



Remote Learning Policy

Including all of the Pre-Prep Department and Early Years Foundation Stage

SLM / HL

Updated October 2025

Review and amendment record

Date	Person Conducting the Review	Changes Made
March 2020	DRW	New policy following the announcement of national school closure in March 2020.
September 2020	DRW	Review and update for the 2020-21 academic year, reflecting updated guidance from the Department of Education re: COVID-19.
January 2021	DRW	Review and update following the announcement of national school closure in January 2021.
March 2021	DRW	Review and update following the re-opening of schools at the end of the Lent term 2021.
September 2021	DRW	Review and update for the 2021-22 academic year, reflecting updated guidance from the Department of Education re: COVID-19.
January 2022	DRW	Amended to reflect the changes in government guidance regarding: <ul style="list-style-type: none"> • a PCR test no longer being necessary to confirm a positive lateral flow test in asymptomatic cases • reduction of the period of self-isolation from ten to five days with the return of two negative lateral flow tests
February 2022	DRW	Amended to clarify the naming protocol for live lesson links on Zoom.
April 2022	DRW	Amended to reflect updated government guidance published in April 2022 following the end of COVID-19 restrictions and free mass testing in the UK.
September 2022	DRW	Review and update for the 2022-23 academic year – including changes to the safeguarding team – reflecting updated guidance from the UK Health Security Agency (South East region) <i>Respiratory Outbreak Action Card Education and Childcare Settings v02.00</i> .
September 2023	DRW	Review and update for the 2023-24 academic year, specifically updated NHS and government guidance on what children should do if they have symptoms of COVID or have tested positive for COVID.
September 2024	DRW	Review and update for the 2024-25 academic year, specifically; <ul style="list-style-type: none"> • ensuring the principles behind <i>Working together to improve school attendance (August 2024)</i> as outlined in our Attendance Policy are reflected here • updating the structure of the Safeguarding team (as detailed in the Safeguarding Policy)
October 2025	SLM/HL	Reviewed but with further significant updates required when boys transfer to use of TEAMS later in academic year (LT26).

PURPOSE

As detailed in our Attendance Policy, it is the expectation at Summer Fields that each child attends school every day that the school is open unless the child is too ill to attend or they have been given permission for absence in advance of the day in question. Therefore, the purpose of the details in this policy are to:

- Detail the limited, specific circumstances in which remote learning is to be provided.
- Ensure pupils and staff are safeguarded during any incidence of remote learning.
- Outline procedures and practice for staff, pupils and their parents for any period of remote learning.
- Support the continued academic progress of all pupils for the duration of an extended school closure.

Since September 2021 this policy has specifically focussed on the scenario of a pupil (or pupils) being absent from school as they self-isolate as a direct result of COVID-19 rather than school closure. However, the policy is under constant review and is revised as circumstances and government guidance change.

In any incidence of remote learning it is essential that children are safeguarded from potentially harmful and inappropriate online material. Summer Fields takes great care to ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision (see Safeguarding Policy).

SAFEGUARDING

The safeguarding of pupils and staff - regardless of the platform by which the curriculum is delivered – remains the school's number one priority. Pupils, parents and staff are reminded that the school's Safeguarding Policy and Code of Conduct – indeed, all school policies – apply to every interaction between pupils and staff, whether teaching in-person or remotely. In those policies there are specifically prohibited behaviours and reporting obligations to which pupils and staff must adhere regardless of whether they are physically on the school site.

It is imperative that all staff who interact with children during a period of remote learning continue to be highly vigilant for indications that a child may be at risk and are aware of the indications of being at risk which are specific to remote learning. Any such concerns should be dealt with as per the Safeguarding Policy. Any concerns should be raised with the Designated Safeguarding team **immediately**. Speaking directly to members of the safeguarding team is the best way to communicate if a member of staff has concerns.

All members of the team can also be contacted via safeguarding@summerfields.com. The Safeguarding team is comprised of;

- Designated Safeguarding Lead (DSL) – Joanna Blackstone (jgc@summerfields.com)
- Deputy DSL - David Faber (headmaster@summerfields.com)
- Deputy DSL - Charlie Langley (cwl@summerfields.com)
- Deputy DSL – Ollie Bishop (ojsb@summerfields.com)
- Deputy DSL – Claire Coolin (cmc@summerfields.com)

Where appropriate, referrals should be made to children's social care and, as required, the police. Further details can be found in our Safeguarding Policy and are available on our website.

