



# Woodhouse Primary Academy Remote Learning 2020/21 Action Plan.

In January 2021, the majority of our children returned to remote learning education following the Covid-19 lockdown whilst some continued to attend school to attend the key worker and vulnerable children bubbles.

We have therefore updated the plan for remote learning (October 2020) so that all children can continue with their education to the high standard we expect at Woodhouse. Remote learning applies in the current situation in which the school is closed for an extended period of time, but a high number of learners and teachers are healthy, and able to work as normal from home. This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence. This action plan is based on the feedback taken from parents during the Summer term 2020, during the Autumn term 2020 and also from weekly reflections gathered in January 2021.

This plan ensures that Woodhouse Primary Academy meets the expectations set out in the Department for Education (DfE) guidance: 'Remote Education Support' accessible here: <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

We will continue to use Google Classroom and the school website home learning pages for the delivery of remote learning. Both of these will be regularly updated with important information regarding remote learning during any Covid-19 related absence from school. The school home learning website can be accessed here: <https://homelearning.woodhouse.academy/>

Since October 2020 we have allocated a number of Chromebooks provided by the DfE, as well as reconditioned laptops that have been donated by staff and members of the public, in total, over 100 additional families are now accessing remote learning. This number continues to rise as and when we are able to add more devices. For some children, accessing learning remotely is best served through paper packs which are sent out to those families who prefer to work in this way. Support with internet access is currently harder to access, and we are looking at ways in which we can support: <https://forms.gle/rUNeHzbBm732mDUeA>. We ask parents/carers to talk to school to make us aware of any barriers to accessing remote learning.

Parents can ask for support, give feedback and make home learning paper pack requests here: [enquiry@woodhouse.priacademy.co.uk](mailto:enquiry@woodhouse.priacademy.co.uk).





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## Aims

- To ensure equity of learning and curriculum opportunities for pupils in school and at home
- Support effective communication between school and families so as to meet the needs of all our children
- Provide clear expectations to members of the school community with regard to the delivery of high-quality remote learning.
- Ensure consistency in the approach to remote learning across our school for **all** our children who are unable to attend school. This will be done through the use of online and offline resources that are in line with the expectations of the National curriculum and school planning.
- To provide appropriate guidelines for data protection and safeguarding

## Google Classroom

This is where your child's teacher will provide daily lessons with the work that is expected to be completed and submitted each day; children will be expected to spend a similar amount of time completing this work as they would spend learning in school (see below for more detail.) Will provide learning across the curriculum, and be in line with the learning that your child has been following whilst in school. We are here to support you in any way that we can so please contact your class teacher via Google Classroom or Class Dojo or call school to speak to a member of staff if you want to talk about your child's learning. This will be a mixture of regular daily pre-recorded lessons and teaching from your child's teaching staff, but could also make use of adapted lessons from Oak National Academy, White Rose Maths and other appropriate high-quality sources.

We appreciate that for parents and families, home schooling will look different in every home, and will change each day depending on the needs of the child, family and their wider circumstances. **Your best effort is enough.** We are using an **asynchronous learning approach.** This means that the content that your child/ren need to complete their remote learning is available on Google Classroom all the time, which enables their learning schedule to fit around the other aspects of daily life at home.

Woodhouse staff are always available to support you with the learning and will be happy to help you at any time.

Some suggestions to support parents helping with remote learning at home: [Ways to improve concentration at home during home learning activities. – The SEN Resources Blog](#)

NB: For those children who attend school as children of critical workers or because they are vulnerable, remote learning is all completed on site. These children will not need to complete further remote learning at home, although of course they have access to our wide range of tasks and activities if required.



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## EYFS – Nursery and Reception children

A typical school day across Nursery and Reception might look like this. **This is for guidance only and each family can adapt it to fit in with their needs: working from home, siblings etc.**

We are well aware of the challenge of remote learning for families and our offer is designed to meet the many varied needs within Woodhouse Primary Academy.

