



# BLENDED LEARNING POLICY

## (Remote Learning)

Version Number 1.4

Document Information			
Document approval level <input type="checkbox"/> Trust Board <input type="checkbox"/> Nominated Individual Trustee <input type="checkbox"/> Nominated Committee <input type="checkbox"/> Headteacher <input checked="" type="checkbox"/> Other _____		Document review cycle <input checked="" type="checkbox"/> Annually <input type="checkbox"/> 3 years <input type="checkbox"/> 4 years <input type="checkbox"/> Other	
Statutory policy <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Published online <input type="checkbox"/> Statutory <input type="checkbox"/> Trust recommended <input checked="" type="checkbox"/> No	
Document Control			
Created by		Sarah Birch	
Date created		May 2022	
Approved by		CEO	
Date approved		May 2022	
Document History			
Version	Author	Revisions	Final approval date
1.2	Sarah Birch	New front sheet. Updates to sections 1,2,3,5,9,13	
1.3	Sarah Birch	Updated Legislation documents with latest versions	
1.4	Sarah Birch	Amended trust front sheet Amendments in line with guidance on the National College highlighted in yellow.	

<b>Who should read this document</b>	
<b>Mandatory</b>	SLT, DSL, Attendance and Safeguarding Team, PDLs, DPO, SBM
<b>Optional</b>	All staff

# Contents:

## Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Resources](#)
4. [Systems and technology](#)
5. [Safeguarding](#)
6. [Data protection](#)
7. [Pupil conduct](#)
8. [Staff conduct](#)
9. [Pupils with SEND](#)
10. [Online safety](#)
11. [Feedback](#)
12. [Health and safety](#)
13. [Attendance and Absence](#)
14. [Communication](#)
15. [Monitoring and review](#)

## Statement of intent

At River Tees Multi Academy Trust, we understand the need to continually deliver high-quality education under a range of circumstances for our learners. This may include, times of transition into centre where pupils are extremely anxious, minor illness or injury which may prevent a pupil accessing on site education periods of remote education due to pandemic situations and extreme weather conditions. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as: systems and technology, safeguarding, conduct, and accessibility.

This policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high-quality lesson content.
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure staff, parent and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place during live online lessons.
- Ensure all pupils have the provisions required to take part in live online lessons and complete their work to the best of their ability, and to remain happy, healthy and supported during periods of remote learning.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2023) 'Providing remote education'
- DfE (2022) 'Safeguarding and remote education'
- DfE (2025) 'Keeping children safe in education'
- DfE (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2025) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Get help with remote education'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Relational Behaviour Policy
- Accessibility Plans at a school level
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy
- Online Safety Policy
- Staff Code of Conduct
- Pupil Code of Conduct
- Acceptable Use Agreement for Pupils
- Acceptable Use Agreement for Staff
- Data and Cyber-security Breach Prevention and Management Plan
- Records Management Policy
- Feedback Policy
- Assessment Policy
- Children Missing Education Policy

## 2. Roles and responsibilities

The Local Governing Committee is responsible for:

- Evaluating the effectiveness of the school's blended and remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the headteacher.

- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.
- Deciding whether information regarding the school's blended and remote education offering should be published on the school's website.

The headteacher is responsible for:

- Ensuring staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with blended and remote education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with blended and remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to blended and remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents and pupils.
- Arranging any additional training staff may require to support pupils with live online lessons.
- Ensuring that the blended and remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format, e.g. staff who are visually impaired.
- Conducting termly reviews of the live online lesson arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of blended and remote education to a member of the SLT.

Staff members are responsible for:

- Adhering to this policy at all times when preparing and delivering blended and remote education.
- Reporting any safeguarding incidents and concerns to the DSL, and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote education to the School Business Manager.
- Adhering to the Staff Code of Conduct at all times.
- Reporting any health and safety incidents to the School Business Manager and asking for guidance as appropriate.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about blended and remote learning, to the headteacher.

The SENCO is responsible for:

- Liaising with the outsourced IT contractor (One IT) to ensure that the technology used for blended and remote education is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met during periods of remote education, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND receive blended and remote education.
- Ensuring that the blended and remote education provision put in place for pupils with SEND is monitored for its effectiveness.
- Liaising with the headteacher and LA in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

The Senior Leadership Team in collaboration with the Attendance and Safeguarding Lead is responsible for:

- Identifying students that require blended provision and the timescale of the provision.
- Ensuring parents and pupils understand that blended provision is a short-term intervention to support the education of their child and will be reviewed at least **half-termly**.
- Identifying a suitable timetable for the blended provision and sharing this with the relevant internal staff, the school attendance team, the pupil and their parents and any relevant external agencies.
- Reviewing the blended timetable at agreed timescales and identifying the next steps.
- Reporting to **Attendance and Safeguarding Committee** the pupils within the key stage accessing blended provision and its impact.

