Remote & Blended Learning Policy

Related documents: What We Do & How We Do It Policy

Published: September 2020

OUR VISION

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave the school with a 'new day, new opportunity' ethos and are capable of becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

Policy owner	WhiteTrees School	**Last review**	July 2026
Date Created	September 2020	**Next review**	July 2027

Remote Learning

White Trees Independent School is committed to ensuring that every pupil continues to receive a high-quality education regardless of circumstances that may temporarily prevent them from attending school in person. Our remote and blended learning provision is designed to maintain continuity of education whilst ensuring that safeguarding, wellbeing, engagement and progress remain at the centre of all decision making.

Remote or blended learning is not intended to replace high-quality face-to-face education. Wherever possible, pupils will be educated on site. However, where attendance is temporarily not possible or where a phased approach to education is considered to be in the best interests of the pupil, White Trees will provide a personalised remote or blended learning package that reflects the ambitious curriculum delivered within school.

This policy outlines how White Trees delivers remote and blended learning in a way that:

- maintains high expectations for all pupils;
- provides an ambitious, well-sequenced curriculum;
- supports pupils with SEND, SEMH and Education, Health and Care Plans (EHCPs);
- safeguards pupils whilst learning away from school;
- promotes attendance, engagement and positive outcomes;
- meets the requirements of the Independent School Standards, Keeping Children Safe in Education (KCSIE), the Equality Act 2010 and current Ofsted expectations.

Principles

At White Trees Independent School, our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We are committed to ensuring every pupil leaves us with the belief that each day provides a new opportunity to succeed.

Our approach to remote and blended learning is underpinned by the same principles that guide all teaching and learning across the school.

We believe:

- Every pupil can learn, achieve and make progress regardless of their starting point.
- High-quality relationships remain the foundation of successful education, whether learning takes place in school or remotely.
- Pupils should continue to access an ambitious curriculum that is appropriately adapted to meet their individual needs.
- Safeguarding remains everyone's responsibility regardless of where learning takes place.
- Remote learning should complement, not replace, high-quality face-to-face teaching wherever possible.

- Individual programmes should promote successful reintegration into full-time education whenever appropriate.

Circumstances Where Remote or Blended Learning May Be Used

Remote or blended learning will only be implemented where it is considered to be in the best interests of the pupil and has been agreed by the Executive Headteacher or delegated senior leader.

Examples include:

- Medical conditions where a healthcare professional advises that attendance is temporarily unsuitable.
- Pupils experiencing Emotionally Based School Avoidance (EBSA) or severe anxiety where a phased reintegration programme has been agreed.
- Individual programmes specified within an EHCP.
- Reintegration packages following periods of absence.
- Managed moves or transitional arrangements.
- Temporary placement disruption where education must continue whilst alternative arrangements are being finalised.
- Exceptional safeguarding or welfare circumstances.
- Severe weather, emergency site closures or other exceptional operational circumstances.
- Where a Local Authority commissions a temporary remote education package as part of a wider educational plan.

Remote or blended learning will not normally be used where there is no educational, medical or safeguarding reason preventing attendance at school.

All arrangements will be reviewed regularly to ensure pupils return to face-to-face education as soon as it is appropriate and safe to do so.

White Trees' Remote & Blended Learning Model

White Trees Independent School provides a personalised remote and blended learning offer which is tailored to the individual needs of each pupil. Our approach recognises that pupils accessing remote education often have complex SEND, SEMH or safeguarding needs and therefore require a flexible, highly supported educational package rather than a generic online learning programme.

Where remote or blended learning is required, each pupil will receive an individualised programme that aims to mirror, as closely as possible, the curriculum, routines and expectations they would experience whilst attending school.

Provision may include a combination of:

- Live online teaching delivered by White Trees teachers or tutors.
- Live lessons through Academy21 where appropriate.

- One-to-one tuition.
- Small group teaching.
- Independent learning activities.
- Practical and vocational learning tasks where appropriate.
- Therapeutic interventions and wellbeing activities.
- Reading, literacy and numeracy intervention.
- Preparation for Adulthood activities.
- Personal development and PSHE.
- Physical activity and wellbeing opportunities.
- Regular pastoral check-ins and welfare support.

Learning programmes will remain ambitious whilst being appropriately adapted to meet each pupil's needs, ensuring they continue to make progress towards their EHCP outcomes, academic targets and wider personal development goals.

Where pupils require additional support, tutors or support staff may work directly with pupils in agreed community venues or within the home where commissioned by the Local Authority and subject to appropriate risk assessment, safeguarding arrangements and senior leadership approval.

