



# Snowsfields Primary School

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Annual report to parents  
School year 2019-2020

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More information about the school  
can be found on our website at  
[www.thebridgesfederation.org.uk](http://www.thebridgesfederation.org.uk)





# Message from Lara Stacey and Izabela Szmidt

## Co-CHAIRs OF GOVERNORS

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**Welcome to this year's Annual Report, which is a celebration of the past year at the Bridges Federation. It is a time to reflect on our achievements and successes and an opportunity to look to the future.**

On behalf of all of the Governors, we want to thank all of the amazing teaching and support staff, children and parents for showing such team work and resilience during the ongoing pandemic. We appreciate all of the staff who have worked tirelessly to keep the school open during lockdown (including during the Easter holidays) and to all of the parents and children who have really engaged with home learning. We have enjoyed seeing all of your fantastic work that you have shared on Twitter. We also want to take this opportunity to extend our condolences to those who have been personally affected by this terrible illness.

As we look back on the year, we remember the great school trips we have had to the Unicorn Theatre, TATE Britain and the Science Museum. A particular highlight was when our year 3 children were photographed by Steve McQueen as part of his Tate photo project! We were also pleased to welcome so many parents into our schools for our workshops on everything from early writing to e-safety.

Tower Bridge had their Ofsted Inspection in October 2019. The Inspectors were extremely impressed with our school and we were delighted to remain recognised as a "Good" school and hear all of the great feedback. A tremendous amount of work goes into an inspection and is a real team effort so thank you to everyone for playing your part. You can all be proud of yourselves.

Snowfields was honoured by the Mayor of London in its 'School for Success' scheme for its work to reduce educational inequality and for achieving exceptional results for children who were previously behind in their learning.

In November 2019, we were happy to formally welcome Robert Browning Primary School into the federation. We are extremely proud of our federation and we are looking forward to continuing to share knowledge, resources and learning across the three schools in the future.

In December 2019, we loved watching the nativity plays and talent shows that the children and staff put such effort into. In March 2020, we had a visit from the Mayor of London who visited Tower Bridge to launch his "Water Only" Schools campaign. The Mayor met with the School Council and sports leaders, who all did a great job of making the Mayor feel welcome and updating him on important things the schools have been doing.

At the time of writing this, we are not sure whether the schools were able to reopen before the end of term. We hope they did as we always like to say goodbye to our wonderful Year 6 children in person as we will miss them very much. We wish each and every one of you luck with your exciting new chapter at secondary school in September and know you will all go on to achieve wonderful things. Please keep in touch!

On behalf of the Governing body, we wish you all a healthy, safe and happy summer break. Thank you for everything you have done throughout the last year to support the Federation and most importantly your children.





# Message from Kate Wooder

## EXECUTIVE HEADTEACHER

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This has been a year like no other; a year that has demonstrated just how resilient and adaptable we can all be; a year when Covid 19 changed everything.

This illness has affected so many in so many different ways. Even with schools closed to all except key worker families and vulnerable children, teachers continued to provide learning for all pupils. They have been resourceful and creative and I have been so impressed with how quickly this was set up. A big thank you to Tom Edge for making this all possible.

On the following pages you will be able to read about some of our highlights for 2019 – 2020. Here are a few of mine:

Our federation of schools formally welcomed Robert Browning this year. The school continues to improve and all staff have worked hard to ensure the children and families have the best possible opportunities. In February we were also so happy to welcome back Sarah Manley as Headteacher after she successfully won her battle with cancer.

Tower Bridge started the year with a visit from Ofsted. You can read all about this on our website. The school was graded as good; a huge achievement under the new framework. Tower Bridge also had a visit from Sadiq Khan, The Mayor of London, to launch a new Healthy Schools initiative. We were chosen in recognition of all the good work we do to improve the health and well being of our pupils and families.

Snowsfields started the year being named for the third year running as one of the Mayor's Schools For Success. This recognises the achievements and progress of our most disadvantaged pupils.

As we end this unprecedented year I look back and am thankful for the amazing staff I work with in all three schools, who continue to put the needs of the children first, and for all the pupils and their families who supported us and thanked us. THANK YOU ALL.





## Snowfields and Tower Bridge Leadership Team

Kate Wooder	Executive Headteacher
Jo Cranmer	Co- Head (Inclusion)
Zohra Benotmane	Co- Head Snowfields
Laura Neuveglise	Co- Head Tower Bridge
Helen Viggiani	Co- Head (EYFS)
Maureen Chance	Deputy Head Snowfields and Tower Bridge
Michelle Owens	Senior Federation Business Manager

Tina Hayden	HR and Finance Administrator
Sarah Millar	Administration Officer
Jo Watkins	Administration Officer
Jen Nash	Inclusion Officer (Maternity Leave)
Kevin Keogh	Premises Manager
Clair Parry	PPA Teacher / SEND Interventions
Lucy Costall	Inclusion Officer / PPA
Anna Georgiou	Meals Supervisor / Breakfast Club
Aminata Sissoko	Meals Supervisor / Breakfast Club
Maxine Stewart	Meals Supervisor
Kay Davies	Meals Supervisor
Anne McDonagh	Learning Mentor
Debbie Thorpe	Learning Mentor

Class Name	Year Group	Class Teacher	Teaching Assistant
Caterpillar	Nursery	Jessica Brady	Valerie McPherson (Nursery Nurse)
Butterfly	Reception	Cathrine Kouassi	Nicola Scottow
Red	Year 1	Tom Edge	Donna Tickett
Orange	Year 2	Helen Wakefield	Souad Siab
Yellow	Year 3	Camilla Roche	Priti Vyas
Green	Year 4	Katie Curran	Ana Pardo
Blue	Year 5	Adam Finch	Stephanie Tomlinson
Purple	Year 6	Melissa Hayward	Simone Johnson
Rainbow	Resource Base	Nicola Clark	Antonio Olmo Losilla, Lisa Pitter, Maria Millar, Eugene Dixon, Christine Thorne, Kem Tarawali,

## Governing Body 2019-2020

<u>Name of Governor</u>	<u>Status</u>
Kate Wooder	Executive Headteacher
Sarah Manley	Headteacher (Robert Browning)
Tom Verweij	Staff Governor (Robert Browning)
Tom Edge	Staff Governor (Snowsfields)
Craig Nellis	Staff Governor (Tower Bridge)
Sarah Mangay	Parent Governor (Robert Browning)
Matthew Parsons	Parent Governor (Snowsfields)
William Houngho	Parent Governor (Tower Bridge)
Lara Stacey	Authority (Chair)
Izabela Szmidt	Co-opted (Chair)
Jessica Hodgson	Co-opted (Vice Chair)
Katie Garman	Co-opted (maternity leave)
Samantha French	Co-opted
Andrew Baker	Co-opted
Adam Backhouse	Co-opted
Winston Yap	Co-opted
Sarah Chandler	Co-opted
Jason Williams	Co-opted
Amy Wilson	Co-opted

Chair of the Governing Body      Lara Stacey/Izabela Szmidt  
C/O Snowsfields Primary School  
Kirby Grove  
London  
SE1 3TD  
Tel: 0207525 9065

Clerk to the Governing Body      Dipesh Panchal  
Southwark Children's Services  
Tooley Street  
London  
SE15LX

There are four types of Governor:

Staff Governors are elected from the staff of the school.

Parent Governors are elected by the parents at each school.

