



# Snowsfields Primary School

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Annual report to parents  
2022 - 2023

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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 Jessica Hodgson Chair 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 the Governing Body and as Chair of Governors I would like to congratulate all children, parents and staff in the Federation for an outstanding year. Just a couple of weeks ago we had another inspection from OFSTED, this time at Snowfields. We will be able to share the outcome in September – thank you to all our children who impressed the inspection team with their good behaviour and learning, and thank you to all staff too.

It has been the first year since the pandemic when we have been able to invite parents to our Christmas Shows in person and to have parents attend assemblies – it is great to be able to get back to some normality! We are so grateful to all parents who work hard to support our children, and who participate in our school activities.

We have spent a lot of time focusing on using the Internet safely and reminding children how to look after themselves and as part of this have fundraised for the NSPCC. I know parents have been involved in discussing this crucially important topic too.

We have also had some brilliant events across the Federation. For example in International week in the Autumn Term, we had a taco truck at Tower Bridge, and our theme was the Commonwealth. We had a brilliant Lantern Parade with Year 5 children from all 3 schools making lanterns and walking them along the river to London Bridge station. Older pupils loved their residential trip to PGL and we look forward to doing this again next year.

And we celebrated the Coronation with Tea Parties and had a brilliant Talent Show for all three schools in December – all our children have unique talents and we are so proud of the special individuals that they are.

We are so proud of our hard working Year 6 children who showed determination, positivity and resilience in their recent SATs exams. I would like wish each of our Year 6 children the very best of luck in the future. In the years to come, I hope that you remember your time at primary school as a time of fun and happiness and as you start next stage of your school journey, I know that you will be fantastic role models for the Bridges Federation and keep in touch with us. I hope you always remember that you can achieve anything with a positive mindset and through working hard. Your teachers are so proud of you and know that you can achieve anything you want to. Always be ambitious and keep smiling!

On behalf of the Governing Body I wish you all a happy and healthy summer break spending time with your families and loved ones. Thank you for everything you have done over the last year to support your children and the Federation, and look forward to seeing you again in September. Finally I wanted to say how pleased we are that Kate's brilliant and inspiring leadership has been recognised through an MBE award. The Federation is very lucky to have her, and we look forward to the pictures!





# Message from Kate Wooder MBE

## EXECUTIVE HEADTEACHER

On the following pages you will be able to read about some of our highlights for 2022 – 2023. Every week we share with you our Federation newsletter which is full of all the exciting events and projects that we have been part of, and there have been a lot this year. You can also visit our website or follow us on Twitter to keep up to date with what is happening in each school.

Here are some of the headlines:

International week was a great success. We learnt more about the Commonwealth.

Christmas productions welcomed back an audience and were as entertaining as ever.

Families were also welcomed back into the building to watch their children perform in their class assembly.

Maths Cafes and Reading Cafes were well attended.

Snowsfields and Robert Browning took part in the London Mini Marathon.

We celebrated the coronation of King Charles III dressing up in red, white and blue and having a party.

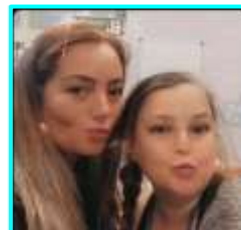
All 3 schools achieved the Gold School Games Award.

We also took part in the following events across our federation:

Safer Internet Day, NSPCC - Speak Out, Stay Safe, Children's Mental Health Week, World Book Day, International Women's Day, Health week, Race for Life and Sports Day.

The soft federation with Friars Foundation School came to an end. Although they were with us for only one year it was a pleasure working with them all and both children and staff shared some lovely experiences.

This year we suffered the sad loss of a well loved pupil at Snowsfields, Fareed. The whole school community joined together in grief and support. Snowsfields now has a special bench and cherry trees in memorial of Fareed and Katie (a Teaching Assistant who passed away in August 2021). There is also a bench and soft playroom at Tower Bridge in memory of Katie and Lisa (a Teaching Assistant who passed away in July 2021).



Finally I had some very exciting news of my own this year. I have been awarded an MBE for Services to Education in the King's Birthday Honours this summer. I am immensely proud and grateful that colleagues took the time to nominate me and felt I was deserving of this honour. I have been lucky enough to have some amazing opportunities in my career and work with some incredible people. At times this job is tough, but there are always those moments with our children, staff and families that make me smile and make me want to keep striving for our federation of schools to be the best they can be.

Thank you to all the parents and carers for your continued support. Thank you to all my colleagues for their hard work and always putting the children's needs first. There have been many challenges this year and there are increasing pressures on schools. As a community we support each other through the hard times as well as the good. I want to wish staff and pupils who are leaving us the very best for the future. As always I am extremely grateful. THANK YOU ALL.