### In EYFS we would expect:

#### Nursery Phonics and Reading Activities

**Do one of these activities every day to maintain your Phonics knowledge. Keep blending, segmenting and reading.**

#### Phonics

<https://www.phonicsplay.co.uk/resources/phase/1>

Using these sound discrimination games for aural sounds. This includes sounds at the start of words and also rhyming words.

You could also play games such as ‘I spy’ or play sound clips of different animals and objects. Can the children guess what these are?

<https://freesoundeffects.com>

This website has a huge range of sound clips that could be used.

Children in Nursery are typically working at the following pace;

Autumn Term – Activities 1-5 (sound discrimination games and activities)

Spring Term – Activities 1-5 with some children starting Activity 6 which is introducing letter sounds, names and formation

Summer Term – Activity 6 – expanding the sounds that are known, learning the sounds in their names and writing their whole name.

#### Reading

Reading can be achieved through a combination of methods and activities. These could include;

- Sharing a story (such as at bed time)
- Retelling stories – orally without reading any words
- Finding letters in the environment such as in magazines or shop windows
- Making up imaginary stories that everyone can contribute too.



## Reception Phonics and Reading Activities

**Do one of these activities every day to maintain your Phonics knowledge. Keep blending, segmenting and reading.**

### **Phonics**

[https://www.youtube.com/results?search\\_query=letters+and+sounds+for+home+and+school](https://www.youtube.com/results?search_query=letters+and+sounds+for+home+and+school)

<https://lettersandsounds.org.uk/for-home/reception>

<https://phonicsplay.co.uk>

Letters and Sounds. These are Daily lessons which run from the beginning of Phase 2 all the way through. Children in Reception are typically working at the following pace;

Autumn Term – Phase 2

Spring Term – Phase 3

Summer Term – Phase 3 with some starting Phase 4 when ready

### **Reading**

Reading can be achieved through a combination of methods and activities. These could include;

- Sharing a story (such as at bed time)
- Retelling stories – orally without reading any words
- Finding letters in the environment such as in magazines or shop windows
- Making up imaginary stories that everyone can contribute too.
- Beginning to read key words and phrases that may have some importance.
- Retelling their favourite story

Children in Reception will also have access to word sheets and phonically decodable reading books. These will be changed each week or when the children can confidently read them. To support this all children in Reception have access to BugClub. This is an online reading library that can have additional books uploaded when needed. There are little quizzes and activities to complete as the children read the books too.

<http://activelearnprimary.co.uk>

All of the children should already have their individual usernames and passwords.



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## EYFS Maths Activities

**Do one of these activities every day to maintain your maths...**

### ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

By the end of Reception, we are aiming for all children to be able to achieve the Early Learning Goals as detailed above. In order to do this there are a number of activities that could be done to support each child's learning. This is not an exclusive list and there will be many other things that can be done to support too.

<http://tentown.co.uk>

All children in Reception and Nursery will have accessed this regularly in school. There are individual logins for each child's class for them to access to.

Work and activities will be uploaded weekly onto Google Classroom.

<http://topmarks.co.uk>

This website has hundreds of Maths games and activities that can be completed. It just needs the user to select the area they want to work on and look at the age banding for the game.

All children across EYFS can regularly count objects around the home, continue to write numbers using the correct formation, look for numbers within their environments, watch Number Blocks on CBeebies, plus many, many more.

<https://whiterosemaths.com/homelearning/>

This website provides the week by week areas of coverage that would be happening if the children were in school. There are activity ideas and explanations of the concepts for you to share with them.



Then a combination of:

