comprise:

- 1 x workout circuit video
- 1 x Performance Sport video
- 6 x specific sport skill videos (rugby, hockey, netball, cricket, tennis and rowing)
- 1 x challenge video



## MUSIC

### Enabling musical enrichment and opportunities

The Music Department is making plans to provide a wide offering of activities during the Summer term.

Individual instrumental lessons will continue at their usual time via Teams; it is hoped that pupils in B who had given up their lessons to focus on exams may be encouraged to continue.

Our regular concert programme will continue with informal Play and Listen Concerts every Thursday lunchtime at 13.35 and a BryLiveSounds concert every Wednesday at 19.30. Broadcast via YouTube, pupils, OBs, parents and teachers will be invited to record performances at home with some components livestreamed, supporting a weekly collection in aid of the NHS.

Extra-curricular activities will include music production (for pupils who have Logic Pro X software at home), rock band coaching and song-writing classes.

Masterclasses (instrumental, vocal, music technology and composition) and workshops will be offered by staff and professional musicians at 13.35 on Mondays and Fridays.

In addition to these regular activities, the Music Department hopes to find opportunities to bring the entire community together at a time when isolation is affecting us all. A virtual choir project – *Do You Hear the People Sing?* – is already underway; other plans include:

- a song-writing competition on the theme of ‘hope’ – winners of this term-long project will perform on Speech Day
- pre-recorded music for Chapel: solo pupils singing sacred songs and playing organ voluntaries
- curated music scholar practice and performance vlogs
- a Bryanston Happy Birthday greeting (featuring various self-recorded staff), sent to the relevant pupil, staff and perhaps parent on the appropriate day.



*Individual instrumental lessons will continue at their usual time via Teams*



*A virtual choir project – Do You Hear the People Sing? – is already underway*



*Bryanston has always prized what happens outside the classroom as much as what happens within it*

## DRAMA AND DANCE

### Encouraging participation through a breadth of opportunities and one-to-one coaching

Bryanston has always prized what happens outside the classroom as much as what happens within it, and the Summer term will offer a variety of activities across the performing arts for those at home to get stuck into. These will include:

- continued coaching towards LAMDA exams in acting
- coaching in the new Shakespeare Awards or Certificate, offered to those in B, A3 and A2 who hope to study English or drama after school – a great way to improve their application and develop skills
- auditions for the senior production of *Emma*, which will take place during the holidays with rehearsals throughout the Summer term
- D rehearsals for *Teachers*, which will continue in the Summer term
- for the C cast of *Animal Farm*, a ‘radio play’ version of their production
- dance lessons, some as filmed or streamed lessons and some through interactive lessons on Teams
- ESB Public Speaking coaching for the A3s
- debating for those in B, A3 and A2
- a ‘Theatre Club’, to operate in the same way as a book club: a production or play text will be chosen every two weeks for families to watch or read, building up to a social, online evening discussion.



### OUTDOOR EDUCATION

**Embracing change as an opportunity, building a strong sense of self-worth and the confidence to overcome, and learn from, adversity**

Now more than ever, resilience is key to developing self-reliance and resourcefulness. The Outdoor Education Department will support pupils in building their resilience by running an exciting adventure training programme during the Summer term, which will explore key aspects of bushcraft, such as shelter building and camouflage and concealment, amongst other inventive activities. This will be delivered weekly to the D year group, providing an important opportunity to come together and collaborate.

In addition, the climbing and bouldering ECA will develop technical knowledge, offer specific workouts and discuss trip planning, equipment advice and knowledge.

Furthermore, the Duke of Edinburgh's Award, both at Bronze and Gold level will continue to flourish. Preparation for the expeditions will include safe cooking, rucksack packing, basic map reading and first aid.

The Ten Tors team will be offered an exciting challenge to reflect on the hardships faced on Dartmoor.

### EXTRA-CURRICULAR ACTIVITIES (ECAs)

**Following enthusiasms and discovering new skills**

Bryanston offers a wide range of extra-curricular activities across a broad range of areas, all of which are important in helping children to discover where they can flourish and excel. Many of these activities can continue to operate remotely while others will be adapted, with a little ingenuity. Following the principles of Daltonism, pupils and staff will be encouraged to take a flexible approach to ECAs, learning from the challenges of remote delivery, then adapting and building upon their discoveries with enthusiasm and commitment.

Tutors will encourage pupils to continue to participate in a full range of ECAs, with a particular focus on trying new skills and some of the many new activities which will be on offer. There will be some competitions and some quizzes. And family participation will be important.