**Robert Browning, Snowsfields and Tower Bridge Primary Schools**  
**We learn and succeed together**



[@PrimaryRobert](#) [@SNSPrimary](#) [@TBPrimary](#)  
Find us at: [www.thebridgesfederation.org.uk](http://www.thebridgesfederation.org.uk)



Bridges Federation Leadership Team	
Kate Wooder	Executive Headteacher
Zohra Benotmane	Co-Head of School Snowsfields
Jo Cranmer	Co-Head of School Snowsfields
Laura Neuveglise	Co-Head of School Tower Bridge
Helen Viggiani	Co-Head of School Tower Bridge
Sarah Manley	Headteacher of Robert Browning
Anna Mulhern	Co- Head of School Robert Browning
Maureen Chance	Co- Head of School Robert Browning
Michelle Owens	Senior Federation Business Manager

Tina Hayden	HR & Finance Administrator
Sarah Millar	Pupil Administrator
Delroy Porter	Premises Manager
Simon Bartlett	IT Technician
Matthew Darcy	IT Technician
Katie Setjskal	Inclusion Officer
Deborah Thorpe	Learning Mentor
Lisa Pitter	Learning Mentor
Asmeret Goitom	Meal Supervisor

Class Name	Year Group	Class Teacher	Teaching Assistant
Caterpillar	Nursery	Clair Parry	Chandni Patel (Nursery Nurse)
Butterfly	Reception	Catherine Kouassi	Nicola Scottow (Nursery Nurse)
Red	Year 1	Camilla Roche	Donna Tickett
Orange	Year 2	Kate Wilkinson	Souad Siab
Yellow	Year 3	Katie Curran	Ana Pardo
Green	Year 4	James Kinneir	Valbona Uruci
Blue	Year 5	Melissa Hayward	Priti Vyas
Purple	Year 6	Adam Finch	Simone Johnson
Rainbow	Resource Base	Nicola Clark	Maria Millar, Eugene Dixon, Christine Thorne, Kem Tarawali, Montel Agyemang, Terrique Hall-Anderson, Emily Littman, Stephanie Tomlinson, Camara Fatou, Stephanie Afari,

## Governing Body 2022-2023

### Name of Governor

### Status

Kate Wooder MBE	Executive Headteacher
Sarah Manley	Headteacher (Robert Browning)
Tom Verweij	Staff Governor (Robert Browning)
Katie Curran	Staff Governor (Snowsfields)
Kate Romain	Staff Governor (Tower Bridge)
Sarah Murray	Parent Governor (Robert Browning)
Ali McCulloch	Parent Governor (Snowsfields)
William Houngho	Parent Governor (Tower Bridge)
Jessica Hodgson	Co-opted (Interim Chair)
Lara Stacey (Maternity Leave)	Local Authority
Andrew Baker	Co-opted
Winston Yap	Co-opted
Charlie Dias	Co-opted
Jason Williams	Co-opted
Amy Wilson	Co-opted
Hridi Chowdhury	Co-opted
Rob Johnston	Co-opted
Saad Naqvi	Co-opted
Ruth Martin	Associate Member

Chair of the Governing Body

Jessica Hodgson  
C/O Snowsfields Primary School  
Kirby Grove  
London  
SE1 3TD

Tel: 0207 525 9065

Clerk to the Governing Body

Dipesh Panchal  
Southwark Children's Services  
Tooley Street  
London  
SE1 5LX

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 it 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 Snowsfields 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.

<b>Total Income 2022-23</b>	<b>£ 2,246,828.26</b>
<b>Total Expenditure 2022-23</b>	<b>£ 2,070,056.86</b>
<b>Committed money carried forward to next financial year</b>	<b>£ 176,771.40</b>

We received in **£116,495.00** Pupil Premium which is used to support children entitled to Free School Meals. We also received **£17,586.00** Sports Premium funding. For further details please see our website. The Sports Premium must be used to fund additional and sustainable improvements to the provision of PE and sports, for the benefit of primary-aged pupils.

It is expected that schools will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sports being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sports
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

For further information on how our funding is spent please visit our school 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.



# **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 centred 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 technology

English

Geography

History

Languages (KS2 only)

Mathematics

Music

Physical education

Personal, social, health and economic education and Relationships

Religious education

Science





# 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 Snowsfields:

- 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





# Snowsfields Pupil Review Meetings – Spring 23

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

## Parent questionnaires (124 returned)

Question	Yes
The office staff are approachable and make me feel welcome	100%
Teachers and Teaching Assistants are approachable and make me feel welcome	100%
The Leadership Team are approachable and make me feel welcome. They are available if I need to speak to them	100%
My child enjoys coming to school	96%
My child is safe at school	100%
I think that behaviour in the school is good	100%
My child is learning and making progress	99%
The school helps me to support my child's learning	100%
I would recommend this school to another parent	100%

## Pupil questionnaires (174 returned)

Question	Yes
Staff are friendly and can talk to them	98.9%
Enjoy coming to school	94.8%
Lessons are challenging, interesting and fun	97.7%
I am learning and making progress	99.4%
Adults in school help me do as well as they can	98.3%
Adults in school explain to me how to improve my work	98.9%
I feel safe at school	97.1%
I behave well in school	98.3%
I think that behaviour in the school is good	90.8%
I know what to do if someone is unkind to them	96%
Adults in school deal with children who are being unkind	97.1%
I know how to stay safe when using the internet	94.8%

## Attendance and Punctuality

Snowsfields whole school attendance is closing the gap towards pre-pandemic levels. In the autumn term whole school attendance was 92.34%, (slightly below National which was 93.7%) then including the spring term it was 93.47% and will end the year at 94%. Snowsfields persistent absence (children whose attendance is below 90%) is at 16.9% which is an improving picture (it was at 28% in July 21)

Children earn points for their class towards a termly medal for good attendance and punctuality. Year 6 and Year 5 have been winners this year. Each half term children 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. Children are very determined to earn a wristband. 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. This would usually be linked to your child's attendance being below 90% which is called persistent absence. The school does not authorise any term time absence for holidays and parents may incur a penalty notice (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.