Authority Governors are appointed by Southwark Council.

Co-opted Governors are appointed by the Governing Body because of their connections with the local community.

There are two committees who meet each term:

Standards & Curriculum (Jason Williams- Chair of Committee)

Resources (Winston Yap - Chair of Committee)

# Governors' Statement Finance

The purpose of the Resources committee is to set the school's budget at the beginning of the financial year and regularly monitor to ensure that spending does not exceed the limits set and offers best value for money. It also considers all matters relating to recruitment and retention of staff and ensures that Snowfields has the best possible teachers and support staff for each individual child to achieve their best possible outcome. The committee also oversees the school's policies on pay and conditions of staff, as well as the management of their performance. The final role of this committee is to maintain a safe and secure building for children and staff to work in.

Total Income 2019-20	2,313,102.08
Total Expenditure 2018-19	2,242,731.39
Committed money carried forward into next financial year	70,370.69

We received £85,460 in Pupil Premium which is used to support children entitled to Free School Meals. We also received £17,690 Sports Premium funding. For further details please see our website.

## Charging Policy

All classes go on at least one trip each term linked to the topic they are studying in class. We do ask parents and carers for voluntary contributions to cover the costs of a variety of school educational activities. This is often only £1, but will vary depending on the overall cost of the trip. No individual child will be prevented from going on a trip because they have not paid. We do our best to keep costs at a minimum and we ensure that all activities are a valuable part of the curriculum. Additionally, we undertake regular fundraising to support major activities like School Journey. GroupM, a media company based in Holborn, kindly made a donation to the school to support our on-going outings programme. They also allowed staff time off to accompany the children on the day of the trips.

# Governors' Statement Curriculum

## Rationale

Our curriculum has been designed to raise standards and improve outcomes for the children throughout the federation. Children enter our schools with a wide range of needs and experiences, which are sometimes limited. Our approach has been developed to meet the needs of all our pupils and enrich their lives; whatever their starting point. Our curriculum has been shaped to reflect the ethos, aims and values of our schools

## Intent

Creative learning helps to equip young people with the skills, ability, confidence and attitudes to enable them to work creatively and to transfer and apply knowledge in different contexts towards new and valuable goals. It encourages creative, critical and reflective thinking and produces excited, enthusiastic, enquiry-driven, active learners.

Our curriculum is planned to:

- help children to become INDEPENDENT, RESILIENT, ACTIVE learners
- be MEMORABLE, fun and engaging
- provide opportunities for children to be creative and allow time for them to explore and develop their own ideas, solve their own problems and use and apply skills – TINKERING
- be child centered and based on children's interests, allowing them to direct the learning where appropriate
- have a strong focus on Literacy, including opportunities to read, write, speak, debate, discuss and question across a range of styles and subjects
- be broad, balanced and cross curricular, making links to prior learning, knowledge and skills so that the learning is meaningful
- encourage children to make informed choices
- be flexible and allow us to respond to personal, local and national events

## Statutory Requirements

At key stages 1 and 2 the statutory subjects that all pupils must study are:

Art and design

Computing

Design and technology

English

Geography

History

Languages (KS2 only)

Mathematics

Music

Physical education

Personal, social, health and economic education and Relationships

Religious education

Science

# Governors Statement on Assessment

We believe that assessment is at the heart of teaching and learning. It is part of every lesson- informing us how each child is getting on. It is used to measure progress throughout each child's learning journey. It is used to diagnose needs of individual pupils.

- Pupils are assessed each term against agreed criteria
- Teachers work together to moderate pupil's work and their judgements, to ensure that there is agreement
- Teachers take part in external moderation through attendance at professional development meetings
- Progress is measured and tracked for each child
- Information on attainment and progress is collated each term. This is shared with staff and governors. It is used to plan interventions and support.
- The leadership team meet with each teacher, each term, to discuss progress for each child
- In the Summer Term children carry out statutory tests and assessments (Year 1, Year 2 and Year 6)
- We report to parents three times a year. In November and February we meet with parents to discuss progress and share targets with them. In July we provide written reports, including results of statutory tests.

Further information about our assessment principles can be found in our Learning and Teaching policy, which encompasses our assessment policy.

## Key Stage Two Reading

Expected standard	2017	2018	2019
Snowsfields	78%	76%	85%
National	71%	75%	73%

## Key Stage Two Writing

Expected standard	2017	2018	2019
Snowsfields	93%	79%	85%
National	76%	78%	78%

## Key Stage Two Maths

Expected standard	2017	2018	2019
Snowsfields	89%	79%	93%
National	75%	76%	79%

## Key Stage Two Grammar, Punctuation and Spelling

Expected standard	2017	2018	2019
Snowsfields	85%	79%	81%
National	77%	78%	78%

## Key Stage Two Reading, Writing and Maths

Expected standard	2017	2018	2019
Snowsfields	74%	76%	81%
National	61%	64%	65%

## Progress from KS1 to KS2

Expected progress	2017	2018	2019
Reading	2.3	2.2	1.3
Writing	4.5	0.7	0.6
Maths	3.2	3.4	1.8

## Key Stage One Reading

Expected standard	2017	2018	2019
Snowsfields	73%	75%	81%
National	76%	75%	75%

## Key Stage One Writing

Expected standard	2017	2018	2019
Snowsfields	67%	75%	77%
National	68%	70%	69%

## Key Stage One Maths

Expected standard	2017	2018	2019
Snowsfields	73%	75%	81%
National	75%	76%	76%

## Phonics

	2017	2018	2019
Year 1	83%	85%	65%
National	81%	82%	82%

## Foundation Stage

Expected standard	2017	2018	2019
Snowsfields	67%	71%	72%
National	71%	71%	72%

# Governors' Statement Behaviour & Discipline

The Governors believe that for effective learning and wholehearted support for the school, there needs to be a strong consensus between parents, pupils and staff on what constitutes acceptable behaviour and fair discipline. The Governors have issued the following statement setting out what they think each pupil, parent and teacher has a right to expect and what it is reasonable to expect of them in return.

As Governors we recognise the rights and responsibilities of all pupils, parents and staff. We therefore expect all pupils, parents and staff to show due respect and courtesy to one another. In particular we believe:

Pupils are entitled to:

Work and play in a secure environment, without fear or disruption

Receive praise and recognition for their efforts and achievements

Be respected as individuals

Be subject to discipline that is fair, consistent and explicit in its expectations

Receive understanding and support to help them meet the school's expectations

Parents are entitled to:

Be respected as partners in the education of their child

Be consulted at an early stage if their child is causing concern

Receive clear information on all aspects of their child's progress

Receive clear information on how to approach the school if they are concerned

Receive clear information on their rights when any formal disciplinary measures are taken

Staff are entitled to:

Work in a secure environment without fear or disruption

Expect pupils to comply with reasonable instructions, given that staff have legal responsibility for the safety of all children in their care

Receive support in their efforts to maintain the good conduct of the school and efficient learning

Pupils, parents and staff are all responsible for ensuring that others have the same rights as they do.

Responsibility for discipline in the school rests primarily with the Headteacher, subject to the statement on discipline from the Governing Body. The Governors are called upon from time to time to consider whether particular disciplinary action is appropriate where a dispute arises. While we shall try always to respect the individuality of pupils, parents and staff, the school is a community and there are times when the greater good of the whole school must take priority.