Protecting pupils and staff in a virtual environment

The primary platforms used by the school to deliver remote learning will be:

- Zoom video conferencing: access to this by staff will be through the education accounts bought by the school, with account details distributed directly to individuals
- Firefly: access to this is for all Pupils (Pre-prep and Prep) via the internet at the following URL: <https://summerfields.fireflycloud.net/login>

Live video conferencing will be the primary method of delivering:

- Timetabled curriculum lessons (excluding PE, swimming, games, Forest School and Private Study)
- Learning Support (including EAL) lessons
- Instrumental music lessons
- LAMDA lessons
- Additional language lessons (Russian and Mandarin)
- Teacher-led tutorials with tutees

With specific regard to safeguarding pupils and staff in remote learning, teachers, parents and boys must be aware of the following:

1. The Summer Fields Acceptable Use policy detailing appropriate behaviours when using technology continues to be in operation for boys and staff.
2. The first pupil "task" of any period of remote learning will be the reading and acceptance of a behaviour agreement related to the use of Firefly and Zoom. This will include strict prohibitions on:
 - The use of technology by pupils without the consent of their parent/s or guardian.
 - Recording live Zoom video conferencing by boys and/or their parents or guardian.
 - Taking photos or screenshots of pupils/teachers/school resources; the sharing of these images; and the uploading of these images on social media by boys and/or their parents or guardian.
 - Sharing resources provided by Summer Fields with anyone outside of the school community (including the sharing of resources which have been downloaded and edited before they are shared).
 - Pupils (and their wider family) wearing unsuitable/revealing clothing during live video conferencing.
3. The behaviour agreement will remind pupils:
 - Not to share passwords or log-in details with anyone.
 - That they are responsible for their behaviour, communications and actions when using technology.
 - Zoom calls will be recorded by staff via the record function on the staff education account. Pupils are technically unable to record the call on their account without this permission being enabled by the member of staff making the call; staff will **NEVER** enable this permission.
 - Actions when using Zoom or Firefly will be monitored and logged by the school.
 - That these rules and guidance are in place to keep them safe online; if they are not followed, school sanctions will be applied and parent/s or guardians contacted.

To stay safe when using these platforms teachers will:

- 1) Provide remote-learning resources, tasks and assignments via Firefly, where it is secure and viewable only to registered Summer Fields users.
- 2) Use school email accounts when email contact is required.
- 3) Never give out or use any private systems of remote contact (e.g. mobile phone numbers or alternative private email addresses) to parents or pupils. Teacher contact with parents and/or pupils via any form of social media (e.g. Skype, FaceTime, WhatsApp, SMS text message, Facebook, etc.) other than Zoom is strictly prohibited.
- 4) Record all live video conference calls conducted on Zoom. These videos will be stored in a central location and regularly audited as part of our safeguarding procedures.
- 5) Never enable the permission on Zoom that would give the technical ability to boys to record the call on their account.
- 6) Ideally, ensure at the start of any live video conference on Zoom that an adult, preferably a parent, is also at the pupil's geographical location. If this is not possible, staff will carefully consider if the meeting is appropriate.
- 7) Ideally, ensure at the start of any live video conference on Zoom that the pupil's computer is in a shared space at their geographical location. Where possible, the interaction should take place with a neutral background; staff and pupils must wear suitable clothing, as should anyone else in the household; staff should not comment on the background to the call or the surroundings of the child.
- 8) Log any one-to-one session (tutorial or additional lesson) which has taken place via the online form distributed by the Deputy Head, Pastoral. This log will be compared with the Zoom

activity register viewable to the system administrator for discrepancies as part of our safeguarding procedures.

- 9) If pupils or parents need to telephone the school, they should call the School Office on 01865 454433 or the Pre-prep on 01865 951253 and messages will be passed to individual teachers as appropriate.