<b>No days missed</b> <b>100%</b> <b>Excellent</b> <b>BEST CHANCE</b> <b>OF SUCCESS!</b>	<b>7 days missed</b> <b>96%</b> <b>Good</b> <b>OFF TO A FLYING</b> <b>START!</b>	<b>11 days missed</b> <b>94%</b> <b>Satisfactory</b> <b>LESS CHANCE</b> <b>OF SUCCESS</b>	<b>15 days missed</b> <b>92%</b> <b>Unsatisfactory</b> <b>HARDER TO</b> <b>MAKE</b> <b>PROGRESS</b>	<b>More than 18</b> <b>days missed</b> <b>Below 90%</b> <b>Poor</b> <b>Your child is</b> <b>missing out</b>
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Year	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Attendance	95.3%	95.5%	94.9%	95.1%	95.09 % (From 8/3/2021)	92.55%	94%
Lates	2.3% (after 9.05am)	3.6% (after 9am)	3.3% (after 9am)	3.1% (after 9am)		2.81% (after 9am)	1.98% (after 9am)

## The School Day

Nursery 9.00-3.30pm (Mon, Tues, Wed)		Reception 9.00-3.30pm (Monday-Friday)	
<u>Mainstream KS1</u>		<u>Mainstream KS2</u>	
9.00am	Registration	9.00am	Registration
9.15am	Lesson 1: Maths	9.15am	Lesson 1: Maths
10.15am	Break	10.30am	Break
10.30am	Lesson 2: English	10.45am	Lesson 2: English
11.30am	Lunchtime	11.45am	Lesson 3: Reading
12.30	Lesson 3: Phonics	12.30pm	Lunchtime
1.00pm	Lesson 4: Reading	1.30pm	Lesson 4: Curriculum
1.30pm	Break	3.00pm	Assembly
1.45pm	Lesson 5: Topic	3.30pm KS2 children collected from playground	
3.00pm	Assembly		
3.30pm KS1 children collected from playground			
Topic includes: History, Geography, Art, Design Technology/ Science/Computing/Music/PE/RE/P4C Phonics scheme used is Little Wandle (RML is also used in KS2 and Rainbow)			

Snowsfields runs a breakfast club for children for Nursery to year 6 from 8am daily. The school also hosts an after school club from 3.30pm until 6pm. This service is provided by Playshelter. Please contact the Playshelter directly if you would like to apply for a place at after school club.





# Community and Partnerships

Zohra Benotmane

TEAM  
LONDON  
BRIDGE

The children in year 5 took part in the annual lantern parade organised by Team London Bridge. During the event the Bridges Choir enchanted the community with a lovely performance.



The volunteers from Harbour Energy have given up their time to clear up vast areas of our garden and shoveled up tons of soil! Thanks to their generosity we were able to replenish our garden tools and resources.



BOROUGH  
MARKET

The children at Snowfields have continued to take part in the Young Marketeers project at Borough Market through which they gained a deeper understanding of sustainable food practices.



Winckworth  
Sherwood

The dedicated team of volunteers from Winckworth and Sherwood attended weekly reading sessions supporting our year 4 children and nurturing their love of reading!

UNICORN

THE UK'S THEATRE FOR YOUNG AUDIENCES

Children across the school have visited the Unicorn Theatre. Rainbow class had a wonderful time participating in a drama workshops ran by a talented team from the theatre. We are really proud to have been chosen to be part of the Unicorn's Partnership programme.



mace

The mace STEM team has run a very popular science club. The team's contribution and commitment has certainly ignited a passion for science among our pupils.

BANKSIDE  
OPEN SPACES  
TRUST



We would also like to thank our parents. Your support comes in various forms, from attending parents' workshops and school events to volunteering your time and expertise. Your presence and engagement demonstrate your commitment to your child's education and the collective success of Snowfields.

Children have continued to benefit from a range of sports' clubs, extra curricular activities and holiday sports camps at the Marlborough Sport Gardens.



# More Able and Talented

## Sports

Our aspiring marathon runners took part in the TCS Mini London Marathon on Saturday 1st October. They had a brilliant time and all completed the mile successfully. Some children even appeared in the highlights on BBC1! Thank you to all the parents who came and helped. We had Tower Bridge talented Y6 bowling team winning the Bowling Trophy this year. Robert Browning Year 6 boys came 3<sup>rd</sup> in one of PESSN football tournament.



More able mathematicians who have the ability to solve complex maths problems. They enjoy sharing their knowledge with their peers and this help them to consolidate their understanding!



An assessor from the Physical Education and School Sports Network assessed some of our pupils as more able and talented in various areas of sports example for their physical and cognitive ability. Well done to these children from our federation.

Zahon, Edward, Noah, Gabriella, Anita, Zavarria



More able readers and writers who are able to write across a range of genres!



## The Bridges Federation Got Talent!

Each year at The Bridges Federation our children are given the opportunity to showcase their talents. Here are the winners for this academic year!

## Poets

Some of our pupils had their poems published by Young Writers Publishers.



## Music

Meet our talented federation musicians! These children have warmed the hearts of many with their melodious singing and playing of a musical instrument.