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding blended and remote education.
- Liaising with the outsourced IT contractor (One IT) to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in blended and remote education.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in blended and remote education.
- Identifying the level of support or intervention required while pupils take part in blended and remote education and ensuring appropriate measures are in place.
- Assisting teachers with all blended and remote education lesson planning to ensure the correct safeguarding measures are in place.

The DPO is responsible for:

- Overseeing that all school-owned electronic devices used for blended and remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.

- Ensuring that all computer programs used for blended and remote learning are compliant with the UK GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The SBM is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all blended and remote working arrangements.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with blended and remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The outsourced IT contractor (One IT) is responsible for:

- Ensuring that all school-owned devices used for blended and remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for blended and remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Reporting any absence in line with the terms set out in ['school day and absence'](#) section of this policy.
- Ensuring their child uses the equipment and technology provided for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

Pupils are responsible for:

- Adhering to this policy at all times during periods of blended and remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues and any safeguarding concerns or incidents to their teachers as soon as possible.
- Ensuring they have access to blended and remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for blended and remote learning as intended.
- Adhering to the Relational Behaviour Policy at all times.

### 3. Principles and Practice

When providing remote/blended education the school will ensure the following overarching principles and practices are adhered to:

- Remote/blended education plans will be kept under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families
- Work provided during periods of remote education will be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education
- Provision will be ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education
- Remote/blended education will be provided that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. This may include, but is not limited to considering the following:
  - A pupil's age, stage of development, and independent study skills
  - The existence of any SEND or other additional needs the pupils might have
  - The pupil's home environment, e.g. having a suitable place and opportunity to study
  - Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education
  - Any significant demands on parents' or carers' help or support
  - Understanding that younger children might require high levels of adult involvement to support their engagement with remote/blended education
- The school will work to overcome barriers to digital access where possible for pupils by, for example:
  - Auditing access to devices and connectivity across the school as part of wider emergency planning
  - Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible
  - Supporting families to find appropriate internet connectivity solutions if and where necessary and possible

- Where required, the school will ensure equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils
- Staff will plan opportunities for regular feedback and interaction with teachers and peers during the school day
- A senior leader with overarching responsibility for the quality and delivery of remote education will be identified
- Staff understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online
- There will be systems for checking, daily, whether pupils are safe at home and engaging with their remote education

## 4. Resources

### Learning materials

The school will utilise a range of different teaching methods when delivering blended and remote education. For the purpose of providing blended and remote learning, the school may make use of the following:

- Printed resources, e.g. workbooks and textbooks
- Past and mock exam papers
- Current online learning portals (Century, Kaboodle, Reading Plus, Lexia, Times Table Rockstars, Sumdog)
- Educational websites
- Reading tasks
- Zoom based live lessons
- Pre-recorded videos
- Avatar Robots and linked Apps

The school will review the DfE's [guidance](#) on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate. Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective blended and remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

The arrangements for any 'live' classes, will be communicated via text message no later than one day before the allotted time and kept to a reasonable length of no more than 45 minutes per session. A direct link and passcode will be included in the text message.

Where blended and remote education is needed, the school will ensure that it is equivalent in length to the core teaching pupils would receive in schools and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

In our primary academy, blended and remote education will be provided for four hours a day.

In our secondary academies, blended and remote education will be provided for four or more hours a day.

When setting blended and remote education work, the school will consider the pupil's age, stage of development and any SEND. The school will also consider the rationale behind the blended educational approach and ensure the offer meets the needs of the pupil and family during this timeframe. The school will also consider where this would likely require significant levels of support from parents, e.g. younger pupils or pupils with SEND who likely need parental involvement to facilitate engagement with remote education.

The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will aim to ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via blended and remote learning. The school will review the resources pupils have access to and adapt learning to account for this.

Work packs will be made available for pupils who do not have access to a printer – these packs will be delivered to the home on request or posted directly to the home address.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENCO will arrange additional support for pupils with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for pupils with SEND where appropriate – the SENCO will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

Any issues with blended and remote learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access blended and remote learning resources.

For pupils who cannot access digital devices at home, the school will loan devices to the pupil where possible. If additional technology is required, the school will apply for technology support through the Trust board.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access blended and remote learning resources.