All staff at Summer Fields will be reminded of the following policies:

- o Safeguarding Policy
- o Code of Conduct (which includes rules on the use of social media)
- o E-Safety Policy
- o Technology Acceptable Use Policy

Wider safeguarding and well-being issues

Children and young people spend more time online when undertaking remote learning. There are huge benefits to the online world and also a number of associated risks. It is important that the online behaviour of pupils keeps them safe. Practical and age-appropriate support can be found for pupils from the following:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse
- Whisper system (available via RMUnify tiles) - to raise concerns any about themselves or others, including online bullying

Support for parents and guardians to help keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

PROVISION OF REMOTE LEARNING

Individual pupil absence

The end of COVID-19 restrictions and free mass testing in the UK was accompanied by updated guidance for children in the event that they experience symptoms of COVID-19 or have tested positive for COVID-19.

Government guidance has detailed the end of asymptomatic testing for schoolchildren and outlines how absence as a result of COVID-19 is now to be dealt with in the same way as non-attendance due to any other sickness. Consequently, as with any other illness, pupils who have mild symptoms but feel well enough to go to school may do so. **If pupils are not well enough to attend school, regardless of the illness they are experiencing, then they are not well enough to undertake school work at home and remote learning will not be provided to them.**

People with COVID-19 symptoms are not required to take a lateral flow test but if they test positive for COVID-19 they should try to stay at home and avoid contact with other people; for people under 18 government advice is to try and avoid other people for three days after the test was taken. This is different to the advice given to adults, as people under 18 tend to be infectious to others for a shorter period of time.

Consequently, in light of the above, remote learning **WILL ONLY** be made available to individual pupils who;

- have undertaken a test for COVID-19 under the direction of a medical professional (taking a lateral flow test under the direction of parents does not meet this threshold); AND
- have returned a positive result; AND

- are asymptomatic (and therefore well enough to undertake school work)

The process by which remote learning can be accessed is initiated by the school's medical team (Hobson's) receiving official confirmation of a pupil's positive test result taken under the direction of a medical professional. The school reserves the right to withhold access to remote learning on the advice of Hobson's.

Whole-school closure

Should the whole-school be closed as a result of a respiratory outbreak, all pupils will receive instruction via live video conferencing. In those circumstances, Summer Fields will provide educational instruction remotely by:

- Teaching via live video conferencing of timetabled lessons (excluding PE, swimming, games, Forest School and Private Study)
- The delivery of resources and the setting of tasks/assignments through Firefly by the usual teacher of each form/set.
- Collecting completed work from pupils via submission on Firefly and giving feedback on that work (provided by the usual teacher of the form/set).
- Continuing pastoral support through a range of age-appropriate methods.

A weekly tutorial will also be available via live video conferencing. Whilst assemblies, chapel services, form periods and activities will not be broadcast via live video conferencing to a pupil/pupils self-isolating, this will be reviewed in the circumstances of school closure.

The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any incidence of remote learning.

EXPECTATIONS OF TEACHERS

Teachers will plan on the understanding that, in the Pre-prep, parents will access Zoom and Firefly on behalf of their children and, in the prep school, pupils in Year 4 to Year 8 will access Zoom and Firefly themselves.

In the Pre-prep, class teachers will:

- Deliver daily live Phonics/English and Maths teaching.
- Deliver live, appropriate, topic-related teaching to ensure progression across the curriculum and appropriate spread of subjects within the cross-curricular topics.
- Show a realistic understanding of what 4 to 8 year old boys can achieve independently. **It is not the aim that all learning must be done through a computer and a range of tasks should be set which develop skills across the curriculum.**
- Allow appropriate time for the completion of work.
- Set short and manageable tasks for Pre-prep children to ensure their engagement, motivation and confidence levels remain high.
- Allow for various responses to tasks to match the ability level of individual children.

In the prep school, class/set teachers will:

- Teach their classes via live video conferencing as per their usual timetable and the timings of lessons (except for PE, swimming, games and Private Study).
- Set work reflecting what pupils physically on the school site are required to undertake.
- Set work which represents reasonable (not excessive) expectations of pupils working remotely and independently with due regard for the technological; logistical; and organisational challenges remote learning poses for boys in the 8 to 13-year-old age bracket and their families.
- Have realistic expectations of the timeframe in which pupils can complete and submit work.