# School Leaders

## School Councillors

School councillors are elected by their peers in September and are exemplary role models who play a vital role in representing the voices of the pupils at Snowsfields. They attend half termly meetings where they share ideas they have gathered and discuss relevant topics surrounding behaviour, events and the school community. Each week in assembly, they present 'Tell a Good Tale' certificates and give 'Shout Outs' to various children, praising actions and behaviours that reflect our school's values. School councillors helped to plan and deliver the World Book Day Assembly in March this year and also presented the International Week Performance Show in October. Alongside the Sports Leaders, they even joined a panel where they gave their views on the programmes and clubs at Marlborough Sports Garden. The aim of this was to help improve this important place in the community. Overall, they have done a fantastic job this year!



## Sports Leaders

This year the Sports Leaders consulted with Marlborough Sports Garden, contributing their ideas on ways to improve the space. In October and April, they promoted and participated in the London Mini Marathon which raised over £500! This money was used to purchase more playground equipment which the Sports Leaders helped to choose. They have played a vital role in ensuring equipment is used safely and is kept neatly. Finally, they helped plan and run our annual Sports Day and were brilliant helpers in EYFS! Well done Sports Leaders!



## Digital Leaders

The Digital Leaders worked hard this year to spread the word of online safety. On Safer Internet Day, they wrote and performed their own assembly with the theme: 'Want to talk about it?' which encouraged their peers to talk to a trusted adult if they were to see something online that they didn't like. The Digital Leaders also attended the BETT Conference at the ExCel Centre in March where they explored cutting-edge educational technology products. Each week in assembly they also presented a certificate to different children for outstanding learning in Computing.



## Science Leaders & Eco-Councillors

Science leaders have been working with the Eco-Councillors on improving and maintaining a more eco-friendly school environment. They have teamed up to empty the new food waste bins in school into our revamped composting area. Both groups have also been looking after the school garden by regularly watering saplings and plants that have been planted this year. They have taken charge of switching off lights and projectors around the school in order to help save energy. The Science Leaders have been dutifully helping teachers and children around the school all year by setting up investigations and leading group work.



# INCLUSION

Jo Cranmer

## SPORTS EVENTS

Children with additional needs have been invited to take part in a wide range of sports activities, events and clubs across the year through PESSN and Marlborough Gardens Sports Gardens including bowling, wall ball and beach tennis.

Here we are taking part in the SEND Festival of Sport showing team work and following rules and routines.



## TRUSTED ADULTS

Across Snowfields we have spent time naming our trusted adults at school and at home, these are adults we can talk to if we have a worry or are not feeling safe. We talk about our trusted adults regularly in assembly, during life skills and also during Safety Week and Safer Internet Day.



## LIFE SKILLS

Developing children's life skills is an ongoing focus and includes developing children's independence through following a visual time table or instructions, in gardening club, reading recipes and cooking, including washing up.





## **Emotional Regulation**

This year we have focused on using the zones of regulation to support the children's understanding of their emotions and how to regulate these.



The zones are in the classroom, we talk about them in assembly and they are also used by our learning mentors. Teaching about the zones happens when the children are happy (in the green zone), so that they can then identify when they are angry (in the red zone) and use strategies that they have learnt to help them calm e.g. finger breathing, mindful colouring, bouncing a ball.

## **Learning Mentors**

Our learning mentors Debbie Thorpe and Lisa Pitter have run two new intervention groups this year. Debbie has run a word meaning and spelling intervention group with children from year 5 and 6 which was set up by the Bloomfield Learning Centre. Lisa has begun running the ELSA programme (Emotional Literacy Support) which is a 1:1 intervention and she was trained by the Southwark Educational Psychology Service.

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

<https://thebridgesfederation.org.uk/home/send/>

**Number of children with SEND** There are 28 pupils supported at SEN Support and 20 children have an EHCP (Education Health and Care Plan), 14 of the EHCPs are children with a resource base place. This means 10.4% of the school roll have an EHCP which is significantly above the 4.3% of pupils who have an EHCP in England. Two EHCP applications have been made this year, and they are both at EHCP needs assessment.

**The SEND Budget 22-23** was **£262,108.37**

**Academic Progress 2022-2023** Progress of children within the resource base is good 100% of children made expected progress in reading, speaking and listening and PSHE. 91% in reading and 82% in writing.

Progress of children with EHCPs is good 4/5 children made expected progress in reading, writing and maths, where there is less progress, small steps of progress have been made towards targets. Progress of children at SEN Support is good 80% of children made expected progress in reading and 75% in writing and maths.

**Training and Development** Our staff are extremely skilled at supporting children with SEND. In the last year they have been able to access a range of training both online and face to face provided by specialist services in Southwark including the Virtual School, Speech and Language Therapy and the Autism Support Team.

# English at the Bridges Federation 2022 - 2023

Kate Romain, Danielle Jordan and  
Maureen Chance

## Reading

Reading takes priority at The Bridges Federation. We pride ourselves in ensuring that our pupils have quality texts to read which help to foster a love of reading for knowledge as well as for pleasure. Every week we celebrate all our pupils who read regularly at home by rewarding them in assemblies. A huge thank you to all our parents who have attended our Reading Café sessions this academic year.



Reading is challenging! The books we read are exciting and we always cannot wait to infer meaning and make predictions. We also get to find out information about places we have never visited and still have a feeling that we have been to these places. During reading I also read new words that help to build my vocabulary. I also like learning about the new skills such as summarising, predictions, word meaning and inference.