The outsourced IT contractor (One IT) is not responsible for providing technical support for equipment that is not owned by the school.

Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on work in line with '[feedback](#)' section of this policy.

## **Food provision**

The school will signpost parents via text towards additional support for ensuring their children continue to receive the food they need, e.g. food banks. Where possible, the school will continue to provide a packed lunch for the pupil and/or food parcel delivered at least weekly.

The school will work with their catering team to ensure good quality lunch parcels are provided to pupils eligible for FSM who are accessing remote education until they are able to attend school.

### **Costs and expenses**

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises, or childcare costs.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Acceptable Use Agreement prior to commencing blended and remote learning and ensure equipment is returned in full working condition when the remote/blended learning plan ends.

## **5. Systems and technology**

Staff will only download software for live online lessons from a trusted source, e.g. Apple App Store, Google Play or a reputable provider's official website.

The outsourced IT contractor (One IT) will research the providers the school will use for live online lessons, taking into account ease of use, privacy measures and suitability for the purposes of live online lessons. Where necessary, they will refer to government-approved resources, e.g. from the [National Cyber Security Centre \(NCSC\)](#) and from the [UK Safer Internet Centre](#), when selecting their recommended providers.

Teachers will review the DfE's list of [online education resources](#) and utilise these resources as necessary.

To prevent the misuse of blended and remote education software, staff will:

- Ensure privacy settings are adjusted appropriately on the provider's site or application.
- Ensure their live online lesson service account is protected with a strong password and will not autosave their password on any device.
- Ensure they test and understand the service before conducting their first live online lesson using the 'test' function, where applicable.
- Ensure they understand how to mute the microphone and how to turn off their camera on their device before their first live online lesson.
- Ensure all pupils due to attend live online lessons have access to equipment that will enable them to participate, e.g. a laptop and internet access, to ensure they do not fall behind their peers who do have access.
- Ensure streaming and online chat functions are disabled for pupils.

For aspects of the curriculum which are difficult to deliver through online provision, e.g. science experiments, teachers will consider using video demonstrations accompanied by supporting explanation.

For live online PE lessons where replicating in-person teaching provision is difficult to achieve, teachers will consider using video demonstrations accompanied by supporting explanation. Pupils will be encouraged to take regular physical exercise to maintain fitness.

## **6. Safeguarding**

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of blended and remote education. Parents will be made aware of what their children are being asked to do, including:

- The sites that they will be accessing.
- The school staff that they will be interacting with.

The DSL will arrange for regular contact to be made with vulnerable pupils during a period of blended and remote education.

Additional contact, including home visits, will be considered where required. Phone calls made to vulnerable pupils will be made using school phones or the Connected One App.

All contact with vulnerable pupils will be recorded on Arbor Communication or Arbor Safeguarding Note dependent upon the sensitivity of the conversations.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals when the pupil is receiving blended or remote education, as required.

All home visits will:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded Schoolbase so that the DSL has access to them.
- Actively involve the pupil.
- Only take place following the completion of a Home Visit Risk Assessment where the Safeguarding Team identify this as necessary (this will be included in our typical practice as staff regularly visit all pupils' homes).

The DSL will meet (in person or remotely) with the relevant members of staff termly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Staff will always have due regard for the school's Child Protection and Safeguarding Policy during blended and remote education, e.g. whilst conducting live online lessons.

The planning of live lessons will always be carried out in conjunction with the school's DSL.

The school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of pupils attending the lesson.

Pupils will not share private information through the live online system. Pupils will not respond to contact requests from people they do not know when using systems for live online lessons.

Pupils will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via text. Pupils will be provided with the contact details of the DSL to report any concerns.

Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

Support staff will be on hand to supervise and handle any sudden changes or developments, such as disputes between pupils, that may occur during the live online lesson. Where possible, support staff will be available for the online lessons to manage pupil behaviour and conduct whilst the teacher delivers content.

Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.

The school will ensure that parents know what pupils are expected to do for a live online lesson, including the websites pupils will be asked to use and the school staff pupils will interact with online.

The school will communicate the importance of online safety to parents, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents of the [government-approved resources](#) on child online safety to support parents further.

## **7. Data protection**

Staff will have due regard for the school's Data Protection Policy at all times whilst conducting live online lessons.

The school will obtain consent from parents to conduct any live online lessons via letter.

The school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and pupils via text.

The school will obtain consent from parents if any images or identifying information about any pupil may be used during the live online lesson, e.g. by using video conferencing, via letter.

The school will provide pupils with a school email address and login for the chosen live online lesson platform to ensure no personal email addresses or usernames are used by pupils.