Lessons will be taught via live video conferencing and work set in accordance with existing programmes of study. Lessons and associated assignments will be designed to enable pupils to

progress at a similar pace as if they were physically on the school site. Whilst remote learning requires pupils and teachers to take a different approach to working, teachers should ensure the pace of content coverage and academic progress is as close as possible to in-school teaching.

Differentiation

Differentiation of tasks to enable all pupils to make good progress remains the responsibility of the teacher. Communication with the Learning Support department remains a key consideration for teachers during a period of remote learning. Particular tasks for specific boys can be shared with Learning Support teachers who may work specifically on these tasks with their pupils in order to enable them to make good progress.

Feedback

Feedback to pupils will continue to be of the utmost importance and, whilst this may take a different form during a remote learning period, teachers will provide timely formative (constructive comment) and summative (mark/grade based) feedback to pupils on completed tasks/assignments. Just as when pupils are physically on the school site, staff will keep accurate records of all work completed and submitted. Possible methods of feedback include

- Verbal praise/commentary
- Providing formative feedback directly to each pupil via the “Tasks” function on Firefly
- Providing summative feedback directly to each pupil via the “Tasks” function on Firefly
- Providing summative, automated feedback via the capacity of the “Tasks” function to mark tests
- Providing whole class feedback rather than feedback on individual pieces of work

Pastoral Care

In event of school closure, the primary responsibility for the pastoral care of a boy rests with their parents/guardians. However, class teachers (Pre-prep) and tutors (Prep) - under the guidance of the Head of Prep and the Deputy Head, Pastoral - will continue to monitor both academic progress and the general well-being of their pupils by being available to support parents and address any concerns. Parents should contact their child’s class teacher or tutor in the usual way if they have concerns or require support. Class teachers and pastoral tutors are expected to pass on feedback to the Head of Pre-prep, Heads of Year and the Deputy Head (Pastoral) if they have specific concerns about a boy. Lack of evidence of full engagement with academic work during remote learning should be raised as a concern with the Head of Pre-prep or Heads of Year/the Deputy Head, Pastoral. Persistent lack of engagement/communication is a safeguarding concern and the Designated Safeguarding Lead should be notified as per the school’s Safeguarding Policy.

Pupils and their families may find close contact when remote learning stressful. All staff – especially class teachers (Pre-prep) and tutors (the prep school) - should be mindful that boys may find the lack of contact with the school site; the absence of physical interaction with their friends; anxiety relating to their absence or the causes of an extended school closure; and uncertainty; a considerable challenge to their pastoral well-being. Staff should consider what proactive steps they can take to support pupils in these circumstances.

DELIVERING REMOTE LEARNING ON ZOOM AND FIREFLY



Each classroom has a goose-necked, USB camera (similar to that pictured). This should be clamped to an appropriate desk in a forward-facing direction, such that its field of view includes the teacher, whiteboard and/or interactive board. **Its primary use is to film lesson delivery or demonstrations given by the teacher, not other boys in the class (in the event that the camera is in use for a class with both some pupils present and absent).**

The camera should be plugged into the computer monitor via USB. If a USB extension lead is needed, this can be sourced from ICT support. In some rooms and/or if the audio quality turns out to be too limited, an additional USB microphone may also be required (again, available from ICT support).

STEP 1 – Setting up a Zoom meeting

Teachers will schedule a meeting on Zoom for each of the classes they teach, ensuring they;

- Name the meeting with the protocol - **day (day number and month) - period number/s – subject**, i.e., 16 September – periods 3 and 4 – Maths.
- Tick the 'recurring meeting' option. This will allow the same meeting details to be used for each lesson with the class in question and means that specific days and times do not need to be stipulated.
- Meeting ID: Generate automatically.
- Require a passcode.
- Require a waiting room.
- Video on for host and participants.
- Computer audio.
- Other calendars.

