The 4R's for the 2020-2021 Build Back, Bounce Back Curriculum at Hayes 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	• A clear structure to the day • Safe/staggered access into school • Clear routines • Clear and relevant signage around school	• Clear routines in relation to moving around the classroom, school and when outside. • Established routines around respiratory hygiene and hand washing. • Children and adults understand the routine for the day. They understand the different expectations for inside and outside the building.	• New systems and routines regarding hygiene to be given priority on restart to school • The school to identify children who would benefit from personalised support when returning to school. • The timetable was adapted to ensure that there was a balance of PSHE, check ins and check out to support children's wellbeing and mental health. Lessons supporting children with any issues that resulted from the lockdowns.
RELEVANCE **RELEVANCE** to develop active learners	• Follow relevant government guidance on how best to support the school community. • Ensure the 'purposeful' curriculum is being taught. • Personal, Social and Health Education is prioritised during the initial weeks after returning from lockdown. • Academic, physical and creative development is prioritised.	• Allow children to share personal experiences linked to subject material being taught. • Provide opportunities for children to practice their speaking and listening skills. • Core skills will be revisited in all subjects. E.g. phonics, spelling, reading, arithmetic and handwriting. • The school will provide appropriate interventions for children with significant gaps in learning. • Sports will continue to take priority.	• Use of curriculum systems to gather what children already know and cover any areas which need to be taught prior to starting new units. • Vocab to be shared on knowledge organisers and discussed during wider curriculum lessons • Teachers to provide high quality lessons with authentic resources and opportunities for • A clear focus on the core curriculum. • Afternoons could be structured differently, linked to topics but allowing more flexibility. For example, PSHE, circle time, outdoor learning.
RELATIONSHIPS **RELATIONSHIPS** to learn innovative ways	• Staff continue to promote 6 core school values. • Staff to re-establish relationships with pupils. • Staff to continue to maintain the relationship with parents that were established during closure. • School leaders to continue to promote relationships with other stakeholders include PTA, Advisory Council and local church group.	• Assemblies focus on 6 core values. • Staff continue to reward children who demonstrate core values in their learning. • When guidance allows, parents will be invited back into school. E.g. Sports Days and PTA events. • Provide opportunities for children to work collaboratively and in small groups/pairs. • Provide additional support from the learning mentor for children who are experiencing difficulties with social emotional and mental health.	• Staff to create personalised plans for children who have additional needs (ASP). • Staff to promote the core values of the school in the classroom and in assemblies. • PTA and other stakeholders to continue to work with staff and pupils. E.g. butterfly garden and kits and Easter Assembly.
REFLECTION **REFLECTION** to support expression	• Encouraging positive emotions. • Supporting challenging choices. • Supporting emotional well-being. • Creating purposeful opportunities. • Celebrating accomplishment and achievement.	• Developing the skills of self-regulation and what makes a good learner. • School based celebration events – how can we celebrate what we have achieved (virtually/award for excellence and newsletter).	• Award for excellence in main corridor. • Star of the week awards. • Sports newsletter and curriculum newsletters.