<p><b><u>Physical Activities</u></b></p> <p><b>Do one of these activities every day to help keep your body and emotions fit and healthy</b></p> <ul style="list-style-type: none"> <li>• Mr Milliard sessions <a href="https://homelearning.woodhouse.academy/physical-activity">https://homelearning.woodhouse.academy/physical-activity</a></li> <li>• Joe Wickes <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></li> <li>• Daily hour of exercise</li> <li>• Family fun <a href="https://www.sportengland.org/stayinworkout">https://www.sportengland.org/stayinworkout</a></li> </ul> <p>Just running around in the garden (or other outside safe space), playing with the garden equipment or playing a family game can count as physical exercise. It does not need to be a structured activity.</p>	<p><b><u>Emotional Health and Wellbeing</u></b></p> <p><b>Do one of these activities every day to help keep your body and emotions fit and healthy</b></p> <ul style="list-style-type: none"> <li>• Talk to people in your house about your feelings</li> <li>• Contact family and friends using the phone or social media</li> <li>• Write or draw how you feel</li> <li>• Have some quiet time to think</li> <li>• Have a look at the activities on google classroom for Emotional Health and Wellbeing</li> </ul>	<p><b>Do some of these activities during the week;</b></p> <ul style="list-style-type: none"> <li>• Paint a picture</li> <li>• Help to prepare a meal</li> <li>• Bake some cakes</li> <li>• Draw a picture</li> <li>• Do some colouring</li> <li>• Play in the sand (if you have it)</li> <li>• Play in a bowl of water or in the bath</li> <li>• Play with playdough or salt dough</li> <li>• Play in the garden</li> <li>• Complete a game on the computer or iPad</li> <li>• Build models using construction kits such as Lego and building blocks.</li> <li>• Play with dolls and small world activities to act out stories</li> <li>• Do the washing up</li> <li>• Help sort the washing</li> <li>• Learn to skip</li> <li>• Ride a bike</li> <li>• Trace letters or words</li> <li>• Share books</li> <li>• Find sounds and words in magazines and books</li> <li>• Play board games</li> </ul> <p>Plus any other activities you can think of...</p>
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## Year 1

A typical school day across Year 1 might look like this.

**This is for guidance only and each family can adapt it to fit in with their needs: working from home, siblings etc**

9.00-9.30	9.30-10.00	10.00-11.00	11.15-12.15	1.15-3.00
Reading / Bug Club	Phonics	English	Maths	One of the following each afternoon: Science, Theme, PE, Art, RE Spanish, PSHE, DT, Music

### Phonics and Reading Activities

**Do one of these activities every day to maintain your Phonics knowledge. Keep blending, segmenting and reading.**

[https://www.youtube.com/results?search\\_query=letters+and+sounds+for+home+and+school](https://www.youtube.com/results?search_query=letters+and+sounds+for+home+and+school)

<https://lettersandsounds.org.uk/for-home/year-1>

<https://phonicsplay.co.uk>

Letters and Sounds. These are Daily lessons which run from the beginning of Phase 2 all the way through. Children in Year 1 are typically working at the following pace;

Autumn Term – Phase 3 revision and Phase 4

Spring Term – Phase 4 continued and Phase 5

Summer Term – Phase 5 continued

### Reading

Reading can be achieved through a combination of methods and activities. These could include;

- Sharing a story (such as at bed time)
- Retelling stories – orally without reading any words
- Finding letters in the environment such as in magazines or shop windows
- Making up imaginary stories that everyone can contribute too.

Beginning to read key words and phrases that may have some importance

- Retelling their favourite story





Children in Year 1 will also have access to phonically decodable reading books. These will be changed each week or when the children can confidently read them. To support this all children in Year 1 have access to BugClub. This is an online reading library that can have additional books uploaded when needed. There are little quizzes and activities to complete as the children read the books too.

<http://activelearnprimary.co.uk>

All of the children should already have their individual usernames and passwords

## English Activities

**Do one of these activities every day to maintain your Phonic application**

**Activity 1: Read simple words and captions and draw or match to the correct images.**

**Activity 2: Write simple sentences about an image – this could be from a newspaper, magazine or story book.**

**Activity 3: Add the correct punctuation into sentences. E.g. sentences with missing capital letters, question marks or speech marks.**

**Activity 4: Retell a story or familiar activity in an extended piece of writing. This could be retelling your favourite story or writing a diary entry about what activities have been completed that day.**

**Activity 5: Describe a character or setting from a story. What can they see, how does it make them feel etc?**

**We will also be uploading daily activities for English onto Google Classroom or they will be provided in a home learning pack.**

## Maths Activities

**Do one of these activities every day to maintain your Maths**

<https://whiterosemaths.com/homelearning/>

This website provides the week by week areas of coverage that would be happening if the children were in school. There are activity ideas and explanations of the concepts for you to share with them.

