respect resilience responsibility

Remote and Blended Learning Policy

Date: **July 2026**

Review: **July 2027**

Policy Aims

This policy aims to ensure a clear structure is in place to support students if they are required to undertake an extended period of learning from home.

Rationale

Remote learning describes provision for a situation where a student is unable to attend the school building for any of their learning experience; for example in the event of a full school or year group closure when the student would be learning at home.

Blended learning describes a situation where a student attends some lessons face to face in the school building, but has other learning delivered at home. There are a variety of circumstances where blended learning might take place, for example in a period of extreme staff absence, year groups may operate a part-time timetable in school.

High quality provision for remote and blended learning is essential in the current circumstances to ensure that learning can continue at home.

The Purpose of Remote and Blended Learning

- To enable all students to continue with their learning with as little disruption as possible.
- To provide access to lessons, resources and teacher feedback so that a student does not fall behind.
- To enable staff to continue to deliver high quality content and curriculum.
- To provide a platform that is widely accessible.
- To enable all students to continue to make progress.
- To provide continuity and consistency.
- To maintain student engagement.

Expectations of Remote and Blended Learning

The school has identified three stages of provision of remote and blended learning, dependent on the severity of the circumstances facing the school and individuals. These stages have been built based on the experiences of the school during Covid, but should be considered in line with any other appropriate circumstance leading to staff or student absence on a wider scale.

Additionally, these expectations apply to students working away from school owing to illness, EBSA and other attendance issues; as well as students who may be isolated in school or elsewhere for other reasons.

Additionally, the stages also focus on a remote learning approach, as this is the most likely scenario in the current circumstances. If blended learning is required, the approach will remain the same, but school leaders will identify which timetabled periods will remain in school, and which will be delivered remotely.

The school recognises that many of our students will find remote learning very challenging, in particular those with SEND or who have limited support networks at home. Significant pastoral support will operate alongside the learning plans to ensure that students are not isolated. However, the school understands that there are likely to be gaps in learning for some students.

Procedures for Remote or Blended Learning

Stage 1 – Small numbers of Individual students are learning remotely for short periods.

Priority – to ensure that individual students are able to continue their learning remotely.

Requirement – to provide the same work for students learning remotely as those who are able to attend school.

Delivery

- Year group Remote Learning Classroom to be set up in readiness for students who are working away from school for any reason. Students added daily by the DHOY for each year group as required.
- Subject Leaders (SLs) or nominated staff will add the teaching and student materials from each lesson into the Google classroom for students to access independently at home.
- Work set should be in line with the topics and themes being taught at school.
- Homework will continue to be set using Class Charts as for all students.
- Where students are not able to access online work, all avenues will be explored to provide access to wifi or hardware to support access. If this is not possible, printed work packs will be provided.

Prerequisites

- All students to be reissued their school email and Class Charts passwords, and to understand the process if they are asked to isolate.
- Assistant Year Leaders (DHOYs) to be sure of any students that may not be able to access online work.
- Staff to receive appropriate training to be able to use Google classroom and Class Charts effectively and efficiently.
- Information to be sent home to parents to ensure that they are aware of the expectations of students.

Follow up

- Class teacher to follow up any work not submitted, and record on Class Charts for information only.
- If student is failing to complete work in at least three subjects, the DHOY will contact home.

Stage 2 – A whole year group or larger cohort is unable to attend lessons owing to isolation or school closure.

Priority – to ensure continuity of curriculum for the year group

Requirement – to provide the same level of challenging work for students across the curriculum

Delivery

- Class materials to be uploaded to Class Charts in advance of the session.
- Departments to consider the “sense making” approach, and encourage students to complete polls or comment in chat for the areas that need to be focussed upon for the liver delivery/discussion.
- Staff to deliver a live lesson or recorded Loom lesson where isolation or closure lasts more than 2 consecutive days for the cohort.
- Class Charts to be used to set quizzes as appropriate.
- Departments to set clear expectations for what will be delivered and how – potential to use materials from Oak Academy if appropriate. However, this must not replace all face to face contact with class teacher.
- Where students are not able to access online work, all avenues will be explored to provide access to wifi or hardware to support access. If this is not possible, printed work packs will be provided.

Prerequisites

- All students to be reissued their school email and Class Charts passwords, and to understand the process if they are asked to isolate.
- DHOYs to be sure of any students that may not be able to access online work.
- Staff to receive appropriate training to be able to use Class Charts effectively and efficiently.
- Students to receive briefing or video training as required/time allows.

Follow up

- Class teacher to follow up any work not submitted, and record on Class Charts for information only.
- If student is failing to complete work in at least three subjects, the tutor will contact home.
- If student continues to fail to complete work, the DHOY/HOY will contact home.

Stage 3 – more than one year group or the whole school is closed

Priority – to ensure continuity of curriculum for the whole school

Requirement – to provide the same level of challenging work for all students, with a particular focus on preparing Y11 students to complete vocational coursework and prepare for GCSE exams.

Delivery

- Class materials to be uploaded to Class Charts in advance of the session.
- Staff to deliver lesson from school during extended closures, unless isolation rules make this impossible.
- Class Charts to be used to set quizzes as appropriate.
- Departments to implement the "sense making" approach, and encourage students to complete polls or comment in chat for the areas that need to be focussed upon
- Staff to deliver a live lesson or recorded Loom lesson where isolation or closure lasts more than 2 consecutive days for the cohort.
- Departments to set clear and consistent expectations for what will be delivered and how – potential to use materials from Oak Academy, or pre-recorded Loom lessons if appropriate. However, this must not replace all live face to face contact with class teacher.
- Where students are not able to access online work, all avenues will be explored to provide access to wifi or hardware to support access. If this is not possible, printed work packs will be provided.

Prerequisites

- All students to be reissued their school email and Class Charts passwords, and to understand the process if they are asked to isolate.
- DHOYs to be sure of any students that may not be able to access online work.
- Staff to receive appropriate training to be able to use Class Charts effectively and efficiently.
- Students to receive briefing or video training as required/time allows.

Follow up

- Class teacher to follow up any work not submitted, and record on Class Charts for information only.
- If student is failing to complete at least three pieces of work, the SL will contact home.
- If student fails to complete work in at least three different subjects, the tutor/DHOY/HOY will coordinate contact with home.

On return to school

HOYs/DHOYs to check in with individual students and make sure they are well prepared to re-join their classes.
Subject teachers to identify any gaps in learning that have arisen for individuals or groups of students, and adjust their planning to close these as soon as possible.
Subject Leaders to monitor outcomes across the subject, and ensure that long and medium term plans are adapted to reflect the gaps in student understanding and experience, and ensure that key learning points are not missed.