Advanced settings:

- Mute participants on entry.
- Automatically record meeting in the cloud.
- **CLICK 'SAVE' TO COMPLETE THE SETTING UP OF A MEETING.**

Schedule Meeting

Topic: YFR 8D Science

Recurring meeting

Remember to check recurrence or repeat in your calendar invitation

Meeting ID: Generate Automatically Personal Meeting ID 645 769 6693

Security: Passcode: 953057 Waiting Room

Video: Host: On Off Participants: On Off

Audio: Telephone Computer Audio Telephone and Computer Audio

Calendar: Outlook Google Calendar Other Calendars

Advanced Options:

Enable join before host

Mute participants upon entry

Only authenticated users can join: Sign in to Zoom

Automatically record meeting

Locally In the cloud

Alternative hosts: john@company.com

Save Cancel

STEP 2 – Setting a task on Firefly

A task must be set on Firefly to distribute the Zoom link for live video conferencing. The task can also be used to distribute resources; provide guidance; and collect work.

A task is set by;

- Selecting the blue 'set a new task' button at the top right of the Firefly home page.
- Writing the name of the pupil/pupils who will be accessing the lesson on Zoom in the 'students' box. A teacher can select a class they teach from the list of 'your classes' to the right of this box.
- Making the Head of Department a 'co-owner' of the task by typing their name in the box given. Typing in their surname will make doing so quicker and easier.
- Naming the task with the protocol – **day (day number and month) - period number/s – subject**, i.e., 16 September – periods 3 and 4 – Maths.
- Selecting the start date as the day the lesson is scheduled for.
- If work is being set via the task (i.e. questions to answer within the body of the task itself), selecting a due date which is plus two days from the scheduled lesson.
- Including the link to the relevant Zoom meeting in the task.
- Attaching worksheets/resources pupils will require for the lesson with instructions to print in advance if necessary (see bottom of the picture to the right).
- Including any details of task submission if necessary, e.g. completion of questions online or work photographed/scanned and uploaded as an attachment to the task.
- As the Zoom meeting details are the same for each lesson for a particular class, the 'task' can be copied for the next lesson with appropriate amendments to start date, due date, attachments, etc.

Set a New Task Bookmarks

Students

Start typing the name of the person or group to whom you wish to set this task:

Co-Owners

Start typing the name of a teacher: (optional)

Mr H Randolph

This allows other teachers to do everything with a task that you can, except for archiving and deleting it.

Details

Task Title (or Short Task Description)

14 January - periods 3 and 4 - Science

Start Date Due Date

Description (optional)

Questi... Image File Gallery More...

Formatting B / a x²

Gentlemen, for period 3 on Thursday 14 January (9.50am) please join our lesson on Zoom at [https://us04web.zoom.us/j/71070146408?](https://us04web.zoom.us/j/71070146408?pwd=VDN0eTJ6V0k4bF0bY3QWRnWjBTdz09) [pwd=VDN0eTJ6V0k4bF0bY3QWRnWjBTdz09](#). The Meeting ID is 710 7014 6408 and the Passcode is i515Ae.

You will need to print out the periodic table worksheet attached to the task before the lesson. You will need to answer the question below to 'complete' this task.

Write an explanation of the two main strengths of the periodic table as a method of categorising elements in the box given.

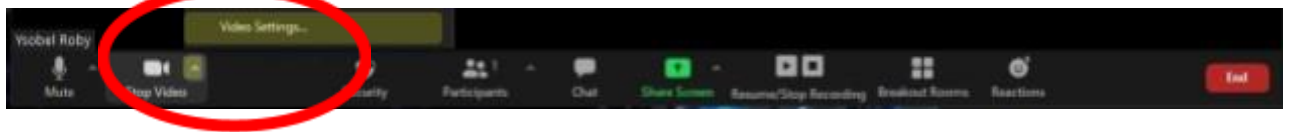
Attachments (up to 10 files, optional)

