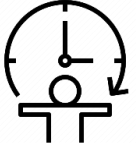





The 4R's		Rothersthorpe CE Primary School	2020-2021 Curriculum
4 R's	Key Aspects of the 'R'	What the 'R' looks like in practice	
RESPONSIBILITY  ↳ routines to re-engage learners	1. Routines to re-engage learners <ul style="list-style-type: none"> A clear structure to the day High expectations Safe 'meet and greet' Clear instructions, rules and routines Be responsible – keep safe 	<ul style="list-style-type: none"> Guidance based routines – ensuring good health & hygiene, in line with RA's. High expectations remain. Most pupils will cope with the return to school and will benefit from structure and routine again. Outdoor learning prioritised – resources and areas. Clarify who the known 'vulnerable' and 'newly vulnerable' children are. Class timetables and maps that ensure coverage of the curriculum. High focus on keeping safe including online safety, PSHE, RSE and safeguarding. A range of school policies are updated – remote learning, e-safety, behaviour, safeguarding etc 	
RELATIONSHIPS  Reach out to learn in innovative ways	2. Relationships to learn in innovative ways <ul style="list-style-type: none"> To continue to work closely with our community To support others – love your neighbour Everyone is valued as an individual Staff Expertise and role of leaders Behaviour, friendships, and trust 	<ul style="list-style-type: none"> Continue excellent communication with pupils, parents, community and school events- weekly newsletters and emails, Classdojo, Tapestry, Teams, Zoom, Videos, Photos, social media, calls etc. Staff training in Teams and deaf awareness IT Lead – ClassDojo & Teams, English Lead – Kinetic letters; SENCO –Senior teacher and DSL. Culture week. Staff meetings are inclusive, purposeful and link training. PSHE and RSE lessons, circle time, assemblies and worship - valuing each other, celebrating differences, being thankful and kind. 	
RESILIENCE  Resilience to develop active learners	3. Resilience to develop active, resilient learners <ul style="list-style-type: none"> Consider National advice Personal Development, including through faith Academic, Physical & Creative development Keep trying – never give up. Mistakes are promoted. Being positive and hopeful 	<ul style="list-style-type: none"> Back to basics: Lots of reading, arithmetic, times tables, phonics, spelling & grammar. High level questioning and vocabulary, word of the day, vocab on display, word games etc. Kinetic Letters - new handwriting scheme. Staff training. New resources. Displays. Retrieval, rehearsing, interleaving and spacing – see SDP 2019/20 and 2020/21. A clear focus on the core curriculum. Creative curriculum continued. French and Coding taught after half term. Charanga music scheme PE and Sports continued. Yoga. Selected clubs. Opportunities to be creative. IT skills staff & pupils: Teams, emails, platforms, uploading, editing, keyboard, programmes, etc. Assessment, Feedback & Marking adjusted 'live marking', prioritise self-marking, use stamps etc. Use of curriculum systems to gather what children already know and any gaps. Additional support and interventions for pupils. Use of catch up funding, pupil premium etc 	
REFLECTION  Reflection to support Christian values and life skills	4. Reflection to support expression <ul style="list-style-type: none"> Encouraging positive emotions Supporting emotional well-being Creating purposeful opportunities Celebrating accomplishment and achievement 	<ul style="list-style-type: none"> Continuing to develop the skills of metacognition – learning 'how to learn' What have I accomplished this week? Children given chances to explore emotions and life skills –PSHE, RE & SRE. Syllabus, New Policy, Jigsaw Scheme and SCARF. Well-being sessions with ELSA for targeted pupils. Bubble worship, assemblies and celebrations. Use of outside. Y6 leading worship. Online links. Friday achievements assembly continued outside/class bubbles. Reward system updated. 	