We follow this each week for coverage of the curriculum.

A typical daily Maths session would be;

Activity 1: Review: revisit something that has already been covered from a previous week.

Activity 2: Fluency: Practice the new concept through a range of practical activities

Activity 3: Application: Apply what they have learnt to a wider range of scenarios.



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<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-1-Lesson-by-Lesson-Overview.pdf>

This is broken down further into a daily activity in this document.

**We will also be uploading daily activities which correlate with this on Google Classroom.**

Then a combination of:

<p><b><u>Physical Activities</u></b></p> <p><b>Do one of these activities every day to help keep your body and emotions fit and healthy</b></p> <p><b>Regular activities and lessons in the WPA PE Google Classroom.</b></p> <ul style="list-style-type: none"> <li>Mr Milliard sessions <a href="https://homelearning.woodhouse.academy/physical-activity">https://homelearning.woodhouse.academy/physical-activity</a></li> <li>Joe Wickes <a href="https://www.youtube.com/channel/UCAXW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAXW1XT0iEJo0TYIRfn6rYQ</a></li> <li>Daily hour of exercise</li> <li>Family fun <a href="https://www.sportengland.org/stayinworkout">https://www.sportengland.org/stayinworkout</a></li> </ul>	<p><b><u>Emotional Health and Wellbeing</u></b></p> <p><b>Do one of these activities every day to help keep your body and emotions fit and healthy</b></p> <p>Talk to people in your house about your feelings</p> <p>Contact family and friends using the phone or social media</p> <p>Write or draw how you feel</p> <p>Have some quiet time to think</p> <p>Have a look at the activities on google classroom for Emotional Health and Wellbeing</p>	<p><b>Do one of these activities each day</b></p> <p><b><u>Science (Monday)</u></b></p> <ul style="list-style-type: none"> <li>Google Classroom activities</li> <li><a href="http://www.sciencefun.org/kidszone/experiments/">http://www.sciencefun.org/kidszone/experiments/</a></li> <li><a href="https://www.stem.org.uk/primary-science">https://www.stem.org.uk/primary-science</a></li> </ul> <p><b><u>Art (Tuesday)</u></b></p> <ul style="list-style-type: none"> <li>Mrs Lewis's weekly art lessons on google classroom</li> <li><a href="https://homelearning.woodhouse.academy/home-learning-resources/arts-culture">https://homelearning.woodhouse.academy/home-learning-resources/arts-culture</a></li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li><a href="https://homelearning.woodhouse.academy/home-learning-resources/music">https://homelearning.woodhouse.academy/home-learning-resources/music</a></li> <li>If you have an instrument try to practise a little or a lot a few times each week.</li> </ul> <p><b><u>Theme</u></b></p> <ul style="list-style-type: none"> <li>Google classroom activities</li> <li>Whole School Challenges</li> <li>Bitesize activities <a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></li> </ul>
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## Year 2 to Year 6

A typical school day across Y2-Y6 might look like this.

**This is for guidance only and each family can adapt it to fit in with their needs: working from home, siblings etc**

**Every day lessons for English, Reading and Mathematics will be available on Google Classroom** which are linked to the National Curriculum and the planning that we use and adapt in school every day to meet the needs of our all children. There will also be lessons available across the week for Science, Theme, PE, Art, RE, Spanish, PSHE, DT and Music.