14 January_Science_periodic table information sheet.pdf

STEP 3 – the lesson itself

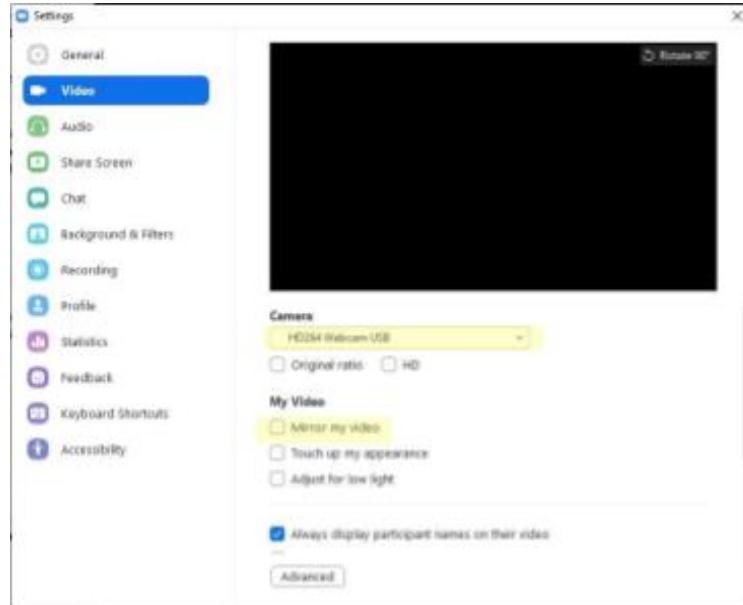
- **Camera**

Before the lesson, the video settings in the Zoom meeting should be checked by starting the meeting and clicking on the small arrow next to the 'stop video' button on the bottom toolbar:

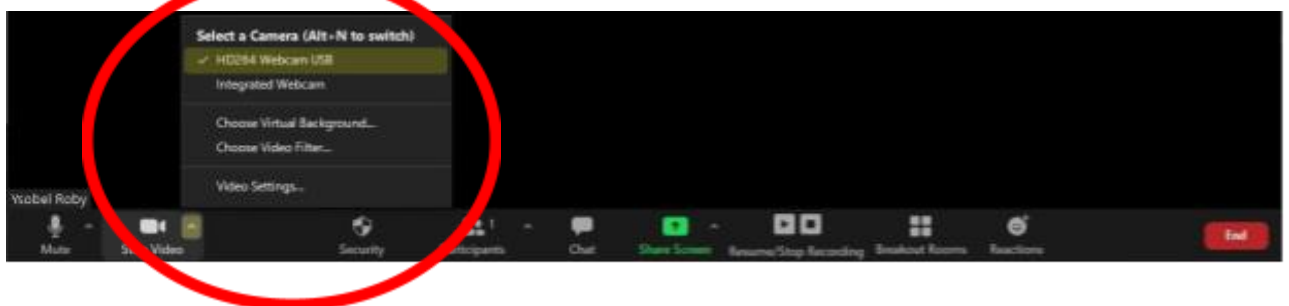


The following should be selected:

- Camera: HD264 Webcam USB (this is the external USB camera that has been plugged in). The video should NOT be mirrored.

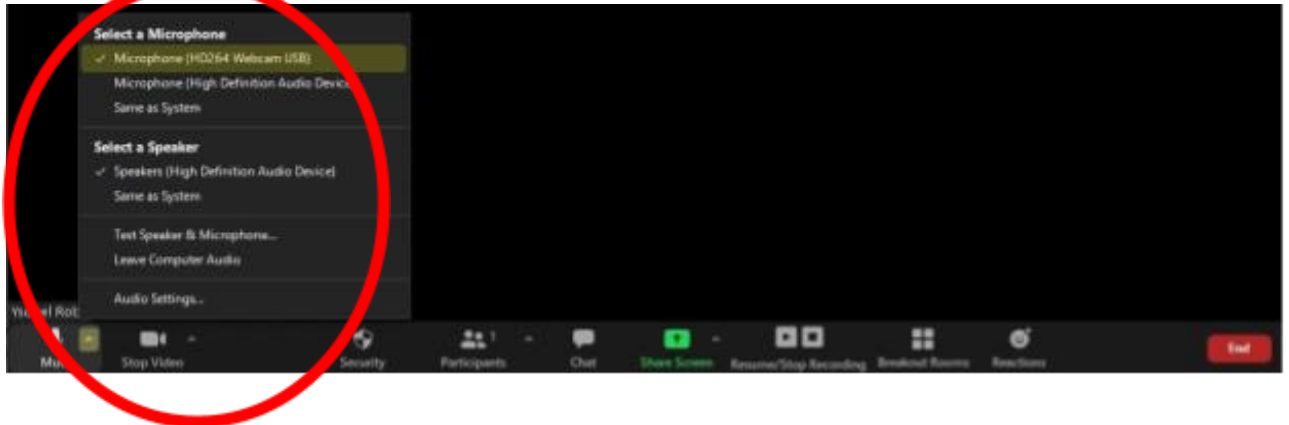


When the external USB camera is plugged in, Zoom should automatically select it as the video source. However, if this is not the case, or there is a wish to change between the external camera and the computer webcam, this can be done by clicking on the small arrow to the right of the 'stop video' button on the bottom toolbar, and selecting the desired camera.