Curriculum Delivery

The curriculum delivered through remote or blended learning will remain broad, balanced and appropriately sequenced, ensuring pupils continue to develop the knowledge, skills and behaviours expected within the White Trees curriculum.

Planning will be directly linked to the school's curriculum intent and will reflect the learning taking place within school wherever possible.

Teachers will ensure that learning:

- Builds progressively on prior knowledge.
- Introduces new concepts where appropriate.
- Revisits previous learning to support long-term retention.
- Is differentiated to meet individual needs.
- Supports literacy, numeracy and communication across the curriculum.
- Promotes independence, resilience and problem-solving.
- Continues to prepare pupils for adulthood.

Where appropriate, pupils may access:

- English
- Mathematics
- Science
- Humanities
- Creative Arts
- Computing
- PSHE

- Careers Education
- Vocational Learning
- Physical Education
- Outdoor or practical learning opportunities where safely achievable.

Teachers will make reasonable adaptations to ensure learning remains accessible for pupils with SEND, taking account of cognitive load, concentration levels, emotional regulation and communication needs.

Teaching, Learning and Assessment

Teaching delivered remotely will maintain the same high expectations expected within classroom practice.

Teachers will:

- Plan learning which is purposeful, engaging and appropriately challenging.
- Provide clear explanations and modelling.
- Check pupils' understanding regularly.
- Adapt teaching in response to pupils' progress.
- Use questioning to identify misconceptions.
- Provide timely feedback to support improvement.
- Celebrate success and maintain pupil motivation.

Pupils' work may be submitted through:

- Evidence for Learning
- Academy21
- Microsoft Teams (where appropriate)
- Secure email
- Photographs of completed work
- Live online sessions
- Paper-based work returned to school.

Assessment information will continue to inform planning, ensuring pupils remain on track towards their individual academic and EHCP outcomes.

Teachers will maintain appropriate records of engagement, progress and assessment throughout any period of remote or blended learning.

Roles and Responsibilities

Executive Headteacher

The Executive Headteacher has overall responsibility for ensuring that remote and blended learning arrangements are effective, safe and meet the needs of all pupils.

The Executive Headteacher will ensure:

- Remote and blended learning remains aligned to the school's curriculum intent and quality of education strategy.
- Appropriate staffing and resources are available to deliver high-quality provision.
- Remote learning is only implemented where it is in the best interests of the pupil.
- Safeguarding arrangements remain robust throughout any period of remote education.
- Leaders regularly quality assure remote learning provision.
- Governors receive appropriate oversight of remote learning arrangements.
- The policy is reviewed regularly in line with changes to legislation, statutory guidance and school practice.

Headteacher / Head of Teaching & Learning

The Headteacher and Head of Teaching & Learning are responsible for the operational delivery and quality assurance of remote and blended learning.

They will:

- Ensure learning programmes remain ambitious and appropriately sequenced.
- Monitor the quality of teaching and learning.
- Support staff in planning effective remote provision.
- Monitor pupil engagement, attendance and progress.
- Ensure appropriate adaptations are made for pupils with SEND and SEMH.
- Coordinate support from Academy21 or other commissioned providers where appropriate.
- Report any concerns regarding engagement, safeguarding or progress to the Senior Leadership Team.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead retains overall responsibility for safeguarding pupils accessing remote or blended learning.

The DSL will:

- Ensure safeguarding procedures remain effective during periods of remote education.
- Monitor the welfare of vulnerable pupils.
- Respond promptly to safeguarding concerns arising during remote learning.
- Ensure staff understand safeguarding expectations when delivering online learning.
- Liaise with external agencies where appropriate.
- Record all safeguarding concerns on CPOMS in accordance with school procedures.
- Coordinate welfare checks where pupils disengage from education or concerns arise regarding their safety.

Teachers and Tutors

Teachers and tutors are responsible for delivering high-quality learning which reflects the expectations of the White Trees curriculum.

They will:

- Plan learning that is ambitious, engaging and appropriately differentiated.
- Maintain regular communication with pupils and families.
- Provide timely feedback to support progress.
- Record attendance and engagement during live sessions.
- Adapt teaching to meet individual needs.
- Monitor pupil wellbeing and report concerns promptly.
- Maintain accurate records of learning and assessment.
- Promote positive relationships and high expectations throughout remote learning.

Teaching Assistants and Support Staff

Teaching Assistants and support staff will contribute to the delivery of remote learning by:

- Supporting pupils to access learning.
- Delivering agreed interventions.
- Encouraging engagement and independence.
- Providing pastoral support where appropriate.
- Reporting safeguarding or welfare concerns immediately.
- Working alongside teachers to adapt learning activities.