The Governors do not wish to draw up an exclusive list of prescribed behaviour and sanctions. We expect fair and reasonable behaviour and the full circumstances of each case to be properly considered. But we wish to make it clear that in exercising our functions, the Governors will regard the following as unacceptable behaviour at Snowfields:

Any action inconsistent with school policies

Any form of violence, bullying or intimidation

Racist or abusive language

Bringing to school any inappropriate item

Action outside of school that brings the school into disrepute

Influencing pupils to participate in unacceptable behaviour

We believe that good order and mutual respect between pupils, parents and staff will be promoted where expectations are made clear and are widely accepted.



As a pupil at Snowsfields I will:

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Do my best at all times.

Respect myself, each other and the school environment.

Be kind, keep myself and others safe.

Be on time in the correct uniform and ready to learn.

Complete my homework and read at home.



# Snowsfields Primary School Values

At Snowsfields we learn and succeed together

**S**upporting children to succeed

**N**urturing

**O**utstanding learning

**W**orking together

**S**triving to improve

**F**un and friendly

**I**nclusive and inspirational

**E**mpowering everyone

**L**ove of learning

**D**etermined to achieve

**S**haring ideas, skills and knowledge







# Outstanding Teaching and Learning

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Our teaching is planned to develop outstanding learners who:

- feel safe and secure, able to take risks
- have high expectations of themselves and a desire to do well
- are determined and don't give up, show resilience
- are confident to have a go
- make mistakes and learn from them
- know when to ask for help
- are enthusiastic, eager and excited and are ready to learn
- have a positive self-image
- are ambitious and aspirational
- have a growth mind-set and believe that they can improve
- are inquisitive and ask questions
- solve problems
- take on challenges
- use a range of resources effectively
- work well with others- in groups or pairs
- work independently
- support others
- have good relationships with staff
- are ready to take part in all activities
- know when and how to be competitive
- are conscientious and able to present their work in different ways
- take responsibility for themselves and their learning
- have fun and enjoy learning
- listen carefully
- behave well in class and follow rules
- are focussed on what they need to do
- talk about their learning
- know their learning styles and preferences, but use a range of learning strategies
- apply their knowledge in different situations
- know their targets and what they need to do to improve
- share their own ideas in class
- are reflective and able to assess their own learning
- review and edit their work, responding to feedback and next steps
- have support from their parents and carers
- follow their own interests and find out their own information outside the lesson





# In order to develop outstanding learners we will:

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- have high expectations for all children- believe that they can improve and achieve
- welcome all children and help them to feel safe and secure; build children's self-esteem and confidence
- take account of children's backgrounds and cultures
- be approachable and set aside time to help children
- work with each other to provide the best opportunities for each child
- encourage children to take risks and develop an atmosphere where it is ok to get things wrong
- be positive and be role models- be excited, eager, enthusiastic and ready to learn
- celebrate all successes and achievements with the children, recognise and praise effort
- foster a culture where children have ownership of their learning
- talk about children's aspirations and ambitions, provide opportunities for children to learn about the world of work and life beyond school
- develop our own subject knowledge; reflect on our practice and improve
- build on children's skills, knowledge and abilities; be aware of children's individual needs and plan for them- differentiated activities
- put the learning into context, make links to real life
- plan using children's interests and motivators- listen to children and understand their preferences
- share the intended outcomes at the beginning of lessons and topics- refer to these during lessons
- identify children's misconceptions and use these as a tool for learning
- ask a range of challenging and open ended questions and allow the time to answer questions
- promote inquisitiveness- allow time for children to ask questions
- use a wide variety of resources and allow children to select what they need; use ICT to enhance the learning
- model the learning and find things out together
- make use of outdoor spaces, including trips
- allow the children to choose different ways to extend their learning and cater for different learning styles; use multi-sensory approaches and activities
- provide open ended activities, investigations, experiments and problem solving activities
- make lessons fun, interesting and accessible
- make links between different subjects and topics- encourage creative thinking
- support all children to be independent- provide suitable activities
- use working walls and displays to share information, knowledge and learning
- provide challenge for all children, including the more able
- help children to develop organisational skills
- provide opportunities for consolidation and practice
- assess the children and give them feedback that they can access; use questions in marking and feedback
- provide opportunities for children to reflect on their learning and assess themselves; provide opportunities for peer marking and assessment
- set achievable targets and give feedback against these. Update targets regularly and involve children in the process.
- track progress carefully and support those making slower progress- pre-teaching and re-teaching
- enable children to showcase their work, celebrate and display good work
- give specific praise and provide rewards consistently
- encourage good behaviour: have clear rules, routines and expectations
- allow the children to make choices- linked to learning and behaviour
- develop children's social skills - turn taking, listening, sharing etc. to support learning
- help children to develop life skills- so that they can be independent
- provide opportunities for children to develop their speaking and listening skills; develop children's vocabulary
- use drama and role play and allow time for peer talk
- use different types of groupings (mixed ability, pairs, trios)
- allow the children to take on different roles and responsibilities within the class and groups
- support children to find out more- provide homework and opportunities to research different topics
- work closely with parents to involve them in the learning; have good relationships with parents, regularly share information with them about children's strengths and areas for development



# Snowsfields Pupil Review Meetings – February 2020

Thank you to everyone who returned their questionnaires. Here are your views on the school:

## Parent questionnaires (125 returned)

Question	Yes
The office staff are approachable and make me feel welcome	100% 125/125
Teachers and Teaching Assistants are approachable and make me feel welcome	100% 125/125
The Leadership Team are approachable and make me feel welcome. They are available if I need to speak to them	98% 123/125
My child enjoys coming to school	99% 124/125
My child is safe at school	100% 125/125
I think that behaviour in the school is good	100% 125/125
My child is learning and making progress	100% 125/125
The school helps me to support my child's learning	100% 125/125
I would recommend this school to another parent	99% 124/125

## Pupil questionnaires (98 returned)

Question	Yes
Staff are friendly and I can talk to them	99% 97/98
Enjoy coming to school	98% 96/98
Lessons are challenging, interesting and fun	98% 96/98
I am learning and making progress	100% 98/98
I complete my homework	90% 88/98
Adults in school help me do as well as I can	100% 98/98
Adults in school explain to me how to improve my work	100% 98/98
I feel safe at school	99% 97/98
I behave well in school	98% 96/98
I think that behaviour in the school is good	98% 96/98
I know what to do if someone is unkind to me	99% 97/98
Adults in school deal with children who are being unkind	98% 96/98
I know how to stay safe when using the internet	99% 97/98

## Attendance and Punctuality

Although this year, the school had to close for a period of time due to COVID-19, our attendance figures when we were open continued to be satisfactory and were just below the national average and the average figures for the whole of Southwark. Our target is 96% - we hope that next year we can be in line with the national average or above! Attendance is measured by the DFE over the Autumn and Spring terms only, however we monitor attendance every week for the whole academic year.

Children earn points for their class towards a termly medal for good attendance and punctuality. Each half term children can work towards a different coloured wristband for 100% attendance and punctuality, with a special rainbow wristband for those who manage 100% for the whole academic year. If the school has any concerns about a child's attendance or lateness the Education Inclusion Team or Family Early Help Service may be contacted. The school does not authorise any term time absence for holidays and parents may incur a fine if time off is taken. Any long term absence could result in your child losing their place.

Good attendance is so important and links strongly to the progress children make in school. This continues to be one of the school's priorities.