Staff will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online lessons, e.g. to report anything serious that has taken place during the online lesson.

Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using the initials of pupils instead of full names.

When recording a live lesson is necessary, prior permission will be acquired from parents in writing via letter and all members of the live lesson will be notified before the lesson commences via text, and again once they have joined the live online lesson before recording commences.

## **8. Pupil conduct**

The school will provide pupils with a copy of the Pupil Code of Conduct to ensure they understand their responsibilities with regards to conduct during live online lessons.

The school will ensure that pupils sign and return the Acceptable Use Agreement for Pupils prior to taking part in live online lessons.

Pupils will be reminded that they should take part in live online lessons in an appropriate setting, e.g. a quiet space with a neutral background.

Pupils will be reminded not to record live online lessons on their devices.

Pupils will not speak during live online lessons unless they are prompted to do so or have a question about the lesson.

Pupils will adhere to the school's Relational Behaviour Policy at all times during live online lessons, as they would during a normal school day.

The school will ensure that any pupils who breach the code of conduct will initially removed from the online lesson and an immediate phone call home will be completed to inform the parent. If the behaviour continues the pupils be disciplined in line with the school's Relational Behaviour Policy.

## **9. Staff conduct**

Staff will follow the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons.

The school will ensure that staff read, sign and return the Acceptable Use Agreement for Staff prior to commencing live online lessons.

Staff will only use school-provided email addresses and phone numbers to communicate with pupils when conducting live online lessons.

Staff will only use school-owned devices for conducting live online lessons, where possible.

Staff will not share personal information whilst conducting live online lessons.

Staff will ensure they conduct their live online lesson from an appropriate location – either the classroom or, if this is not possible, from a quiet area in their home which has a neutral background.

Staff will communicate with pupils within school hours as far as possible (or within hours agreed with the school to suit the needs of staff).

Staff will only communicate and conduct live online lessons through channels approved by the SLT.

Staff will not commence online lessons until at least one other member of staff is in the live lesson 'room', and not without confirmation that at least one other colleague is aware that the live online lesson is taking place.

Staff will keep a log of what happens during live online lessons, e.g. behavioural issues or technical glitches, and ensure it is properly documented in line with the school's Records Management Policy.

## **10. Pupils with SEND**

The school is aware of its duty under the Children and Families Act 2014 to use its 'best endeavours' to secure the special educational provision called for by a pupil's SEND and will continue to apply this when remote education is in place.

If a pupil has an EHCP the school will work with the LA to ensure all the relevant duties under the 2014 Act continue to be met.

The school is aware of its equality duties as set out in the Equality Act 2010 relating to disability and will ensure that, when providing on-site and off-site education to pupils, it:

- Makes reasonable adjustments.
- Does not discriminate.
- Has due regard to the statutory objectives in the public sector equality duty (PSED).

Where pupils with SEND are not able to attend school and require remote education, the school will put in place an appropriate curriculum, with appropriate teaching and support that will enable the pupil to continue learning effectively.

The school is aware that some pupils with SEND may not be able to access remote education without adult support. In these cases the school will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In doing so, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The school will ensure pupils with SEND receive any additional support with live online lessons where needed, e.g. from an additional member of staff within the live online lesson via phone call.

Staff will be sensitive to the needs of any pupils who may be sensitive to certain topics or issues that may arise during live online lessons.

The SLT, SENCO and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for pupils with SEND.

The school will ensure that the appropriate curriculum, teaching and support will be available to pupils with SEND to ensure they continue to learn effectively. Additional measures will be considered for pupils with SEND to mitigate the risk of pupils falling behind their peers in terms of education, e.g. text transcripts being used in video lessons.

The school will work collaboratively with families to put arrangements in place that allow pupils with SEND to successfully access remote education when necessary.

## **11. Online safety**

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

Where possible, all interactions will be verbal and/or textual and public.

All staff and pupils using video communication will:

- Wear suitable clothing – this includes others in their household.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication will:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will consult with parents at least one week prior to the period of blended or remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will communicate to parents via text about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

During the period of blended or remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school. **The school will, however, reinforce the importance of online safety and share information regarding the systems used by the school to filter and monitor online use.**

## 12. Feedback

All schoolwork completed through blended and remote learning will be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the Feedback Policy.
- Returned to the pupil, once feedback has been given, by an agreed date.

Pupils and staff will maintain a good work ethic during the period of blended or remote learning.

