



The Apple International School

DISTANCE AND BLENDED LEARNING POLICY

Academic Year 2026–2027

Policy Owner	Senior Leadership Team
Applies To	Students, parents/carers, teachers and support staff
Review Cycle	Annual
Effective Date	September 2026
Related Policies	Teaching & Learning, Attendance, Assessment, BYOD, Safeguarding, Behaviour, Inclusion and Cyber Security

1. Purpose

The Apple International School (AIS) is committed to providing continuity of high-quality education when learning takes place partly or wholly away from the school site. This policy sets out the principles, expectations and procedures for distance and blended learning. It aims to ensure that learning remains accessible, purposeful, inclusive, safe and appropriately monitored.

2. Scope

This policy applies whenever AIS provides learning through a combination of face-to-face and digital learning, or when students are required or permitted to learn remotely for an approved reason. It applies across Foundation Stage, Primary and Secondary phases, with age-appropriate adaptations.

3. Definitions

- Blended learning: a planned combination of face-to-face teaching and online/digital learning.
- Distance learning: learning undertaken away from the school site using digital platforms, online resources, live sessions, recorded materials and/or structured independent work.
- Synchronous learning: learning that takes place live, with students and teachers participating at the same time.
- Asynchronous learning: learning that students complete independently within a defined timeframe.

4. Policy Principles

- Learning should remain aligned with the AIS curriculum, learning objectives and assessment expectations.
- Digital learning should complement effective teaching rather than simply reproduce classroom activities online.
- Students should receive clear instructions, appropriate resources, regular feedback and reasonable opportunities to ask for help.
- Provision should be inclusive and take account of students of determination, English language learners and differing access needs.
- Student wellbeing, safeguarding, online safety and responsible use of technology are central to all distance and blended learning.
- Teachers should use professional judgement to balance screen-based activity with offline learning, reading, practical work and independent study.

5. Roles and Responsibilities

5.1 School Leadership

- Provide strategic direction, suitable digital systems and staff guidance.
- Monitor the quality and consistency of blended and distance learning.
- Ensure safeguarding, inclusion, data protection and wellbeing arrangements remain effective.
- Review the effectiveness of provision and make improvements based on evidence and feedback.

5.2 Teachers

- Plan learning with clear objectives, success criteria and age-appropriate tasks.
- Provide resources and instructions through the school's approved platforms.
- Use live teaching, recorded explanations, independent activities and formative assessment where appropriate.
- Monitor participation and learning, provide feedback and identify students who may need additional support.
- Maintain professional communication and protect student privacy and confidentiality.

5.3 Students

- Attend and participate in scheduled learning where required.
- Complete assigned work honestly and within stated deadlines.
- Use school platforms and devices responsibly and follow online safety expectations.
- Communicate respectfully with teachers and peers.
- Report technical difficulties or barriers to learning promptly.

5.4 Parents/Carers

- Support a suitable learning environment and reasonable routine at home.
- Encourage attendance, participation and completion of work.
- Help students follow online safety and acceptable-use expectations.
- Communicate with the school when technical, wellbeing or other barriers affect learning.

6. Learning Delivery

Teachers may use a combination of the following, depending on age, subject and learning objective:

- Live online lessons or check-ins.
- Recorded explanations and demonstrations.
- Digital presentations, assignments, quizzes and interactive activities.
- Textbooks, worksheets, reading and offline tasks.
- Collaborative activities and discussion forums where appropriate.
- Practical, creative and project-based activities that can be completed safely at home.

7. Attendance and Engagement

Attendance and engagement in distance learning will be monitored in accordance with the school's attendance procedures. Where a student is unable to participate because of illness, technical difficulties or another approved reason, parents/carers should notify the school as soon as possible. Persistent non-participation will be followed up by the appropriate pastoral or academic team.

8. Assessment and Feedback

- Assessment may include quizzes, written work, projects, presentations, online assignments, questioning and other suitable methods.
- Teachers should provide timely and constructive feedback appropriate to the age and nature of the task.
- Students must complete assessed work independently unless collaboration is explicitly permitted.
- Academic integrity and examination requirements continue to apply during online learning.

9. Inclusion and Accessibility

AIS will seek to remove barriers to participation. Teachers should provide reasonable adaptations, accessible resources and alternative approaches where appropriate. Students who require additional support should continue to receive guidance through the school's inclusion and pastoral systems.

10. Digital Safety and Safeguarding

- Only school-approved platforms and accounts should be used for school learning wherever possible.
- Students must not share passwords, personal information, private recordings or screenshots of others.
- Live sessions should follow school rules regarding appropriate language, behaviour, appearance, backgrounds and use of cameras/microphones.
- Any safeguarding concern, inappropriate online contact or suspected cyber incident must be reported through the school's established procedures.
- Teachers should avoid unnecessary collection or sharing of personal data and follow applicable school data-protection requirements.

11. Technology and Digital Access

The school will make reasonable efforts to identify and respond to barriers to digital access. Where a student experiences device, connectivity or platform problems, the family should contact the school. Teachers should provide practical alternatives where reasonably possible so that a temporary technical issue does not unnecessarily prevent learning.

12. Communication

The school will communicate through approved channels. Teachers should make expectations clear regarding lesson times, deadlines, office/contact hours and where students should submit work. Parents/carers should use official school communication channels for questions or concerns.

13. Wellbeing and Healthy Learning Habits

- Learning plans should include appropriate breaks and a balance of screen and non-screen activities.
- Students should be encouraged to maintain regular sleep, meals, physical activity and social connection.
- Teachers should be alert to signs that a student is struggling with workload, isolation, motivation or wellbeing and refer concerns through the school's pastoral systems.

14. Quality Assurance and Monitoring

School leaders and relevant middle leaders will review the quality of distance and blended learning through lesson monitoring, work scrutiny, student engagement information, assessment evidence, staff reflection and parent/student feedback. Findings will inform professional development and policy review.

15. Review

This policy will be reviewed at least annually, or earlier when required by changes to school practice, regulatory requirements, technology, safeguarding guidance or significant operational circumstances.