It is very important that children get to school on time. Lessons start straight away. Our gates open at 8.45am for all children and children can go straight into class.

The statistics for the academic year 19-20 show data from 4<sup>th</sup> September 2019 up until 13th March 2020 (pre COVID 19)

Year	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Attendance	95.3%	95.3%	95%	95.3%	95.5%	94.9%	95.1%
Lates	1.5% (after 9.05am)	2.3% (after 9.05am)	2.5% (after 9.05am)	2.3% (after 9.05am)	3.6% (after 9.00am)	3.3% (after 9.00am)	3.1% (after 9.00am)

## The School Day

Nursery 9.00-3.30pm (Mon, Tues, Wed)	Reception 9.00-3.30pm (Monday-Friday)
<b><u>Mainstream KS1</u></b> 9.00am Registration 9.15am Lesson 1: Maths 10.15am Break 10.30am Lesson 2: English 11.30am Lesson 3: Phonics 12.00 Lunchtime 1.00pm Lesson 4: Topic/Science/Computing/Music/PE/RE/P4C 2.15pm Break 2.20pm Lesson 5: Reading 3.00pm Assembly 3.30pm KS1 children collected from classes	<b><u>Mainstream KS2</u></b> 9.00am Registration 9.15am Lesson 1: Maths 10.30am Break 10.45am Lesson 2: English 11.45am Lesson 3: Reading 12.30pm Lunchtime 1.30pm Lesson 4: Topic/Science/Computing/Music/PE/RE/P4C 3.00pm Assembly 3.30pm KS2 children collected from playground
Topic includes: History, Geography, Art, Design Technology Phonics schemes followed are Letters and Sounds (RML is used as an intervention in KS2)	

The school runs a breakfast club for children from Nursery to Year 6 daily. The school also runs an after school club from 3.30pm until 6pm. This service is provided by Playshelter. You need to register your child for Playshelter during it's opening hours. Playshelter also offers holiday play schemes if needed.

# School Leaders

Maureen Chance



Tower Bridge



Snowsfields



Our School Leaders have taken part in a range of activities and project this academic year for our school community as well as the wider community. In the Autumn Term, our head boys and head girls led our annual International Evening celebration. Our parents and carers were entertained with a variety of presentations such as drumming, singing and the recital of poems.

They have also attended regular meetings and organised fundraising events to raise money for charities such as Children in Need and YoungMinds. Altogether, this year school Leaders raised a total of £1,189.42 in aid of charity.

This year, some of our school leaders also met with Sadiq Khan (Mayor of London) to discuss and share their views on why we are 'Water Only Schools'.



We visited The Manna Centre and donated Christmas crackers and food parcels we collected from our parents and carers during Harvest. They were very grateful.



For Mental Health Day, the children wore green and white and contributed £1. Our parents also donated cakes and we had a cakesale at the end of the school day.

## Sports Leaders



Snowsfields

This year our Sports Leaders accompanied the School Councillors to Peckham to complete some mental health



Tower Bridge

training ahead of our 'Mental Health Day 2020. This session included yoga, mindfulness and martial arts training.

The Sports Leaders then led sessions with their classes to show the skills they were taught.



The Sports Leaders also led a whole school assembly to introduce Fizz Free February.

As a follow up to Fizz Free February, the Sports leaders met the Mayor of London, Sadiq Khan, to discuss the health benefits of drinking water-only in schools.



We also celebrated our schools being part of the 'Water only in School' project.

## Digital Leaders

The highlights this year for the Digital Leaders were leading out on Internet Safety Day, attending BETT and visiting a local school and working together with their peers to complete coding and programming related tasks.



The focus for Internet Safety this year was 'Our Online Identity' Our Digital Leaders led whole school assemblies in which they shared information with the children about staying safe when using the internet at home, the digital 5 a day and a family online plan to use at home.



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'On Thursday 23rd January, the Digital Leaders travelled to BETT, a huge technology in education exhibition at London's ExCel Centre. We were able to visit lots of different stands run by companies who were showing off their latest innovations. We explored virtual reality headsets that taught us about the human body, played with exciting new interactive PE games and spent time working with Minecraft's education software. We also looked at some exciting new robots from around the world and used tablets to play with code.' During a trip to The London Christian School the children worked with their counterparts to use the software Scratch to produce Christmas cards.



Snowsfields

## Science Leaders



Snowsfields

This year the focus for our Science Leaders at The Bridges Federation was sharing their enthusiasm and knowledge of science with the whole school. As a result, on a weekly basis, they would provide a STEM related question for pupils to ponder on how best to answer. The children were encouraged to answer the weekly question in the most creative and imaginative way possible.

The winners would have their work displayed in the newsletter.

Our Science Leaders are also keen on recycling and would make it their point of duty to ensure that the recycling bins were emptied.



Tower Bridge

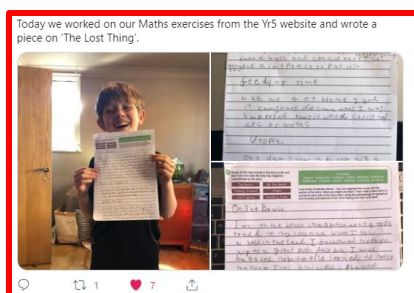




# COMMUNITY & PARTNERSHIPS

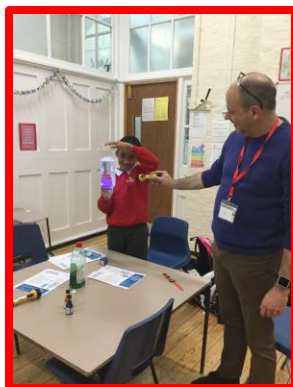
**Zohra Benotmane**

Our community links and partnerships remain an integral part of our school's identity. As ever, we are extremely grateful to all our partners for their outstanding support. More so this year than ever with the untimely closure of the school, we relied on our most important partners, our parents. We would like to thank all our parents for their help during these challenging times. In the Autumn and most of the Spring term some of the children carried on benefiting from weekly reading and maths sessions run by our volunteers.



While the school was only open to our key workers' and vulnerable children, remote learning was taking place and gathering momentum by the day. Thanks to our resilient and resourceful parents children remained engaged and continued their education virtually. We loved keeping in touch with many of our families via Twitter and seeing all the wonderful work the children completed.

The lovely engineers from MACE consultancy continued to run a STEM after school club for some of our KS2 children.



Following the work the children in Purple class carried out in partnership with Southwark council in developing the Leathermarket playground, we received a visit from Adolfo Gonzales the project manager, who explained that many of the children's ideas were taken on board.

As a partner school with the Unicorn Theatre all our children are invited to watch a play during the school year. We can't wait for this great programme to resume!



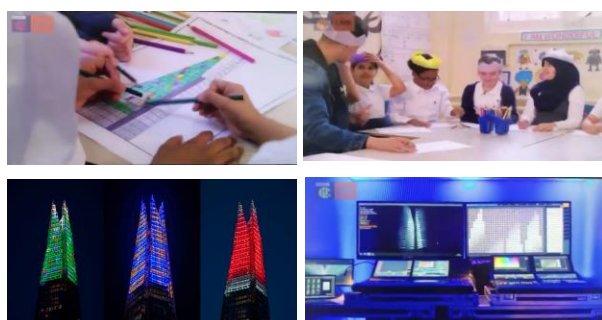
Challenge for All remains at the heart of our school vision. By providing a rich, challenging and stimulating curriculum, we ensure that children's needs are met including our more able cohort. Our children's talents and abilities are nurtured and celebrated and our culture of success helps us raise expectations across the whole school community.



