



Remote Learning Policy

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

SLM

Updated September 2026

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: • 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; • 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).

June 2026	SLM/HL/JDC	Review and update for the 2025-26 academic year, specifically changing delivery from Firefly to Teams
September 2026	SLM	Review and update for the 2026-27 academic year including changes to SMT.

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 this policy is 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 focused 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 instance 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)
- Designated Safeguarding Lead (DSL) – Ollie Bishop (ojb@summerfields.com) (Maternity Cover)
- Deputy DSL – John Floyd (JEF@summerfields.com)
- Deputy DSL - Charlie Langley (cwl@summerfields.com)
- Deputy DSL – Claire Coolin (cmc@summerfields.com)
- Deputy DSL – Ellie Harris (ESH@summerfields.com) (Maternity Cover)

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:

- Teams: video conferencing and learning platform: access to this by staff and students will be through the education accounts bought by the school, with account details distributed directly to individuals

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 Teams. This will include strict prohibitions on:
 - The use of technology by pupils without the consent of their parent/s or guardian.
 - Recording live Teams 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.
 - Teams 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 Teams 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 Teams, 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 Teams is strictly prohibited.
- 4) Record all live video conference calls conducted on Teams. These videos will be stored in a central location and regularly audited as part of our safeguarding procedures.
- 5) Never enable the permission on Teams that would give the technical ability to boys to record the call on their account.

- 6) Ideally, for one-to-one Team video conference calls, ensure at the start of any live video conference on Teams 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 Teams 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 Teams 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
- [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 process by which remote learning can be accessed is initiated by the school's medical team (Hobson's), Director of Studies and the Deputy Headmaster. 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 Teams by the usual teacher of each form/set.

- Collecting completed work from pupils via submission on Teams 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 Teams on behalf of their children and, in the prep school, pupils in Year 4 to Year 8 will access Teams 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

The school will make reasonable adjustments to remote learning arrangements for pupils with SEND, EAL or other identified learning needs to ensure they can continue to access the curriculum effectively. 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 “Assignments” on Teams
- Providing summative feedback directly to each pupil via the “Assignments” on Teams
- Providing summative, automated feedback via the capacity of the “Assignments” function on Teams to mark tests
- Providing whole class feedback rather than feedback on individual pieces of work

Pastoral Care

In the 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.

Where barriers to access exist, including a lack of suitable devices or internet connectivity, the school will work with families to identify appropriate solutions wherever reasonably practicable.

DELIVERING REMOTE LEARNING ON TEAMS

Hardware

The computers in each classroom have a camera and microphone built in. Pressing on the top of the monitor, in the middle, can release the camera to pop up. This camera and microphone will be suitable for most Teams calls where the teacher is sat at their desk.

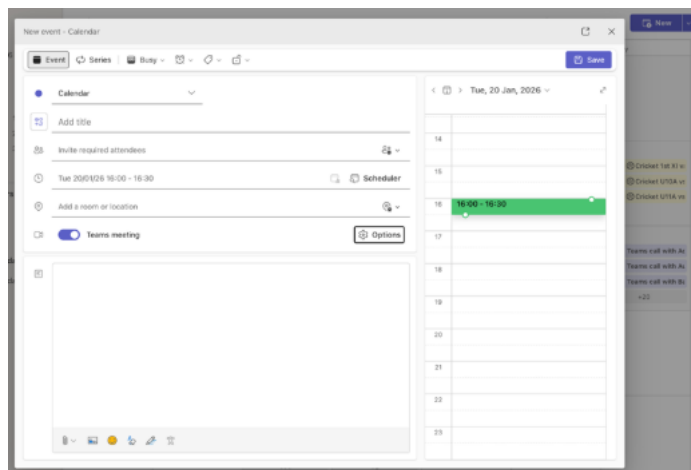


For Teams calls involving a taught lesson, that may include demonstrations or delivery from the front of class, each classroom has a goose-necked, USB camera (similar to that pictured) available. This should be clamped to an appropriate desk in a forward-facing direction, such that its field of view 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 – Scheduling Teams calls

Teams calls are generated through events, which can be added in the calendar.

In the event of whole-school Teams teaching, all lessons will be scheduled into Teams events from iSAMS data.



Teams call with selected attendees

Scheduling a one-off or regular Teams call can be done as follows:

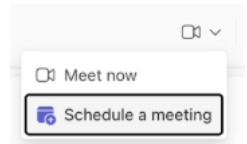
- Open the Teams app and, on the left-hand side, click on Calendar.
- Clicking the purple button in the top left that says 'New' creates a new event in the calendar, which can be a Teams call.
- Add a suitable title, date and time.
- Invite attendees by typing their email addresses into the attendees box.
- Ensure that 'Teams meeting' is turned on, as this will make a Teams call associated with this meeting.