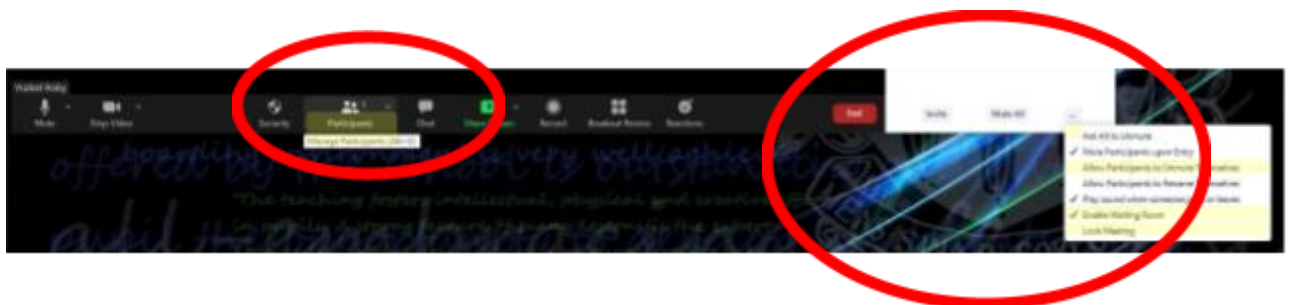
- **Microphone**

When the external USB camera is plugged in, Zoom should automatically select it as the microphone source too. It is possible to change between the external USB camera microphone and the computer microphone by clicking on the small arrow to the right of the 'mute' button on the bottom toolbar. A teacher may wish to do this if they wish to mainly capture their voice rather than that of other pupils.



Pupils should not be left **sitting in the waiting room** once the lesson has begun so, if it is not immediately obvious that they have entered (especially if there are other resources visible on the computer screen instead of the Zoom window) the teacher will need to check regularly for latecomers. They should investigate the Participants settings and select:

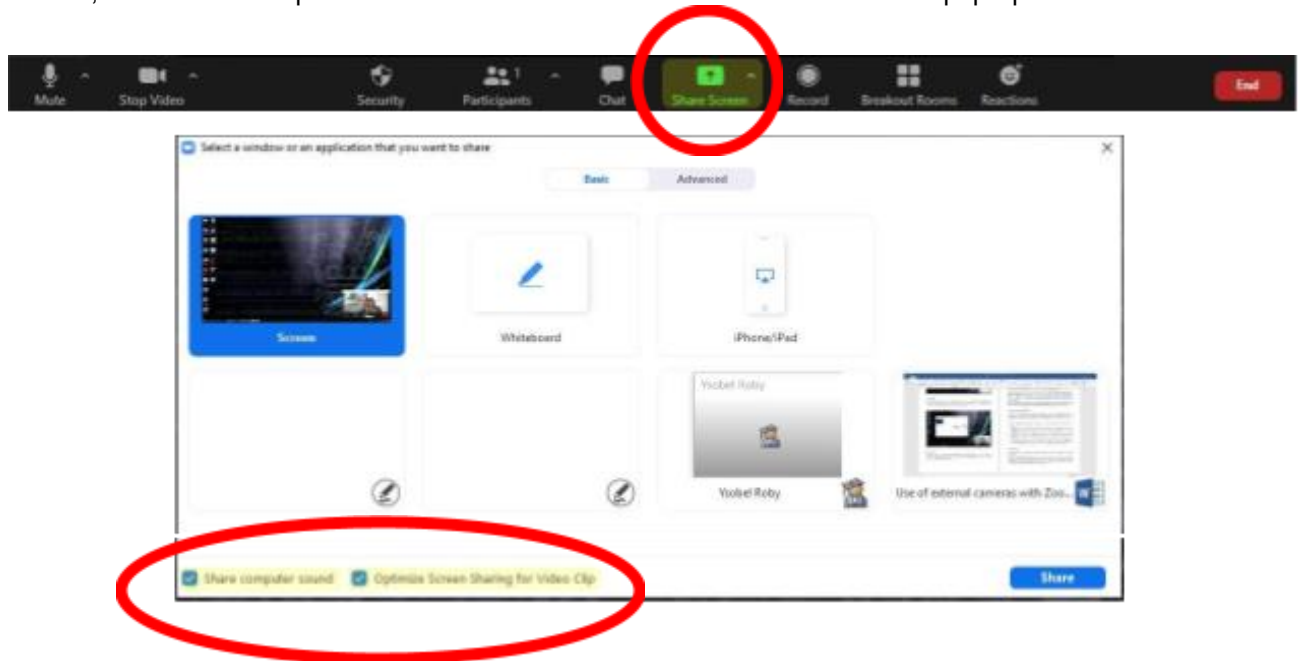
- Mute participants on entry
- Play sound when someone joins or leaves • Enable waiting room