# More Able & Talented



Our children have many opportunities across the school year to develop and nurture their talents. Through art projects such as the lantern workshops, drumming sessions and the ever popular KS2 talent show. Our school choir has gone from strength to strength and counted 52 members this year!

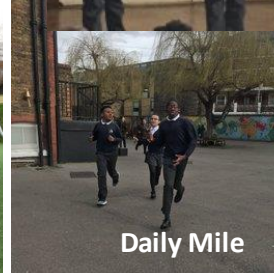
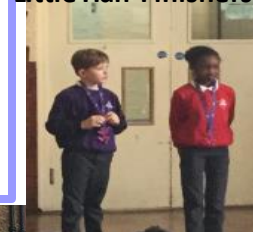


Through our extended curriculum provision, we have continued to offer the more able and talented pupils a range of after school activities such as Maths challenge and Science clubs. Some of the Year 6 children were invited to take part in a STEM project organised by the BBC Blue Peter programme to design the Christmas light for the Shard building! Children are also encouraged to develop their leadership skills by applying for a school leader position. Throughout the year they have organised assemblies, fundraising events and supported younger classes to access particular subjects such as Computing and Science.



This year our talented children in the field of sports took part in many events organised by LPESN. The Daily Mile has gone from strength to strength. We were really proud of our children who took part in the Little Half 2020!

## Little Half Finishers



Daily Mile



# Special Educational Needs & Disabilities

Jo Cranmer

Learning Mentors Anne McDonagh and Deborah Thorpe share how they run their groups at Snowfields.

## Life skills

This involved the children learning about:

**Conflict resolution** - knowing how to stand up for yourself and when to get an adult involved to sort things out.

**Responsibility** - to the different communities they live in. e.g. family, school and wider community. We explored why we have rules and the advantages and disadvantages of following rules. Keeping ourselves and others safe.

**Safety** - at home, school and on the road. Safety at home was especially popular because we discussed how to be safe in the kitchen and did some cooking.

**Turn taking** - waiting patiently for others to get on with a game and not interfere.

**Self-control** - to know when you're getting angry and to walk away to calm down.

Techniques included counting up and down to ten.

## Speech Bubble Drama Group

This programme is established to support children with speaking, listening and a communication needs using creative activities. The children look forward to this group and we know that children learn best when they are in a positive emotional state. **"I really like this group because in the magical dressing up box game, I can dress up and be whoever I want to be".**

## iread, iwrite, istory

This group encourages children to see themselves as writers and raise their self esteem, to positively impact on their learning and to develop and extend their emotional literacy. **"There was a group of us in the iread, iwrite, istory who had fallen out and by the end of iread, iwrite, istory we had sorted out our friendships and were best friends again."** I have learnt lots of new feelings words in this group, I have learnt alternative words for 'said' and 'wow' words and my writing in class is much better."

## Siblings group

This group supports children who have a sibling with an additional need. It helps them to feel less isolated and helps to build resilience. **"I never knew that there was other children in the school who had a sibling the same as mine."** I really like talking to the other children in the group because they can help and advise me when I get stressed."



## Self Confidence Group

The focus of this group is.

**Don't beat yourself up over mistakes** – it's okay to make mistakes but not okay to not ask for help.

**Acknowledge your successes** - celebrate when you do well and aim to do better when things don't go so well, recognise the things you are good at.

**Be grateful**

**Nurture a positive attitude** - you may not have everything you want or be like that other person you're aspiring to be but focus on the good things in your life and spend their energy and time on the things that's going to promote the most positive outcome.

**Self portrait - Things I am good at -How do I see myself? How do other people see me?**

**The Sen Budget for 2019-2020 was £376,157.50**

**The Snowfields Special Educational Needs and Disabilities Policy (school information report) can be found on our Federation website here:**

<http://thebridgesfederation.org.uk/wp-content/uploads/2015/11/School-Information-Report-SNS-Sept-2019.pdf>

**Number of children with SEND:** There are 59 pupils supported at SEN level (which is 27.19% of the school roll). 26 children have Education Health and Care Plans, which is an increase of 8 in comparison to 2018-2019 (3 EHCP applications have been made this year, all three have converted to EHCPs) .

In addition to the groups outlined by the Learning Mentors, support packages also include: **Additional targeted support** for key areas of learning (phonics, reading, writing and maths), **speech and language groups** including lego therapy, cued articulation, talking tables, little stars, special time and intensive interaction), SPLD (dyslexia and reading difficulty support) including dyslexia groups, precision reading and touch typing.

Progress of children with SEND	<u>National 2019 % (end of KS2) children at ARE</u> All SEN children	<u>School 2019% (end of KS2) children at ARE</u> All 6 SEN Support Children	<u>National 2019 Average progress scores (end of KS2 )</u> All SEN Children	<u>School 2019 Average progress scores (end of KS2 )</u> All SEN Support Children
Reading	National SEN combined 22%  School SEN support combined 50%	67%	-1.5	-0.7
Writing		50%	-2.2	-1.4
Maths		83%	-1.5	+2.9

# HUMANITIES

Melissa Hayward

## History

At the Bridges Federation, History is taught through an exciting range of topics. The children learn about the Great Fire of London, the Stone Age, the Ancient Egyptians, the Romans, the Ancient Mayans, the Vikings, the Greeks and World War II. In EYFS and Year 1, the children begin to develop their skills for thinking like a historian through traditional tales, poetry, a topic about 'Old and New' and looking at 'change'.

Learning in the classroom is supplemented by a wide variety of trips, visitors, role-play and practical learning experiences. The children are also encouraged to complete home-learning tasks linked with their topics which has resulted in an abundance of fantastic fact-files, pieces of writing and constructions this year!

This year we started recording our learning in our new Curriculum Books. This has allowed the children to take more ownership of their learning, be able to reflect and revisit their learning, look at photos and videos from trips and build thoughtfully onto their overall learning experiences.

Class assemblies, as ever, have showcased each class' knowledge and enthusiasm for their topic through singing, acting, dance and sharing of learning.

We celebrated International Week this year by studying the Mayflower Voyage of 1620. This ship transported the first English Pilgrims from Plymouth in England to the 'New World'. The Mayflower Voyage is significant to Southwark because Rotherhithe was the place where Christopher Jones, the captain of the ship, and many of the crew lived! The children enjoyed a Rotherhithe trail where they hunted for historical landmarks in their local area.

Kate Romain







## Geography

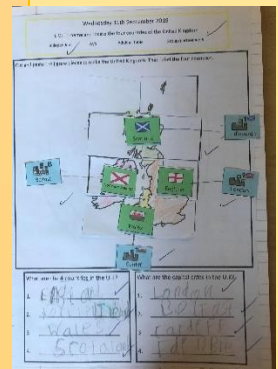
Geography has been going from strength to strength. Popular topics taught this year include: The Rainforest, Chocolate, Rivers, and The Seaside. The children also apply their geographical skills when looking at mapping, topography, trade and population within history topics such as the Vikings, the Mayans, the Ancient Greeks, the Ancient Egyptians and the Romans. In EYFS, children use aerial maps to recognise landmarks and basic physical and human features in their immediate locality. In Year 1, the children begin to identify and locate the seven continents and five oceans and name some of the capital cities in the UK using Google Earth and atlases.