Parents and Carers

Parents and carers play an important role in supporting pupils to engage successfully with remote learning.

They are encouraged to:

- Provide a suitable environment for learning wherever possible.
- Encourage regular attendance and engagement.
- Support pupils in following agreed routines.
- Inform the school of any barriers to learning.
- Maintain communication with school staff.
- Report any safeguarding or welfare concerns promptly.

Parents are not expected to replace the role of the teacher but to support their child in accessing the education provided.

Pupils

Pupils are expected to:

- Engage positively with learning activities.
- Attend live sessions where appropriate.
- Treat staff and peers with respect.
- Follow the school's behaviour expectations.
- Use school equipment appropriately.
- Report any concerns or difficulties to a trusted adult.
- Follow online safety expectations at all times.

Governors

The Governing Body will provide strategic oversight of the school's remote and blended learning arrangements by:

- Receiving regular reports on the effectiveness of remote provision.
- Monitoring safeguarding arrangements and pupil welfare.
- Seeking assurance that statutory duties continue to be met.
- Holding leaders to account for the quality of education provided.
- Reviewing the effectiveness of this policy as part of the school's wider governance framework.

Safeguarding, Online Safety and Professional Conduct

Safeguarding remains the highest priority at White Trees Independent School regardless of where learning takes place. Pupils accessing remote or blended learning remain subject to the same safeguarding procedures, expectations and professional standards as those attending school in person.

All staff must continue to act in accordance with:

- Keeping Children Safe in Education (KCSIE)
- The White Trees Safeguarding & Child Protection Policy
- Staff Code of Conduct
- Online Safety Policy
- Acceptable Use Policy
- Low-Level Concerns Policy
- Whistleblowing Policy

Any safeguarding concerns identified during remote learning must be reported immediately to the Designated Safeguarding Lead (DSL) and recorded on CPOMS in accordance with school procedures.

Safeguarding During Remote Learning

Staff delivering remote education will:

- Maintain professional curiosity and remain vigilant to changes in presentation, behaviour or engagement.
- Report any safeguarding concerns immediately.
- Record concerns accurately on CPOMS.
- Escalate concerns in line with the school's safeguarding procedures.
- Complete welfare checks where pupils disengage from learning or there are concerns regarding their wellbeing.
- Liaise with parents, carers and external agencies where appropriate.
- Ensure vulnerable pupils continue to receive appropriate pastoral support.

Where a pupil repeatedly fails to engage with remote learning, leaders will consider whether this presents a safeguarding concern and respond accordingly.

Online Safety

White Trees is committed to ensuring that pupils remain safe whilst accessing online learning.

Pupils will receive age-appropriate education regarding:

- Safe use of the internet.
- Appropriate online behaviour.
- Cyberbullying.
- Privacy and personal information.
- Safe use of social media.
- Online exploitation.
- Grooming.
- Harmful online content.
- Reporting concerns.

Staff will reinforce online safety expectations throughout all remote learning activities. We have our filtering and monitoring system in place which will further support safety online for our pupils also.

Approved Platforms

Remote learning will only be delivered using approved school platforms and systems.

These may include:

- Microsoft Teams
- Academy21
- Evidence for Learning
- Class Dojo
- Microsoft 365
- Secure school email

Personal social media accounts, messaging applications or personal email accounts must never be used to communicate with pupils.

Professional Conduct

All staff delivering remote learning are expected to maintain the highest standards of professionalism.

Staff must:

- Use school-issued accounts wherever possible.
- Dress professionally during live sessions.
- Deliver sessions from an appropriate environment.
- Ensure backgrounds are professional and free from inappropriate material.
- Maintain clear professional boundaries at all times.
- Follow the Staff Code of Conduct.
- Report any concerns immediately.

Staff must not:

- Communicate with pupils through personal devices or social media.
- Arrange unsupervised online meetings.
- Share personal contact details.
- Record online sessions unless authorised by the Senior Leadership Team.
- Engage in one-to-one communication outside agreed school systems.

Live Online Sessions

Where live teaching is delivered:

- Sessions will be planned and timetabled appropriately.
- Attendance and engagement will be monitored.
- Pupils will be reminded of behaviour expectations before each session.
- Cameras may be encouraged where appropriate but will remain sensitive to pupils' individual needs and home circumstances.
- Staff retain the right to remove pupils whose behaviour places others at risk or prevents effective learning.
- Any inappropriate behaviour will be managed in accordance with the school's Behaviour Policy.

Confidentiality and Data Protection

All remote learning must comply with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

Staff will:

- Handle personal information securely.
- Use encrypted and approved systems.
- Protect confidential information.
- Ensure documents containing sensitive information are stored and shared appropriately.
- Report any data breaches immediately in line with the school's Data Protection Policy.