I like my writing lessons because I get to explore my use of new punctuation, vocabulary and the books we read are very interesting. Lots of the books we read are based on real-life events and we can imagine ourselves being there. Most of the books have a deeper meaning behind them and it is fascinating to try to work out what that meaning is.



I really liked having the book hut in school because it was inviting to all of us - it made us want to read more. The books I took home were exciting and took me some time to finish. There were a wide collection of books we could choose from and I like that we were able to add whichever book we took to our library of books at home.



## Writing

This year we have tried our very best to adhere to the high expectations of our teachers by making sure we include ambitious vocabulary in our writing as well as making sure our writing is legible and our presentation is very neat.

I like my English lessons because I like when we get to write the next chapter of a story. I like creating my own narratives and writing newspaper articles as well as mystery stories. I like when our stories are based on our focus text.



## Children's Book Project and World Book Day

Our schools were chosen to take part in the Discovery Children's Book Project. During the Autumn term at The Bridges Federation, two of our schools had the use of a Pop Up Book Hut where children selected any book they would like to take to read. The children were allowed to either keep that book or return it then choose another book to add to their library of books. In total, each child selected two books to add to their library.

For World Book Day this year we have seen some amazing costumes representing characters from a wide range of genres. Thank you to all the parents who supported their children with making their costumes.



World Book Day allowed me to express my feelings by dressing as a character that I can relate to. Sharing books with my friends meant I could find new authors to try reading and I also found books by my favourite authors that I had not read before. I was reminded how important reading is for mental health and how powerful books can be for our imaginations.

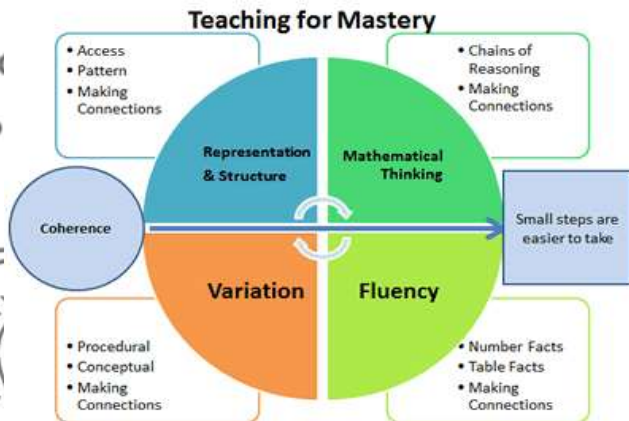




# Maths at the Bridges Federation

At the Bridges Federation, in keeping with the National Curriculum, we believe that mathematics is a creative discipline involving imagination, intuition and discovery and should be an enjoyable experience for children. It equips pupils with the unique and powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.

By following the mastery approach through the White Rose Maths learning scheme, we aim to develop deep and lasting understanding of mathematical procedures and concepts. We will also nurture positive attitudes and build confidence in mathematics so all our children can achieve.



We aim to encourage children to:

- Gain a wide range and balance of relevant mathematical experiences
- Be challenged intellectually by mathematical ideas
- Gain confidence through appropriate experiences, enabling them to use a variety of strategies, and through celebrating success
- Know how maths is relevant and useful in everyday life
- Work independently and collaboratively to solve problems

We strive to set work that is challenging, motivating and encourages the pupils to think logically and communicate ideas through oral and written mathematical language



Children (and adults!) can find maths difficult because it is abstract. The CPA approach builds on children's existing knowledge by introducing abstract concepts in a concrete and tangible way. It involves moving from concrete materials, to pictorial representations, to abstract symbols and problems.

**Concrete** is the "doing" stage. During this stage, students use concrete objects to model problems.

**Pictorial** is the "seeing" stage. Here, visual representations of concrete objects are used to model problems.

**Abstract** is the "symbolic" stage, where children use abstract symbols to model problems.

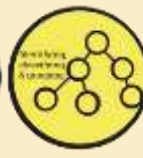


At the Bridges Federation we have a membership to online resources - Mathletics and times Table Rock Stars.

As children complete tasks and work, they earn certificates for their hard work which will be awarded to the children during assembly and celebrated on Twitter.

We have a weekly competition between the classes so please continue to support your child's learning by using both programmes at home.





### Science Leaders

All three schools had science leaders who performed a range of tasks this year and helped their classmates and teachers in lessons.



By Adam Finch, Heidi Anderson, Caitriona Mitchell

EYFS learned about suction by lighting a candle, putting it into a saucer of coloured water and then putting a glass over the top. They also investigated freezing and melting.



### Local/National Issue: Food Waste

Each class in the federation looked at what it was and how we could reduce it. We even audited our own food waste in the lunch hall!! Year 4 turned usually-discarded food into delicious smoothies.



Red class went on a nature hunt to identify flowers, plants and trees using a chart.



Orange Class had a mystery package to investigate. It was full of different things. We had to find out what they all had in common. We were surprised to discover that they were all seeds!



Yellow class set up a fair test to classify magnets based on their strengths. They also designed their own fun games using magnets!



Green class made classification keys for different trees in Burgess Park based on their leaves.



Blue Class were testing the acidity of white substances and also measuring forces



Purple Class were learning about Evolution at the NHM and also investigating light



# COMPUTING



Our curriculum supports children for the world they live in today, and to prepare them for the future. Every term, children learn more about how to stay safe using technology.