'Our World' communal display is a shared space where children develop their contextual knowledge and understanding of places in the world. Whilst pinpointing key geographical locations relevant to their learning, they build a geographical mind map of the different topics covered across the key stages.

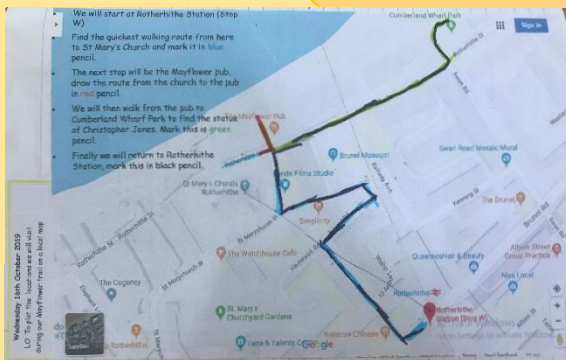


Learning has been taken outside of the classroom with the introduction of 'Messy Mapping'. Children gain first hand experience getting to know their locality. They make sketches, collect objects, take photos and draw diagrams, all the while using directional language. They then create their own maps of a particular route using the information they have gathered.



During International Week, children were able to plot and map the journey of The Mayflower from Plymouth to the New World. They enjoyed learning about navigation methods and transport, comparing them with more modern ways of traveling.

Clair Parry





## Religious Education

Following the Southwark Framework for RE, each year group focuses on one big overarching question through each unit of work. The children explore religions and worldviews by handling objects in the classroom, taking part in discussions and debates, having specialist visitors in and through the use of role play. With a breadth of topics covered throughout the academic year, children develop their knowledge and understanding of the various beliefs, practises and values that are at the core of different religions and worldviews. From EYFS all the way through to Year 6, the children are taught to compare and contrast with their own life experiences and to respect the differences between themselves and others.

Our specialist teacher from London City Mission has continued to work with the Federation this year, teaching the children in all year groups about Christianity.

**Jessica Brady**



## Modern Foreign Languages

We continue to learn and develop our understanding of the French language. Key Stage 2 classes benefit from specialist teaching and this year we have aimed to develop the children's speaking and listening even more. Children across the school took part in wonderful French drama sessions this year, provided by the Exchange Theatre, which allowed them to practice and fine-tune a wide range of phrases and greetings. Click on the QR code to listen to our French! In the classroom, they practice how to say good morning, describe how they are feeling, describe the weather, sing songs, count and write the date in French.

Nous aimons le français!

**Cathy Kouassi**





# Art



What a great year the art department has had at the Bridges! The children have been apart of engaging lessons which have allowed them to explore and apply different mediums of art. Caterpillar and Butterfly class have been exploring all sorts of art, including tissue paper art, drawing and colouring. Red class explored sponge painting while Orange class combined primary colours to make secondary colours. In Yellow class, the children studied Andy Goldsworthy and produced artwork inspired by his. Green class learned outside of the classroom by finding mosaics located in our school playground and then made their own mosaics. Blue class used clay to make Greek pots and Purple class continued to practice their sketching skills. They learned cross-hatching techniques and then made artwork inspired by their English book, 'The Invention of Hugo Cabret'.



Green class had the opportunity to visit the Tate Modern to see the unveiling of their year 3 portrait as part of the Oscar-winning, filmmaker, Steve McQueen's exhibition.



Blue class had made life-size lanterns of trees, elves, Father Christmas and angels. They later had the opportunity to be apart of the tree lighting ceremony at Hays Galleria and London Bridge station, marching in a parade along the river!



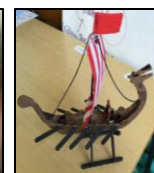
Green class was also part of a workshop where they made props for the PWC pantomime, Treasure Island.



It was so lovely to see art being done at home as well! Children used their artistic abilities when creating their brilliant homework projects.



Finally, our parents used their art skills to make flags for International Evening.





# Music @ The Bridges



What a great year we've had musically at the Bridges! We have continued to work closely with the Southwark Music Service to deliver high-quality lessons for our children. The introduction of 'Curriculum books' this year has changed the way we record and celebrate all the fantastic things that happen in this subject.

We continue to offer extra-curricular music lessons to our children such as the popular Ukulele after school club sessions at Snowsfields, as well as Violin sessions at Tower Bridge.

Drumming forms an important part of our music curriculum and tradition at the Bridges; it is performed at our annual 'International Evening' to showcase the children's talent and learning!

Our talented choir this year performed festive songs at Hays Galleria and switched on the Christmas lights. They also sang in many different venues and locations around London to fundraise for the music department and we are so proud of them!

Our annual talent show was won by a Year 4 pupil who sang 'Hallelujah' at Snowsfields and another Year 4 pupil who sang 'Once I was seven years old' at Tower Bridge. Well done to all the children who took part in this year's talent show.





# PHYSICAL EDUCATION

We have had another active year at the Bridges Federation! We have worked closely with our partner, the LPESSN, to deliver active, fun and engaging lessons to our children. We have also competed in many competitions and sporting opportunities.



Green Class SNS came 3<sup>rd</sup> overall in a cross country competition at Burgess Park. All Year 4 classes also entered a Benchball tournament and came 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>



This years' competitions and Sporting opportunities:  
Red Class: Multiskills  
Orange Class: Multiskills  
Yellow Class: P.E with Dan and Multiskills  
Green Class: Benchball and Cross Country.  
Blue Class: P.E wit Dan  
Purple Class: Orienteering



Our PE lessons have also been enhanced thanks to the work from our sport coach, Dan Pringle. Dan has worked across the schools to deliver great PE lessons with different classes across the year.



# PSHE: personal, social health education.

PSHE is so important to each and every one of us in teaching us how to look after our own health and those around us. This year at the Bridges we have raised money for children's mental health charity YoungMinds. We had so much fun wearing something green or white for the day and we even had a cake sale after school!



Some of our children were trained in techniques to help our mental health such as: yoga, martial arts and mindfulness.



Students from Kings College London ran the Teddy Bear Hospital at Snowfields for EYFS. Students took part in hands-on activities linked to how to look after yourself and learnt about job roles in hospitals and doctors surgeries.



KS1 and KS2 students participated in interactive Road Safety Workshops, learning about who keeps us safe and emergency services.



Kings College London visited Tower Bridge and gave an informative and engaging Dental Puppet show for EYFS and KS1. It was so much fun and we learnt so much about how to take good care of our teeth!

## Gold Healthy Schools

As part of us being gold healthy schools, both schools took part in a Southwark initiative called 'Fizz Free February'. The challenge: to go without fizzy drinks to battle children obesity and protect our oral health. Our efforts even caught the attention of the Mayor, Sadiq Khan, who visited Tower Bridge to celebrate us being one of the first schools to be water only!





This year we continued to focus on teaching lessons that provide the children with plenty of opportunities to write at length. To facilitate this, staff meetings were conducted and a range of ideas and resources were shared with staff.

As a result, the children excelled in their reading and writing and many parents received a good news text after some children shared their excellent pieces of writing with the leadership team.

## World Book Day 2020

This year our theme was based on the Premier League Stars writing competition on 'Ambition'. All the children were challenged to write poems about their dreams and ambition for the future. The children did amazingly well and shared their poems in assembly with the rest of the school.