9.00-9.30	9.30-10.00	10.00-11.00	11.15-12.15	1.15-3.00
Reading	Spelling/Grammar/Handwriting	English	Maths	One of the following each afternoon: Science, Theme, PE, Art, RE Spanish, PSHE, DT, Music

Reading	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Complete 5 activities over a week- spend approx..30 minutes each day	Complete google classroom activities  Read a book to someone in your house or using social media	Complete google classroom activities  Read a book on Myon/ Epic Reader	Complete google classroom activities  Complete an accelerated reader quiz or vocabulary test	Complete google classroom activities	Complete google classroom activities  Listen to an audio story <a href="https://homelearning.woodhouse.academy/home-learning-resources/audible-audio-stories">https://homelearning.woodhouse.academy/home-learning-resources/audible-audio-stories</a>



<p>Spelling, Punctuation and Grammar          Complete 5 activities over a week- spend between 15-30 minutes each day</p>	<p>Complete google classroom activities</p> <p>Daily Bitesize activities</p>	<p>Google Classroom activities</p>	<p>Complete google classroom activities</p> <p>Daily Bitesize activities</p>	<p>Google Classroom activities</p>	<p>Complete google classroom activities</p> <p>Games  <a href="https://homelearning.woodhouse.academy/home-learning-resources/useful-web-links">https://homelearning.woodhouse.academy/home-learning-resources/useful-web-links</a></p>
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**Every day a mathematics lesson will be available on Google Classroom** which is linked to the National Curriculum and The White Rose planning that we use and adapt in school every day to meet the needs of our children. <https://whiterosemaths.com/homelearning/>

A typical daily Maths session would be;

Activity 1: Review: revisit something that has already been covered from a previous week.

Activity 2: Fluency: Practice the new concept through a range of practical activities

Activity 3: Application: Apply what they have learnt to a wider range of scenarios.

There is additional regular arithmetic work for children in Y2-Y6, including times-tables practice.

Mathematics	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
20-40 minutes each day  Spend 10-20 minutes each day on arithmetic and times tables	Complete Google Classroom maths work	Complete Google Classroom maths work  Daily National Oak Academy/Bite size activities	Complete Google Classroom maths work	Complete Google Classroom maths work  Daily National Oak Academy/Bite size activities	Complete Google Classroom maths work  Games <a href="https://homelearning.woodhouse.academy/home-learning-resources/useful-web-links">https://homelearning.woodhouse.academy/home-learning-resources/useful-web-links</a>



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Then a combination of:

<p><b><u>Physical Activities</u></b></p> <p>Do one of these activities every day to help keep your body and emotions fit and healthy</p> <p><b>Regular activities and lessons in the WPA PE Google Classroom.</b></p> <ul style="list-style-type: none"><li>Mr Milliard sessions <a href="https://homelearning.woodhouse.academy/physical-activity">https://homelearning.woodhouse.academy/physical-activity</a></li><li>Joe Wickes <a href="https://www.youtube.com/channel/UC AxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UC AxW1XT0iEJo0TYIRfn6rYQ</a></li><li>Daily hour of exercise</li><li>Family fun <a href="https://www.sportengland.org/stayinworkout">https://www.sportengland.org/stayinworkout</a></li></ul>	<p><b><u>Emotional Health and Wellbeing</u></b></p> <p>Do one of these activities every day to help keep your body and emotions fit and healthy</p> <p>Talk to people in your house about your feelings</p> <p>Contact family and friends using the phone or social media</p> <p>Write or draw how you feel</p> <p>Have some quiet time to think</p> <p>Have a look at the activities on google classroom for Emotional Health and Wellbeing</p>	<p><b>Do one of these activities each day</b></p> <p><b><u>Science (Monday)</u></b></p> <ul style="list-style-type: none"><li>Google Classroom activities</li><li><a href="http://www.sciencefun.org/kidszone/experiments/">http://www.sciencefun.org/kidszone/experiments/</a></li><li><a href="https://www.stem.org.uk/primary-science">https://www.stem.org.uk/primary-science</a></li></ul> <p><b><u>Art (Tuesday)</u></b></p> <ul style="list-style-type: none"><li>Mrs Lewis's weekly art lessons on google classroom</li><li><a href="https://homelearning.woodhouse.academy/home-learning-resources/arts-culture">https://homelearning.woodhouse.academy/home-learning-resources/arts-culture</a></li></ul> <p><b><u>Spanish</u></b></p> <ul style="list-style-type: none"><li>Google Classroom activities</li><li>The Oak National Academy website (look under Foundation Subject) <a href="https://www.thenational.academy/online-classroom">https://www.thenational.academy/online-classroom</a></li></ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"><li><a href="https://homelearning.woodhouse.academy/home-learning-resources/music">https://homelearning.woodhouse.academy/home-learning-resources/music</a></li><li>If you have an instrument try to practise a little or a lot a few times each week.</li></ul> <p><b><u>Theme</u></b></p> <ul style="list-style-type: none"><li>Google classroom activities</li><li>Whole School Challenges</li><li>Bitesize activities <a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></li></ul>
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<p>Life Skills- don't forget the really important stuff</p>	<p>Learn to: tie shoelaces, tell the time, read stories together, bake, build dens, camp in the garden, watch a film, understand how money works- saving and budgeting, recycle and reuse, spend time quietly, have fun together, play board games, Put your own football socks and boots on and off          Feed pets          Help with food preparation          Write and post a letter to a family member          Ride a bike          Help with simple chores- make your own bed, put your clean clothes away and dirty clothes in the wash</p>
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### Providing regular, effective feedback