Teams call with a class

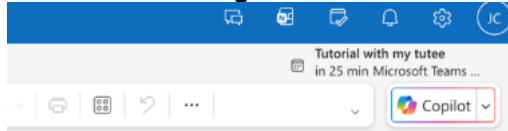
Scheduling a call with a class is very similar but it is more easily done from within the class Team.

Within the class Team that you wish to call:

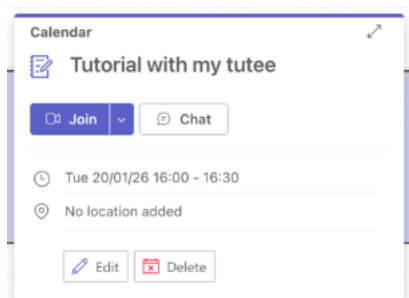
- Click on the down arrow, next to the camera button in the top right.
- Click 'Schedule a meeting'
- Complete the details as per the instructions above
- Attendees are no longer required, as members of this class are automatically added.



STEP 2 – Attending a Teams call

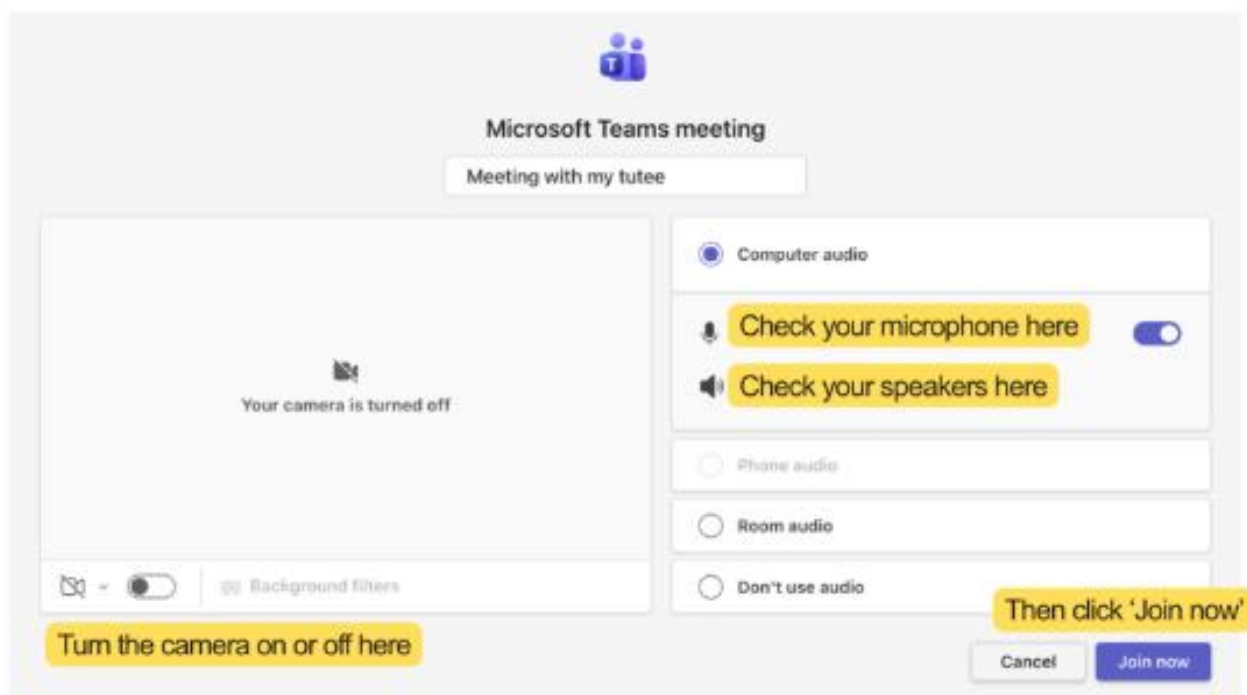


Once it is time for the Teams call, it will appear in the calendar, sometimes with a notification that an event is upcoming. Outlook syncs with the Teams calendar and may remind you of the meeting.



Going to the Teams calendar, click on the event you wish to join and click the purple 'Join' button.

When joining, there will be the option to check that your camera and microphone are turned on so that you can be seen and heard (see below).



During a Teams call, the following buttons are available to you:

How long the meeting has been running for

00:32

Chat with participants of the call (this will make a Teams chat that can be seen later as well)

Who is in the call, or who has been invited

Raise a hand alerts the host (or teacher) that you have a question or something to say

React sends an emoji that can be seen by everyone in the call (this can be turned off)

Rooms creates breakout rooms for small group work. There are options for teachers to choose groups or randomly assigned.

Camera and Mic turn on and off these functions.

Choose the view. 'Gallery' is good for seeing a whole class. Pupils should select 'Speaker' so their attention is on the teacher.

