







The 4R's for the 2020-2021 Build Back, Bounce Back Curriculum at Midfield Primary School



	Key Aspects of the 'R'	What the 'R' looks like in practice	Taking ownership of the 'R'
ROUTINE  ROUTINE to re-engage learners	1. Routine to re-engage learners <ul style="list-style-type: none"> A clear structure to the day High expectations Safe 'meet and greet' Clear instructions Clear and relevant signage around school 	<ul style="list-style-type: none"> Guidance based routines (Prevent & Respond) – ensuring good health & hygiene, in line with RA High expectations remain – some children will need a bespoke routine but not all. Many will cope with the return to school and will benefit from structure and routine again. 	<ul style="list-style-type: none"> New systems and routines regarding hygiene to be given priority on restart to school SLT to clarify who the known 'vulnerable' and 'newly vulnerable' children are Consider how the timetable will adapt to balance the 20-21 curriculum.
RELEVANCE  RELEVANCE to develop active learners	2. Relevance to develop active learners <ul style="list-style-type: none"> Consider advice from the National perspective Ensure the 'right' curriculum is being taught – with clear meaning Personal development, including through faith Academic, physical and creative development taking precedence 	<ul style="list-style-type: none"> What do the children want to learn? How will this be gathered? Big focus on language using high quality text Back to basics – Reading (and read some more), arithmetic, phonics, spelling & grammar, handwriting Pixl interventions, RWInc interventions, Fresh start, NELI, develop Oracy through group tuition Sports will continue to take priority Re introduce swimming 	<ul style="list-style-type: none"> Use of curriculum systems to gather what children already know and cover any areas which need to be taught prior to starting new units. Which topics can be dropped? Vocab on display, on knowledge organiser grids TSPT planners to review planning to include authentic resources and outdoor learning A clear focus on the core curriculum remains Afternoons likely to run differently, linked to topics but allowing more creativity. For example, PSHE, circle time, outdoor learning
RELATIONSHIPS  Relationships to learn innovative ways	3. Relationships to learn in innovative ways <ul style="list-style-type: none"> Community – how can our community offer support in school? How can school offer support and rebuild links with community? Staff expertise Behaviour, friendships and rebuilding trust 	<ul style="list-style-type: none"> Volunteers in school (reading champions) Events in school – bringing the community in to celebrate Focus on speaking & listening to create opportunities to share Opportunities for children to work together on purposeful tasks Who might need additional support? 	<ul style="list-style-type: none"> Role of subject leaders – how will their role enable expertise to be shared? Trust networks How will these roles celebrate and promote achievements? Inclusion team to create specific, individualised plans to meet high needs
REFLECTION  Reflection to support expression	4. Reflection to support expression <ul style="list-style-type: none"> Encouraging positive emotions Supporting challenging choices Supporting emotional well-being Creating purposeful opportunities Celebrating accomplishment and achievement 	<ul style="list-style-type: none"> Developing the skills of metacognition School based celebration events – how can we celebrate what we have achieved (Twitter, Class Dojo, newsletter and website) What have I accomplished this week? Reconsider the Behaviour Management Policy – meeting individual needs 	<ul style="list-style-type: none"> Achievement wall every classroom – added to every week. Teamwork to give children the chance to explore emotions and life skills. Behaviour Management Policy is updated to include increased staff responsibility and individualised plans for high need children.