- **Screen sharing**

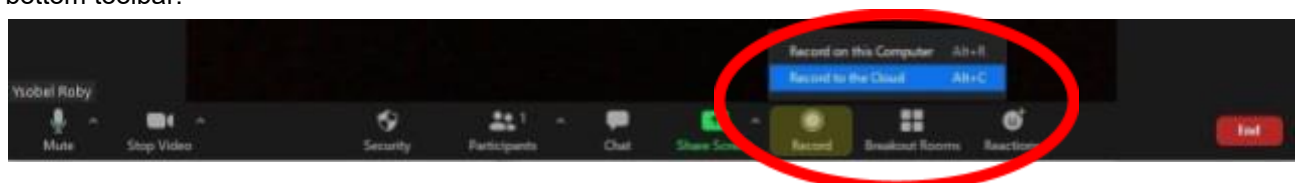
The external camera can be used in conjunction with screen sharing on Zoom. This can enable teachers to talk whilst a PowerPoint or a worksheet, for example, is visible to pupils; narration can still be heard. Alternatively, the teacher could talk whilst writing on a digital whiteboard or share a video for everyone to watch at the same time.

Clicking the 'Share Screen' button on the bottom toolbar will bring up the available screens or documents that can be shared with participants. The document/webpage to be shared must already be open for it to appear here as an option. If pupils will need to hear associated audio, e.g. sound on a video, then 'share computer sound' must be selected at the bottom left of this pop-up screen.



- **Safeguarding and recording of lessons**

All lessons delivered via live video conferencing **must be recorded to the cloud on Zoom**. Teachers should ensure they select 'Automatically record to the cloud' when scheduling the meeting; in an emergency where the lesson has started and is not recording, a teacher can click the 'record to the cloud' button when the lesson begins by first clicking on the 'Record' button on the bottom toolbar.



The main purpose of the camera is to film content delivery or demonstrations given by the teacher, not to film the other pupils in a class. Whilst pupils in a lesson will be incidentally filmed (such as when they walk past the camera) pupils are not the primary subject of filming.

- **Limitations and potential solutions**

The following limitations will be considered by teachers, especially those who teach in a variety of different classrooms.

- The distance the camera needs to be from the board will be easier to achieve in some classrooms than others.

- The video quality can get a bit blurry towards the edges; teachers will experiment with the required size of writing needed for it to be easily visible and experiment with the area of the board where writing is clearly legible.
- In some rooms, the frequency of the ceiling lights interferes with the video quality. There may be little that can be done, other than switching lights nearest the board off, if there is sufficient natural light in the room.
- The audio quality of the camera's own microphone may not always capture a busy classroom with lots of pupil discussion. The camera microphone and the computer microphone will be trialled; if neither are optimal, then an additional microphone can be sourced from IT support.

- ***Troubleshooting***

In the event of any technical issues, teachers will contact IT support directly.

Teachers can also contact colleagues who are part of the remote learning development group for further advice and support.

Pupils seeking general guidance or technical support should contact the school office (office@summerfields.com or 01865 454433) in the first instance. Queries will be forwarded by the school office to the member of staff best placed to deal with it.