







The **4R's** for the 2020-2021 Build Back, Bounce Back Curriculum at St Mary Cray Primary Academy



	Key Aspects of the 'R'	What the 'R' looks like in practice	Taking ownership of the 'R'
<p>ROUTINE</p>  <p>ROUTINE to re-engage learners</p>	<p>1. Routine to re-engage learners</p> <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 School to continue to identify and provide for children needing extra academic and emotional support Ensure a broad and balanced curriculum is delivered to bridge gaps and missed learning
<p>RELEVANCE</p>  <p>RELEVANCE to develop active learners</p>	<p>2. Relevance of curriculum to develop active learners</p> <ul style="list-style-type: none"> Consider advice from the National perspective Ensure the 'right' curriculum is being taught – with clear meaning Focus on personal development through the RSE and RE curriculums 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? Focus on language using high quality text Back to basics – Reading (and read some more), arithmetic, phonics, spelling & grammar, handwriting Targeted interventions Sports will continue to take priority 	<ul style="list-style-type: none"> Clear and concise assessment including quizzing, conversation and ongoing questioning will drive teaching and learning. Vocabulary will be modelled and displayed. Planning to include authentic resources and outdoor learning A clear focus on the core curriculum remains Afternoons allow for a creative curriculum focus for example, music, PSHE, circle time, outdoor learning
<p>RELATIONSHIPS</p>  <p>Relationships to learn innovative ways</p>	<p>3. Relationships to learn in innovative ways</p> <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? Behaviour, friendships and rebuilding trust 	<ul style="list-style-type: none"> Welcome back volunteers in school Events in school – bringing the community in to celebrate safely Focus on speaking & listening to create opportunities to share Opportunities for children to work together on purposeful tasks 	<ul style="list-style-type: none"> Subject leaders enable expertise to be shared across all Trust schools Inclusion team to create specific, individualised plans to meet all needs.
<p>REFLECTION</p>  <p>Reflection to support expression</p>	<p>4. Reflection to support expression</p> <ul style="list-style-type: none"> Encouraging positive emotions Supporting and challenging choices Supporting emotional well-being Creating purposeful opportunities Celebrating accomplishment and achievement 	<ul style="list-style-type: none"> Developing thinking skill to support learning (metacognition) School based and virtual celebration events Reflection time - What have I accomplished this week? Reconsider the Behaviour Management Policy to meet all needs 	<ul style="list-style-type: none"> Reintroduce celebration assemblies Teamwork activities and games 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.