If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, pupils will inform school and a home visit will be made to collect the work where teachers will review and feedback to the pupil via phone.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via text if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as

soon as possible. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school will implement a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

The school will log participation and pupil engagement with blended and remote education, as well as motivation levels and progress, and this will be shared with parents via formal regular reports or, if there is a concern, individually via telephone.

The school will consider ways to use feedback to secure consistent engagement with blended and remote material.

### **13. Health and safety**

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

Teaching staff and the outsourced IT contractor (One IT) will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of blended or remote learning.

If using electronic devices during blended or remote learning, pupils will be encouraged to take a five-minute screen break every forty-five minutes.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

### **14. Attendance and Absence**

The school understands that daily on-site attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

The school will not view remote/blended education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education.

In such cases the school will work proactively with pupils, parents and any other relevant partners, such as the LA, to remove any barriers to attendance.

Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

The school will continue to record pupil attendance and absence in the register in line with the education regulations and [attendance guidance](#), using the most appropriate code, and in line with the school's Attendance and Absence Policy.

## School closures and attendance restrictions

The school will ensure that every effort is made to ensure pupils can be taught in person where possible.

The school will explore all options to ensure the school can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

Where possible, the school will prioritise the in-school education of those deemed most vulnerable based on current Safeguarding and SEN needs.

The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents and pupils. The DfE's [emergency planning guidance](#) will be consulted in the event of school closures or attendance restrictions.

## Individual cases where a pupil is unable to attend school but is able to learn

The school is aware that there should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- Recovering from short-term infectious illnesses.
- Preparing for or recovering from some operations.
- Recovering from injuries where attendance might inhibit recovery.
- Whose attendance has been affected by a SEND or a mental health issue.

Where these circumstances arise, and after the pupil's absence from school has been established, the school will consider providing remote/blended education on a case-by-case basis, as part of a plan to reintegrate back to school.

The provision of remote/blended education will be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. It will only be provided in circumstances where it is judged that providing remote education would not adversely affect the pupil's return to school.

Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance will be given more support to continue their education as outlined in 10 of this policy.

## Remote Education during a suspension

In situations where a pupil is suspended or permanently excluded, the school will take steps to ensure that work is set and marked for pupils during the first five school days in accordance with the guidance outlined in the DfE's [Suspension and permanent exclusion](#) document.

Remote education will not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this will be considered as a suspension and will be done in line with the law on disciplinary suspensions. This

guidance will continue to be followed even if a pupil has been asked to log on or access online education while suspended. After a period of off-site direction or suspension, the pupil will be expected to attend full-time

## The School Day

As a school, through discussions, we can be flexible with the timings of the day however, we will always be mindful of staffs contracted hours and working practices. Typically pupils should be present for blended and remote learning by 9:00am and cease their learning at 2:15pm from Monday to Friday, with the exception of breaks and lunchtimes.

Pupils should be present within 5 minutes of the agreed start time.

Breaks and lunchtimes will take place at the following times each day:

- Morning break will take place at 10:30am until 10:45am.
- Lunchtime will take place between 12:00pm and 12:30pm.
- Pupils will be encouraged to take a five-minute screen break every forty-five minutes this will typically be where lessons will change over.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents will inform attendance team no later than 8:30am if their child is unwell.

The school will monitor absence and lateness in line with the Attendance and Absence Policy.

For individual cases where a pupil is unable to attend school but is able to partake in remote education, the school will consider providing remote education on a case-by-case basis as part of a plan to reintegrate the pupil back to school. Remote education will only be provided when it is judged that its provision will not adversely affect the pupil's return to school.

## 15. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents via text and the school website about blended and remote learning arrangements as soon as possible.

All communication that takes place via email between staff and pupils will be done via school email addresses.

The headteacher will communicate with staff as soon as possible via email about any blended or remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device with the Connected One App that is available to take phone calls during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with their line manager once per week.

As much as possible, all communication with pupils and their parents will take place within the school hours outlined in the [‘school day and absence’](#) section.

Pupils will have verbal contact with a member of staff at least **once** per week via phone call.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with blended and remote learning or data protection will be communicated to the pupils’ teacher as soon as possible so they can investigate and resolve the issue.

The pupils’ teacher will keep parents and pupils informed of any changes to the blended or remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a termly basis and ensure measures are put in place to address gaps or weaknesses in communication.

## **16. Monitoring and review**

The headteacher, SENCO and DSL will review the measures outlined in this policy termly to ensure it reflects the most up-to-date circumstances of the school’s online learning provision.

The headteachers of the trust will schedule a review of the effectiveness of this policy annually.

Any changes to this policy will be communicated to relevant stakeholders, including parents and teachers.

The next scheduled review date of this policy is October 2026.