This year we have supported children using computing vocabulary more confidently in their lessons and evaluations. Children have enjoyed putting their skills to good use in real life scenarios, such as creating vector drawings and designing their own websites.

For the first time since 2019, our Digital Leaders attended Bett at the Excel Centre (an interactive education technology trade show).

They tried out new products and innovative ways of using technology to support learning in the Computing curriculum and beyond.



KATIE CURRAN, NATALIE O'DONNELL AND  
LAURA NEUGELOSE

Our Digital Leaders have played a vital role in leading the assemblies and learning on Internet Safety Day.



# Design Technology

Clair Parry, Andrina Phillips and Rose Grosvenor



At the Bridges Federation, children are given the opportunity to participate in practical, hands-on activities to explore the design process. Children learn to evaluate existing products and consider how they could be changed, adapted or improved; creating a plan for their own product.

They are then taught the skills necessary to make their own product and consider which materials would be most suitable. Finally, the children make their products and evaluate them based on their design criteria. Throughout the year, each class focuses on different aspects of design to create a number of purposeful products. In Early Years, children learn how to use a variety of tools safely and appropriately so that they can successfully bring their creative ideas to life. They learn how to join materials together to create models and take part in cooking activities each term. Throughout KS1 and KS2, the children learn how to strengthen and reinforce structures and use this knowledge to create free-standing houses as well as picture frames. In addition, Year 5 has had the chance to make lanterns for the annual lantern parade along the Thames and experiment with ways of reinforcing and creating sound structural bridges. Children also learn about a number of mechanisms including sliders, wheels, axles, pulleys and cams. Once the children understand how these mechanisms work, they have the opportunity to make moving pictures, moving vehicles and automata. Finally, children learn about balanced, healthy diets, as well as a variety of cooking skills. Using this, children design their own three course menus and recipes and make a number of dishes, including smoothies and Roman bread.





# Art

Rose Grosvenor, Clair Parry and Andrina Phillips

At the Bridges Federation, the children create pieces of art inspired by a wide variety of artists using different media. We begin by exploring and analysing the work of a well-known artist. Then, the children take time to learn different artistic skills and techniques using a number of media, including pencil, paints, watercolours, pastels, textiles and clay. Finally, they create their own piece of work inspired by their chosen artist.

Year 1 created some wonderful work inspired by Yayoi Kusama. They transformed the classroom environment into their own art installation. Year 2 covered artwork by Sonia Boyce while Year 3 created some wonderful pieces of artwork using natural materials based on work by Anthony Goldsworthy. Year 4 explored impressionism by studying Picasso and reproducing a piece of work inspired by his 'blue period'. Year 5 focused on perspective drawing and built upon skills learnt in previous years. In Year 6 the children had great fun investigating form and proportions and created some wonderful sculptures.

Moreover, during International Week, each year group learned about an artist from a Commonwealth country and then created a piece of art inspired by their work.

At Tower Bridge, Year 2, Year 4 and a group of children from different year groups took part in an amazing project with Drawing Room, an organisation of artists who aim to explore drawing and what it can be with children. Participating in the 'Rock, Paper, Scissors' project has allowed the children to express their creativity in many ways and has resulted in beautiful pieces of artwork involving light and shadow and telling stories.





# History

Melissa Hayward, Jess Neale & Sarah Manley



At the Bridges Federation, we continue to develop our History curriculum with the intent to deepen children's critical thinking skills and build on their prior learning. Children actively engage in their history lessons and take part in a range of activities where they strengthen their knowledge through the application of various skills. We continue to prioritise and embed Black History within our teaching.

Our theme for International Week this year was 'The Commonwealth' inspired by the passing of HM Queen Elizabeth II in 2022 and the regular mention of the Commonwealth in the media. Children explored the historical ties to the British Empire and what the Commonwealth means to different people around the world today. KS2 children also learnt about colonialism and 'decolonisation'.

Within our curriculum framework, broader threads that run through each year include London, democracy, settlements, conflict and invasion. The children learn about the Great Fire of London, the Stone Age, the Ancient Egyptians, the Romans, the Ancient Maya, the Vikings, Victorian Britain, Ancient Greece and World War II. Through these topics, children in Key Stage 2 deep dive into the Industrial Revolution, the British Empire and the Transatlantic Slave Trade and make links between events and time periods. In EYFS and KS1, the children begin to develop their skills for thinking like a historian through asking questions about old and new objects and comparing modern life to that of older generations.

Teaching and learning in History involves analysing different historical sources and discussing deeper big questions; following historical lines of enquiry such as: 'Who were the Vikings and how did they change Britain?' and 'How have the Ancient Greeks influenced our lives today?' Children also continue to complete homework projects linked to their history topics which has again resulted in a plethora of fact-files, posters and 3D models this year!

Throughout the year, the children have also experienced a number of educational trips and workshops to further develop their understanding of and passion for our History topics. These have included trips to the Natural History Museum, the British Museum, the Imperial War Museum, the Maritime Museum, The Museum of London Docklands and more. This year we were excited to celebrate the Coronation of King Charles III, and to reflect on this moment in History.