*Now more than ever, resilience is key to developing self-reliance and resourcefulness*



*Many of these activities can continue to operate remotely while others will be adapted, with a little ingenuity*



**BRYANSTON: TOGETHER AS ONE COMMUNITY**



**What will my children learn?**

The aim is to keep as close to the current timetable as possible. Pupils in D will follow their current courses until half term. At this point, if appropriate, some subjects will switch to pre-GCSE curricula. C and A3 pupils will continue with, respectively, GCSE and A level and IB courses. Pupils in B will stay in their current classes and, when appropriate, start pre-A level and pre-IB enrichment courses (as they would have done once their GCSEs had been completed). A2 pupils will be offered pre-university and Life Skills courses by staff and Old Bryanstonians. More details of these will be forthcoming.

**How will they be taught?**

Livestreamed and recorded lessons via Microsoft Teams will form the foundation of how we teach your children. However, there is good evidence to show that trying to deliver effective online learning entirely through streamed lessons is challenging for teachers and pupils. We do not think it is healthy to expect our staff and pupils to be in front of a screen for most of the day. Different approaches to teaching and learning will be introduced, with independent and reflective work set by teachers (particularly for older pupils), group work, and supervised study. We will continue to offer correction periods and tutorials for our pupils.

**What technology will be used?**

We will be using Microsoft Teams as the main virtual learning platform to deliver our lessons, assignments, correction periods and tutorials. The OneDrive app is also suggested as a method to upload handwritten work. Instructions on how to use this are available to the pupils on the pupil hub.

**How many devices will we need in our home?**

You son or daughter should have a designated laptop or desktop for his or her work. This should have access to the internet and, ideally, this should not be a shared device. It should have the Microsoft Teams app installed on it. iPads can be useful but are not essential.

**What else might my children be involved with?**

Our Guided Learning Programme gives further details of what Bryanston is offering during this time. There is a wide variety of activities to look after our pupils' mental and physical health.

**What will a typical day look like?**

We have adapted our timetable on the advice of other schools around the world who have been remote teaching for longer than UK schools. Bryanston's modified timetable is outlined on pages 7 and 8 of this document.

**Do we have to stick to the timetable?**

We strongly encourage our pupils to stick to the timetable, as it provides them with a daily routine and allows them to stay connected with their tutor, their hsm and their teachers, as well the whole Bryanston community through the co-curricular and wellbeing initiatives. However, we are aware that there will be times when this is not possible, and priorities need to be elsewhere. At these times, we ask parents to liaise with their child's hsm, who will advise on the best way forward and communicate with teachers on your behalf. Our overarching aim is to ensure that we are supporting all our Bryanston families through this difficult time in the best way possible.

Constructing a timetable is perhaps a school's most complex annual task. Our current timetable will act as the foundation for the working day, although we are going to introduce more flexible lesson time for the sake of ensuring your children get breaks from the screen, and find time to exercise. Our aim is to keep D, C and A3s in their current classes for the rest of term. In order to complete their courses, B pupils will stay in their classes for Weeks 1 to 3 before moving to pre-Sixth Form courses in Week 4; A2 A level pupils will also continue to be taught until Week 4 and will then be offered pre-university and Life Skills programmes outside the set timetable. IB A2 pupils will also join the pre-university and Life Skills programmes from Week 4.



*Livestreamed and recorded lessons via Microsoft Teams will form the foundation of how we teach your children*



*You son or daughter should have a designated laptop or desktop for his or her work*



*We have adapted our timetable on the advice of other schools around the world*



### **How much will I have to support my child with their learning?**

Page 3 of our Guided Learning Programme outlines how suited the Bryanston Dalton Plan is to the style of teaching and learning that your child will encounter while at home, so they are already (partly) trained in independent learning. However, they will be 'propped up' by one-to-one support from their tutor and from their hsm. If the tutor or hsm is concerned with either their level of engagement with the remote learning environment or the quality and promptness of their work, they will contact the parents.

However, where we would appreciate parental support is ensuring that your child is committing to our co-curricular and wellbeing programmes. Pupils are asked to write up a daily log of their activities and while their tutor and hsm will ask them about these, they are more difficult to monitor from afar. So, any help parents can give to ensure our pupils are tapping into the variety of activities on offer that we know will promote their mental and physical health will be much appreciated. We also welcome parental participation in these activities.

### **How do I help maintain my child's wellbeing during this period?**

We hope that the combination of the routine and variety offered by the Guided Learning Programme as well as the one-to-one attention each Bryanston pupil will receive from their tutor and their hsm will promote wellbeing. However, we are aware of the impact long-term isolation from friends can have on a young person's emotional wellbeing. In addition to the ideas we are offering on our wellbeing webpage, there are other support structures in place to help you, as parents, look after your child's wellbeing. We are developing a new parental section on the website, linked from the Parent Area, which will contain resources and advice on dealing with some of these new challenges.

Hsms, who have a wealth of experience of looking after this age range, are available to listen to any concerns you may have. In addition, we are lucky to be well resourced in mental health professionals, whose roles are outlined on page 10, whom we can access if needed. The main message is that the wellbeing of our pupils is without question the most important part of all of this, so communication is key, and we will work with you to do what we feel is best for your child.

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