







Dorset Road
Infant School

The 4R's for the 2020-2021 Build Back, Bounce Back Curriculum
Castlecombe Primary School and Dorset Road Infant School



	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>	<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 ensuring good health & hygiene ● Bespoke routines for some ● Clear communication with all stakeholders 	<ul style="list-style-type: none"> ● Systems and routines regarding hygiene prioritised ● Staff to know who their vulnerable and newly vulnerable children are ● Timetable to be adapted to balance the 20-21 curriculum.
<p>RELEVANCE</p>  <p>RELEVANCE to develop active learners</p>	<ul style="list-style-type: none"> ● Consider advice from the national perspective ● Targeted curriculum with clear meaning is being taught ● Focus on PSHE and well being ● Academic, physical and creative development taking precedence 	<ul style="list-style-type: none"> ● Focus on next steps in learning ● Focus on language using high quality texts ● Back to basics – reading (and read some more), arithmetic, phonics, spelling and grammar, handwriting ● Adequate curriculum time for PSHE and pastoral support from staff in school ● PiXL interventions, NELI, Voice21, small group tuition ● Sports continue to take priority 	<ul style="list-style-type: none"> ● Use of quizzing to gather what children already know and plan for curriculum coverage ● Vocabulary displayed and on knowledge organiser grids ● Trust planners to review planning to include authentic resources and outdoor learning ● Teachers to plan curriculum time to meet the needs of their classes, for example, PSHE, circle time, outdoor learning

<p>RELATIONSHIPS</p>  <p>Relationships to learn innovative ways</p>	<ul style="list-style-type: none"> ● Community – how can our community offer support in school? ● How can schools offer support and rebuild links with the community? ● Staff expertise ● Behaviour, friendships and rebuilding trust 	<ul style="list-style-type: none"> ● Volunteers in school (reading champions) ● Focus on speaking & listening to create opportunities to share ● Opportunities for children to work together on purposeful tasks ● Timetabled support from a pastoral support assistant ● Celebrating successes 	<ul style="list-style-type: none"> ● Subject leaders to share expertise through Trust networks ● Inclusion team to create specific, individualised plans for identified children
<p>REFLECTION</p>  <p>Reflection to support expression</p>	<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"> ● Excellence Awards ● Children to be encouraged to reflect on accomplishments ● School based celebration events shared with parents ● Developing the skills of metacognition ● Meeting individual needs through the revised Behaviour Management Policy 	<ul style="list-style-type: none"> ● Collaborative learning to give children the chance to explore emotions and life skills ● Behaviour Management Policy is updated to include individualised plans for identified children