# Geography

Melissa Hayward, Jess Neale & Sarah Manley

At the Bridges Federation, we aim to develop the children's deeper understanding of both the human and physical world around them through active learning and enquiry in Geography. We encourage questions that look at how and why places change, how they compare to one another and how they are connected. Children gain geographical knowledge through exploring and discovering their locality, using a range of creative 'messy' mapping skills that over time broaden and enrich their understanding of the United Kingdom and the wider world. The children apply their geographical skills when looking at mapping, topography, trade and population within topics such as 'Amazing Africa', 'The Natural World', 'Saving Planet Earth', 'Wild Weather' and 'Travel and Trade'. These topics give children the opportunity to continually build upon their previous learning through threads that include Rivers, London and Immigration, all of which cover aspects of human and physical geography.

In EYFS, children learn to recognise landmarks and are able to name basic physical and human features in their immediate locality. In Key Stage 1, the children begin to identify and locate the seven continents, the five oceans and name some of the capital cities in the UK using Google Earth and atlases. In Key Stage 2, children are introduced to grid references and can use an index to locate cities and geographical features around the world. Across all year groups, we have been developing the use of 'messy' mapping to map out familiar places and routes, allowing children to represent geography in a way that is meaningful to them.

Our theme for International Week this year was 'The Commonwealth' inspired by the passing of HM Queen Elizabeth II in 2022 and the regular mention of the Commonwealth in the media. Children explored which countries are part of the Commonwealth and some of the reasons why countries join or leave the Commonwealth. We love making the most of living in London and frequently venture out to partake in fieldwork, using our creative mapping skills to map out special places within our local area. We have also enjoyed using different forms of transport to explore further afield, for example visiting the Maritime Museum and learning about journeys overseas.





Qu'est ce que tu as appris cette semaine?  
 We have learnt to use the past tense to describe events that took place yesterday.  
 Qu'est ce que tu as mangé hier? Raïla  
 Hier, j'ai mangé des petits pois. Emily  
 Hier, j'ai mangé du poisson. Juhem  
 Hier, j'ai mangé de la pizza. Soumaya  
 Hier, j'ai mangé de la salade. Cunnery



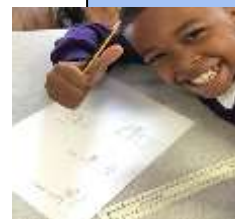
## Modern Foreign Languages

What another fantastic year we had at the Bridges Federation! This year KS2 children embraced the exciting challenge of mastering vocabulary and grammar structure.

Through engaging cross-curricular activities, such as interactive games on the Interactive White Board, creative art projects, sing-alongs and drama, children embarked on a smooth journey of language acquisition.

With a focus on authenticity, pupils were exposed to genuine materials allowing them to explore music and videos. This enabled children to develop a good level of fluency and accuracy.

Within the fantastic French club children learnt vibrant vocabulary, explored French food, played famous French games like 'Jacques a dit' and investigated places where French is spoken around the world.



Qu'est ce que tu as appris cette semaine?  
 We have learnt to name different musical instruments in French and asked our friends which musical instruments they like.  
 Quel instrument de musique aimes-tu?  
 Raïla  
 J'aime le piano. Et toi? Julia  
 J'aime la guitare. Raïla  
 J'aime la batterie. Youssef  
 J'aime la flûte. Lily Rose  
 J'aime la clarinette. Ben



### Year 1

Red class have been learning to recognise that their voice and instruments can make different sounds. They are able to recognise different instruments by sound alone, using different words to describe what they can hear.

# MUSIC

## 2022 - 2023

Laurel and Antonio from Southwark Music Services help to teach music lessons across the federation.

### Year 2

Orange Class learnt about pulse and tone. They were able to double the speed of the pulse so that the beats were half as long! They learnt how to recognise, make and sign la, soh and mi.



### Year 3

Yellow class have been learning to keep a steady beat, first with hand signs, and then moving onto instruments like the triangle and the tambourine. They learned to sing lots of fantastic songs, like Great Big Moose and Over the Deep Blue Sea. They also created a short ostinato of their own, using chime bars and shakers, to make the sounds of stomping elephants and fluttering bird sounds!



### Year 4

Green class have been recognising and using pentatonic scales. They were able to explain the difference between pitch and volume, which linked to their science unit of sound. The children then added a pentatonic tune to a 4-phrase rhythm using chime bars.



### Year 5

Blue class have been focusing on cyclic music which is when a beat or rhythm is repeated. They have played familiar songs they have learnt on different instruments like chime bars and claves, and also composed their own 4 phrase rhythm to play to an audience.



### Year 6

Purple class learnt how to structure and play their own song. They first understood how pieces are made up of pitches and rhythms. Then they wrote down the rhythm and came up with the words and melody. They practiced in groups, playing instruments and singing to then perform to an audience.

Year 4, 5 and 6 love their African Drumming lessons with Paul.

Emily Sellicks  
Kate Wilkinson  
Kylie Makhni

# The Bridges PE 2022-23

## Yoga Sessions

Children in all three Bridges schools have had yoga sessions this year. We also had some sessions to specifically support children's resilience.

## Girls' Football

Girls' football continues to be a priority with training, teams and specific events.



## Cricket with Chance To Shine



## PESSN Competitions

We have enjoyed many competitions this year including the Year 6 cricket competition where Snowsfields, Robert Browning and Tower Bridge attended.



## Launch of The Bridges Inter-Schools Competitions

All schools met on three occasions to play, compete and share their skills at football, dance and rounders.