Monitoring Welfare

Remote learning provides an important opportunity to monitor pupil welfare.

Where concerns arise regarding a pupil's:

- attendance,
- presentation,
- engagement,
- emotional wellbeing,
- home circumstances, or
- safety,

staff will immediately inform the DSL, who will determine the most appropriate course of action, including contact with parents/carers, welfare visits, referral to external agencies or activation of safeguarding procedures where necessary.

Attendance, Engagement, Assessment and Quality Assurance

Attendance and Engagement

White Trees Independent School recognises that regular participation in remote or blended learning is essential to maintaining educational progress, emotional wellbeing and successful reintegration into full-time education.

Pupils accessing remote learning are expected to engage with their agreed timetable and complete learning activities appropriate to their individual programme.

Staff will monitor:

- Attendance at live teaching sessions.
- Completion of learning activities.
- Participation and engagement.
- Communication with staff.
- Welfare and emotional presentation.
- Progress towards agreed outcomes.

Any concerns regarding attendance or engagement will be followed up promptly with parents, carers and, where appropriate, the Local Authority or other professionals involved with the pupil.

Where engagement significantly declines, leaders will consider whether additional intervention, curriculum adaptation or safeguarding action is required.

Monitoring Progress

Teachers will continually assess pupils' understanding and progress throughout periods of remote or blended learning.

Assessment may include:

- Teacher assessment.
- Live questioning.
- Observation during online sessions.
- Submitted work.
- Evidence for Learning observations.
- Academy21 progress reports.
- Practical tasks.
- Literacy and numeracy assessments.
- EHCP outcome monitoring.
- Personal development and Preparation for Adulthood outcomes.

Assessment information will be used to:

- identify misconceptions;
- adapt future teaching;
- plan targeted intervention;
- celebrate achievement;
- support reintegration back into school.

Feedback

High-quality feedback remains an essential part of effective teaching and learning.

Teachers will provide regular feedback that is:

- timely;
- constructive;
- personalised;
- proportionate to the task completed;
- focused on improving learning.

Feedback may be delivered through:

- verbal discussion;

- live teaching sessions;
- written comments;
- digital feedback;
- Evidence for Learning;
- Academy21 feedback reports;
- individual pastoral conversations.

Positive achievement and effort will continue to be recognised through the school's reward systems, including Class Dojo where appropriate.

Supporting Pupils with SEND

Many pupils attending White Trees have additional educational, communication and emotional needs which require carefully adapted approaches to remote learning.

Teachers will make reasonable adjustments to ensure learning remains accessible, including:

- differentiated learning activities;
- visual supports;
- scaffolded instructions;
- reduced cognitive load;
- shorter learning sessions;
- sensory and movement breaks;
- adapted resources;
- additional adult support;
- therapeutic approaches to learning;
- flexible timetables where appropriate.

Remote learning programmes will continue to reflect the provision identified within pupils' Education, Health and Care Plans (EHCPs), individual risk assessments and pastoral support plans.

Quality Assurance

Senior leaders are responsible for ensuring that remote and blended learning maintains the same high standards expected across all White Trees provision.

Quality assurance activities may include:

- lesson observations;
- learning walks;
- review of planning;
- scrutiny of pupils' work;
- monitoring of attendance and engagement;
- Evidence for Learning reviews;
- Academy21 progress reports;
- pupil voice;
- parent and carer feedback;

- safeguarding audits;
- curriculum monitoring;
- line management supervision.

Leaders will use this information to identify strengths, provide support where required and continually improve the quality of remote and blended learning.

Evaluating Impact

The effectiveness of remote and blended learning will be evaluated through:

- pupil progress and attainment;
- attendance and engagement data;
- behaviour and wellbeing information;
- safeguarding monitoring;
- EHCP outcomes;
- reintegration success;
- pupil, parent and staff feedback;
- leadership quality assurance;
- Governor scrutiny.

Findings will inform future practice and contribute to the school's ongoing self-evaluation and School Improvement Plan.

Monitoring and Review

The Executive Headteacher is responsible for ensuring that this policy is implemented consistently across the school.

Senior leaders will monitor the effectiveness of remote and blended learning through:

- pupil engagement and attendance;
- progress and assessment information;
- safeguarding and welfare monitoring;
- quality assurance activities;
- pupil and parent feedback.

This policy will be reviewed annually, or sooner where changes to legislation, statutory guidance or school practice require.

Published on	
By	

Chair of Gov Sig/Date	
Head Teacher Sig/Date	