## Reading Corners

During World Book Day, the children worked on their reading corners to make them more inviting and engaging!

*'It was fun reading my poem in assembly because everyone clapped and that made me feel happy.'*



*'We talked about ambition and shared our aspirations. We then wrote powerful poems about our dreams and how to achieve them. I had such a fun day.'*

*We came to school dressed as different characters from stories that we love. We learnt about what World Book Day is, and were surprised to find out that 100 countries celebrate it. We celebrated authors, illustrators, books but most importantly, readers. We had a wonderful day!*



## Paired Reading

Another of our focus this year was paired reading. This strategy was used to help our students work together to build and foster good peer-assisted learning. The children would always look forward the time when their reading partner would visit their class and listen to them read as well as model good reading aloud. These are some examples of positive and constructive feedback the children received: 'Great reading aloud, I like the way you vary your tone.' 'Good reading with enthusiasm and expression.' 'Excellent predictions and you read accurately and at a good pace.'

## Reading For Pleasure

Children were also given the opportunity on a Friday to share with their class partner a reading for pleasure book that they have chosen to read at home. The children looked forward to this time because they knew that after sharing with a partner they might be chosen to discuss their book with the whole class.



*'We enjoyed reading with our partners every week.'*



# Science @ the Bridges

Science is one of the children's favourite subjects. With its hands on approach and enquiry based learning, it gives them the opportunity to take a lead in their learning.

**Snowsfields  
Science Leaders**

**Tower Bridge  
Science Leaders**

King's College medical students ran a series of workshops across all Key Stages.

In Year 5 the children learnt about the Solar System. They also investigated forces and built their own parachutes

As part of our whole school topic 'Significant Young people who Changed the World', some classes chose to study individuals who made a positive impact on our environment such as Boyan Slat and Greta Thunberg and explored the science behind their work.



# Design and Technology

Design and Technology is the process of solving real life problems, drawing on pupils' knowledge and skills while encouraging resilience and creativity.



Year 3 also designed their own artisan loaves.



Research



Year 4 learnt about pneumatic systems to create monsters!



Design



Test Skills and Techniques



EYFS designed and made their own rockets.



Nurseys made their own pancakes - sifting the flour carefully into the bowl!



Evaluate



Year 5 used their DT skills to design parachutes as part of their work in Science.



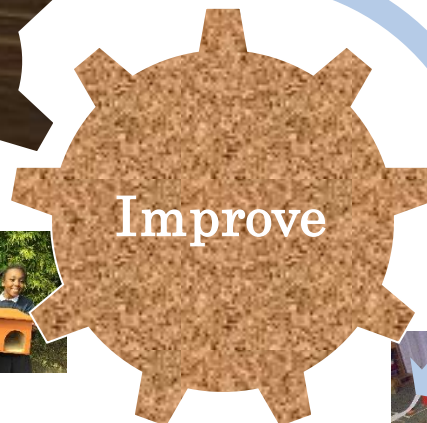
Make



Year 4 designed and built shelters for wildlife to escape predators.



Windy days meant that the children were able to design and make their own kites!



Improve

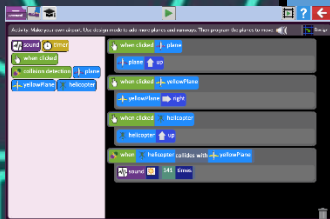




# Computing @ The Bridges.



It's been an exciting year for Computing at the Federation. All the children participated in the Hour of Code in December and they have continued developing their coding skills throughout the year in their Computing lessons. Our excellent Digital Leaders also collaborated with another local school to celebrate the Hour of Code.



In February, we took part in Safer Internet Day and focused on the digital 5-A-Day to help us keep safe and healthy when using the internet. Our Digital Leaders ran an inspiring assembly for the whole school to mark this day. KS2 were also visited by the police to talk about cyber bullying.



We have been fortunate to conduct app development and testing with our friends at Kuato Studios for their Marvel Superheroes reading app and our Digital Leaders visited BETT at the ExCel Centre to explore and test out new and emerging technology for education, including virtual and augmented reality equipment!





# Mathematics @ The Bridges



Teachers across the federation focused on further developing the children's problem solving skills and improve their resilience and determination to solve more challenging problems.



Manipulatives and concrete resources as well as pictorial representations remain at the heart of our maths approach across all key stages.



Parents attended our Maths Cafes and looked at some of the strategies we use in the classroom.



Since 23<sup>rd</sup> March maths learning took a different dimension. Teachers had to adapt their provision and lessons moved online. Thanks to our supportive parents, children carried on accessing maths lessons and shared some of the great work they completed while learning from home.







# Rainbow Class

## 2019 - 2020

We have had another busy and productive year in Rainbow thanks to our dedicated and skilled staff and we have also spent time learning from home. In the Autumn we made a trip to the Lady Allen Playground where we explored the climbing apparatus, sandpit and soft play area as well as cycling and scooting in the expansive green space amongst trees and shrubs.



As part of the Ourselves topic we learnt to brush our teeth and wash our hands for 20 seconds to protect us and others from germs. We also learnt about different festivals including Diwali and Christmas.



Our Nursery Rhyme and Poetry topic incorporated a science investigation protecting eggs with different coverings and dropping them from our climbing frame. We also made a bog using moss as part of our Literacy story, Room on the Broom.



In Science we looked at changes and the life cycles of plants and mini beasts, such as snails and butterflies. We also learnt to identify common plants in the garden and city, like Dandelions. We use the school garden to support all our learning.



In PHSE this year we learnt about social distancing, looking after our mental health with a positive mental attitude and gratitude, as well as helping at home and school. We also learnt to share games with friends and we clapped for the NHS and our key workers.



# EYFS 2019-2020



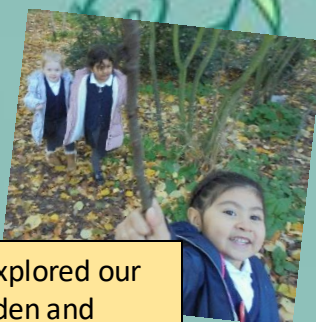
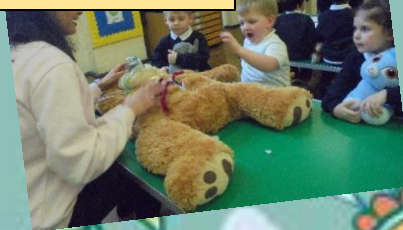
We have worked hard to develop our team work and respect each other.

We have enjoyed learning about ourselves, including how to stay fit and healthy and how to look after ourselves and others.



We have read and acted out different stories and used role play to support our learning.

We have been fortunate to have had a few visitors this year to share their knowledge, including the firefighters, a guide dog and her owner and the student doctors for our Teddy Bear's Hospital. Both classes had the chance to visit their local library too.



We have explored our school garden and seen it change through the seasons.



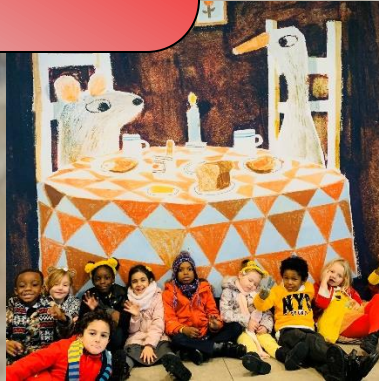
We have enjoyed learning through multi-sensory activities.