Regular and effective feedback is vital for children, at Woodhouse, we strive to ensure that all feedback we give is meaningful, effective and motivating for our children, to enable them to reach their full potential and move onto the next steps in their learning. Children will return any completed work to teachers via Google Classroom after each lesson. This will be marked by teaching staff, who will give regular feedback to children regarding their learning, progress and next steps. This feedback will happen at least daily, and may be written, be a video message or voice note via "Mote".

Parents can upload completed work to class dojo, or return this to school by email/post if this is more convenient for them.

### Differentiation to support different learning needs

All of the work which is set by teaching staff on Google Classroom is matched to the National Curriculum expectations for each child's year group (Year 1 -6). At Woodhouse we aim to meet the needs of all our children and therefore work provided remotely will be differentiated so as to provide the appropriate level of support and challenge to those children who need it.

### SEND, EAL and additional needs

We continue to support our children with SEND and additional needs through providing work that is differentiated to suit their ability levels and style of learning. Some children require additional support in certain areas of their learning, this is being provided through bespoke interventions that, where possible, replicates the learning children would receive in school.

Children with EHCPs continue to have support around their specific targets which may include intervention from outside agencies such as speech and language.

For those children that have English as an additional language (EAL), activities are set using Flash Academy. This supports children with their language development and is monitored by the SENCo and the lead TA for EAL.





## Contact with pupils/ parents

Parents are able to contact the school via Google Classroom, Class Dojo or telephone or the school email address. Teachers can email back feedback if required, BCC copying the Headteacher into any correspondence. Any response should be made within 48 hours.

Each week there is a Google form, both on the newsletter and by email, to gather feedback in relation to the length, difficulty and appropriateness of remote learning provided. Parents are encouraged to share any concerns in this way, so that support can be given. This is an opportunity for parents to give suggestions or make requests for future learning.

Where a pupil is self-isolating on medical grounds for a significant period of time, contact will be made via telephone on a weekly basis to monitor learning and provide support if needed.

Pupils identified as vulnerable will be contacted by a member of the School Inclusion team on a weekly basis and support offered any additional support as may be necessary.

## Safeguarding

Please refer to Child Protection and Safeguarding Policy.

Children can email [worrybox@woodhouse.uwmat.co.uk](mailto:worrybox@woodhouse.uwmat.co.uk) if they have concerns or worries.

## Data protection

When accessing personal data, all staff members will: Only use their official school email account and connect to the school network using their school laptop only.

## Sharing personal data

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with GDPR guidelines.



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## Keeping devices secure

All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems must be up to date – always install the latest updates.

## Monitoring arrangements

This policy will be reviewed by the SLT as and when updates to home learning are provided by the government. We will make use of video lessons, but these will be viewable at a time to suit families and will be pre-recorded. Staff will record lessons, and make use of White Rose Maths and The Oak Academy video lessons in line with our school curriculum planning.

## Links with other policies

This policy is linked to our:

- ✓ Positive Behaviour policy
- ✓ Child Protection and Safeguarding policy
- ✓ GDPR policy
- ✓ IT and Online safety policy
- ✓ Staff Code of Conduct