Controls enables a teacher to turn on or off different features for pupils

Under 'More', recording a meeting is available.

'Timer' is another useful tool to add a countdown timer for a task.

Chat

People

Raise

React

View

Controls

Rooms

Apps

More

Camera

Mic

Share

Leave

Gallery

Speaker

Together mode

Large gallery

Focus on content

Select max gallery size

Prioritise video

More options

Lock meeting

Enable lobby

Allow all participants to:

Share Screen

Chat

Unmute themselves

Turn on their cameras

View more options

Record and transcribe

Meeting info

Timer

Video effects and settings

Audio settings

Language and speech

Settings

Help

When sharing your screen, the following options are available:

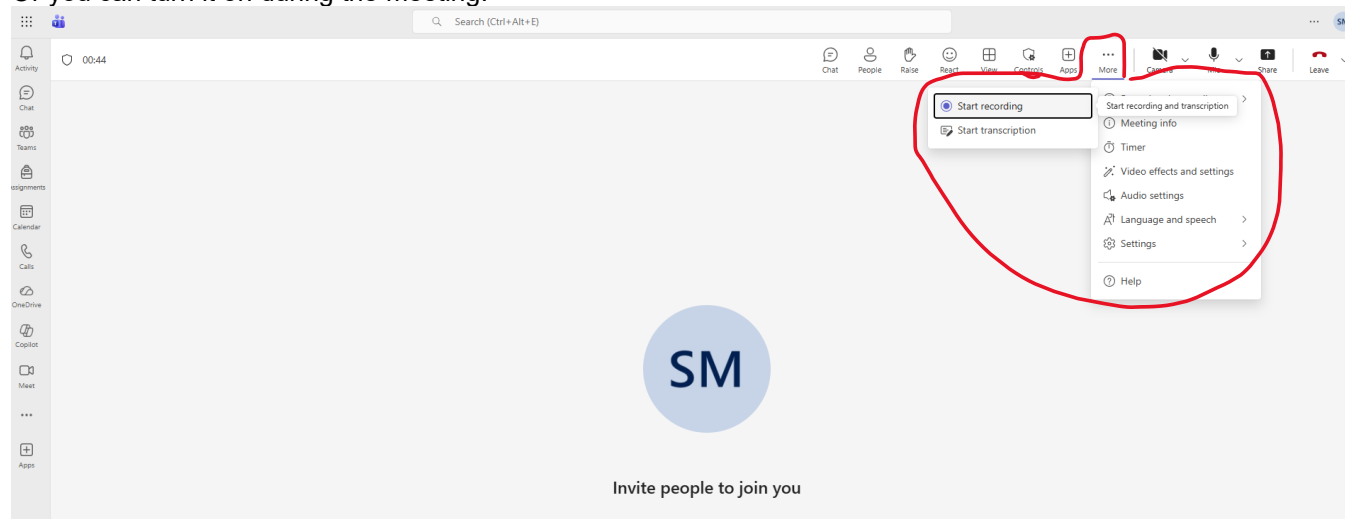
The screenshot shows the 'Share content' dialog in Microsoft Teams. It includes several sections: 'Share content' with an 'Include sound' toggle; 'Presenter mode' with icons for different presentation styles and an 'Add background' button; 'Screen' and 'Window (8)' options for selecting what to share; 'Microsoft Whiteboard' and 'Content from camera' options; and 'PowerPoint Live' and 'Organism differences' options. Annotations provide guidance: 'Under sharing, choose 'Screen' to share your whole screen and everything on it.' points to the 'Screen' option; 'If a video is being shared, remember to include sound' points to the 'Include sound' toggle; 'Choose 'Window' to share a single app or page, without sharing anything else' points to the 'Window (8)' option; and 'Choose a powerpoint document for another way of sharing lesson content to the call' points to the 'PowerPoint Live' option.

- **Safeguarding and recording of lessons**

All lessons delivered via live video conferencing **must be recorded to the cloud on Teams**. Teachers should ensure they select 'Record and transcribe automatically' when scheduling the meeting:

The screenshot shows the 'New meeting' scheduling interface in Microsoft Teams. The 'Details' tab is active, showing fields for title, attendees, date, time, and location. On the right, the 'Options' panel is open, and the 'Record and transcribe automatically' toggle is highlighted with a red circle and is turned on. Other options visible include 'Who can bypass the lobby?' set to 'People in my org and guests' and 'Spoken language in this meeting' set to 'English (UK)'. The 'Online meeting' toggle is also turned on.

Or you can turn it on during the meeting:



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.

STEP 3 – Setting work on Teams

Scheduling work – posting tasks – assignments and modules

Please use the video link below for entire instructions:

[Recap: Teams Teacher Training 06 January | Meeting | Microsoft Teams](#)

• 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 Software ICT 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.