# Red Class 2019 - 2020!

In Red Class this year,  
we have visited some  
inspiring places,  
including the Tower of  
London and the Unicorn  
Theatre!



Our events this year  
have included  
celebrating World  
Book Day, Hour of  
Code, supporting  
Young Minds and don't  
forget our Christmas  
Show and Class  
Assembly!



Together we  
have shared  
some fantastic  
homework  
projects!



WORLD  
BOOK  
DAY



We have spent  
lots of time  
learning  
outdoors,  
around the city  
and in our  
garden!







On World Book Day we dressed up as our favourite book characters! It was so much fun!



We performed in an incredible Class Assembly where we explained what happened in the Great Fire of London.

# ORANGE CLASS 2019-2020

Helen Wakefield



In Orange Class this year, we have visited some exciting places to support our learning. Together we went to the Transport Museum, the Unicorn Theatre, Multi Skills, Tower Bridge and Pudding Lane!



In March, we were lucky enough to go up Tower Bridge and walk along the glass floor.



The KS1 Christmas show was so much fun! Our parents loved our singing, dancing and acting!





## Yellow Class 2019-2020



We went on an amazing trip to London Zoo and saw Rainforest animals! Our favourite was the sloth.



We enjoyed paired reading every week with Year 6 children.



We attended drumming lessons and learnt different techniques.



We completed lots of incredible homework projects.



Everyone LOVED our class assembly, The Great Kapok Tree, especially the song, Anthem for the Amazon.



We enjoyed PE sessions with Dan the Sports coach.



We dressed up as our favourite book characters for World Book Day.



We designed, made and evaluated our own bread in DT!





We visited the Museum of London and hunted to find different Roman artefacts and find out what they were used for.

# Green Class 2019-2020



We took part in a cross country competition at Burgess Park and our girls team came second out of all the schools that attended!



We followed the Mayflower trail and visited lots of historical sites in our local area.



We travelled through a wardrobe to the secret world of Narnia and learnt all about the story's links to the bible.



Green class were the champions at the Talent show this year!



Our class was invited to turn the Christmas lights on at the Globe Theatre and we sung carols with our local police officers.



We were asked to make props for the PWC pantomime and even invited to watch the show Treasure Island.



We watched a great show at the Unicorn theatre and did a drama workshop in the same style.



Our class assembly taught everyone about the history of chocolate and the importance of buying fair trade products.



We visited a real chocolate factory and made our own Mayan chocolate using different spices.



We dressed up as our favourite characters on World Book day and entered a poetry competition.



We explored electricity through the ages at the Science museum.



# Blue Class 2019-2020



One of the highlights of this year has been making lanterns for the Christmas parade and switching the Hays Galleria Christmas lights.



We have thoroughly enjoyed our drumming sessions and performing at International Evening!



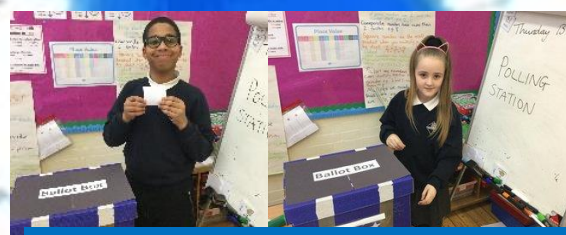
Women in Law book launch took place in the historical Lincoln's Inn Old Hall which dates back to 1490! We were ever so proud to have been part of this project and will remember this day for a long time!



We have produced some great homework projects and enjoyed sharing them in class.



We worked with the Stride Team and looked at citizenship and teamwork. We were asked to come up with ideas on how to combat loneliness among the elderly. We then presented our ideas to a panel of judges.



As part of our Ancient Greeks topic, we enjoyed learning about democracy. An exciting part of our topic was learning about democracy in the UK and carrying out our own elections!



*This year we worked hard to prepare for SATs. We now look forward to a new beginning at Secondary school. We will really miss all our friends and all the staff at Snowfields!*



As part of our History learning, we visited The Imperial War Museum in the Autumn Term. We saw a real Spitfire as well as replicas of different artillery. We learnt even more about how the people of Britain rallied together during the tough time, how women's roles changed and how slogans and campaigns helped keep morale strong.



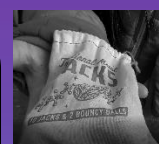
Taking part in a range of workshops in Year 6 has helped us to prepare for secondary school. We have learnt important lessons and thought critically about bullying, eSafety and road safety.



Our Class Assembly this year was themed around our History topic 'World War II'. We showcased the different stories of children's wartime experiences; some who were evacuated to the countryside and others who stayed behind in the big cities.

We took part in an Art History Project led by Avant Gardening that allowed us to explore how children played and the different games that existed during World War II. We learnt how to play games like conkers, jacks, hopscotch, rubber ring and many more.

Click on the QR code to watch the film we made! We also created collage art to display for our class assembly.



During the last week in December we were lucky enough to work with Avant Gardening again, creating lanterns to hang in the Dream Garden on Tooley Street.

## Purple Class 2019 - 2020



We had a great time Orienteering at Southwark Park. We developed our map reading skills and worked as a team to decode clues!



A huge highlight this year – we were on Blue Peter! And **yes**, we got Blue Peter badges! A group of us were chosen to design the Christmas lights at the top of The Shard. As a class, we counted down on television to turn them on! Click on the QR codes to see it in action.

# Good Luck Year 6

## Haberdashers' Aske's

Zaki Abdalla, Bolaji Adisa, Alesha Chowdhury  
Chloe Hoang, Rayan Iqbal, Busrena Javeed  
Elizabeth Konadu, Olivia Lambert, Shania Newton Forbes  
Safaa Tariq, Mia Sitch

## Harris Academy Bermondsey

Sali Alugail, Maisha Hussain  
Hadyea Mohamadi  
Kayla Atkins

## The City of London Academy

Divatty Bongo,  
Ayomide Odedina

## Oaks Park High School

Chardonnay Harlow

## Westminster City School

Irfan Ismat

## Ark Globe Academy

Caleb Kensah

## St Saviour's and St Olaves School

Susan Popoola

## Nigeria

Ifetola Oladunni

## Spa School

Maddison Ferrell

## Highshore

Casey Tamakloe

# Term Dates 2020 – 2021

## Autumn Term

Thursday 3<sup>rd</sup> September 2020 – Friday 23<sup>rd</sup> October 2020

**Monday 26<sup>th</sup> October – Friday 30<sup>th</sup> October 2020 – Half Term**

Monday 2<sup>nd</sup> November – Friday 18<sup>th</sup> December 2020

## Spring Term

Tuesday 5<sup>th</sup> January 2021 – Friday 12<sup>th</sup> February 2021

**Monday 15<sup>th</sup> February – Friday 19<sup>th</sup> February 2021 – Half Term**

Monday 22<sup>nd</sup> February – Friday 26<sup>th</sup> March 2021

## Summer Term

Tuesday 20<sup>th</sup> April – Friday 28<sup>th</sup> May 2021

**Monday 31<sup>st</sup> May – Friday 4<sup>th</sup> June 2021 – Half Term**

Monday 7<sup>th</sup> June – Friday 23<sup>rd</sup> July 2021

## INSET DAYS - SCHOOL CLOSED

Tuesday 1<sup>st</sup> September

Wednesday 2<sup>nd</sup> September

Monday 4<sup>th</sup> January

Monday 19<sup>th</sup> April