## London Mini Marathon

Snowsfields had 30 children run the London Mini Marathon in April and another 27 children in October. This means we raised over £500 to spend on PE equipment. The Sport Leaders did a fantastic assembly on how we spent the money on new playground equipment.

## World Daily Mile Day

We celebrated the World Daily Mile Day in April.





For Mental Health Awareness Week this year, the theme was Anxiety. During our assembly, we thought about different ways to cope with anxiety.

More and more of our staff are being trained in Mental Health First Aid which means they are better equipped to recognise early signs of mental health issues.



Daily emotional check-ins through our RULER Emotion Boards to support our mental health.



We had an amazing company called Fantastic Fred come in to visit us to deliver some PSHE+R workshops all about looking after our mental health



Year 5 took part in a fire safety workshop and learned invaluable safety rules.



The Nest worked with year groups 1-6 thinking about Resilience which is one of Tower Bridge's Core Values.



Year 2 with a London Fire Brigade visitor learning about safety in different environments.



Early years and Year 1 received a visit from the Evelina teddy bear hospital. We learnt about how to care for someone when they are hurt and what we should do in an emergency.

Year 6 and 5 had some exciting IntoUniversity workshops this year which helped them think about the future.



Each year group have been thinking about staying safe on the roads. We must remember to stop, look and listen.



# Religious Education

Each class from Year 1 to Year 6 follows the Southwark Agreed Syllabus for RE. The children study a 'big question' across the academic year. Through this question every child learns about different Religions, Worldviews, Beliefs and Practises. The children explore by handling objects in the classroom, taking part in discussions and debates, and through the use of role play. From EYFS all the way through to Year 6, the children are taught to compare their own life experiences, to look for similarities and to respect the differences between their own lives and the lives of others. The curriculum is enhanced by trips and by visitors to the classroom.

Can stories change people?



What does it mean to belong?



What is Special to me and the People in my Community?



How do Beliefs Influence Actions?



How Important are the Similarities and Differences between Religions?



How are Symbols and Sayings Important in Religions?



## EYFS

In Early Years, the children learn about different religious celebrations throughout the year. They really enjoy the practical activities and storytelling element of RE.



Rachael Redman, Camilla Roche and Sarah Manley



# Rainbow Class 2022-2023

**Maths**



**English**



**PSHE**



**Science**



**In Rainbow Class we use practical resources to support all our learning to make it fun and memorable. The highlight of our year was working with the Unicorn Theatre.**



# EYFS 2022-2023



We have enjoyed exploring a range of topics that have captivated us and led us to learn interesting facts. These have included Ourselves, Light and dark, transport, around the world, animals and water.



We have worked hard to develop our social skills and learning how to be kind and take care of one another and the world around us, including our pets African land snails, stick insects and EYFS goldfish.



We love to use all of our senses in EYFS. This really helps us to understand other countries, cultures, traditions, food, rituals and practices.

We have had the chance to explore the garden and learnt about elements of the different seasons by going on seasonal treasure hunt.



To build on our vocabulary we told stories through songs and dance.





# Red Class 2022-2023



We completed some fantastic homework projects for our 'Amazing Africa' topic.



We went on a trip to Burgess Park and explored the adventure playgrounds.



We dressed up in red, white and blue to celebrate the King's Coronation.



We went on a trip to our local fire station.



We dressed in traditional clothes for International Day.

We made clay pumpkins and painted them in the style of Yayoi Kusama for Art.



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



We carried out an experiment to see which materials are waterproof in Science.



# Orange Class 2022-2023



For Geography, we enjoyed local walks for our messy mapping lessons. We created fantastic messy maps using resources in the classroom.



One of our first trips in Year 2 was to Pizza Express where we made our own pizza. It was delicious!



As part of our Science topic on plants, we used plastic bags to grow broad beans. We then took the seedlings home and planted them.



We walked to Monument to see where 'The Great Fire of London' started.



We explored different plants and trees in the school garden. We watched our seeds grow into different vegetables.



We loved our KS1 play called 'The Christmas Recipe'. We performed to Rainbow, Nursery and KS2 and our adults at home.



Our PSHE lessons and workshops have taught us about how to stay safe on the roads. We travelled all across London on the bus, train and by walking.



To celebrate World Book Day, we dressed up as our favourite characters.



A highlight for many of us is our weekly reading buddy sessions with Year 5.



We visited the National Maritime Museum in Greenwich and learnt about different explorers.



# Yellow Class 2022-2023



We have taken part in many dance, drama, PE and yoga workshops this year.



We went to the cinema to see The Croods 2.



We made our own pizzas at Pizza Express.



We made pancakes to learn about how Christians celebrate Lent.



We made fruit salad and popcorn for our fundraiser.



We created Holi celebration paintings in RE.



We learnt about the process of mummification in History and mummified tomatoes.



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

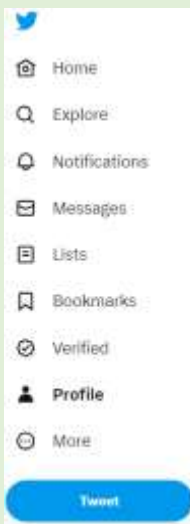


We built snow people on the roof.



We visited London Zoo and learnt about all the animals that live in the rainforest.







**Green Class** 

@SNSgreen\_4

Year 4 at Snowfields Primary School.  
Our topics this year:  
Autumn - Roman Britain  
Spring - Mayans  
Summer - Wild Weather

[Edit profile](#)

**What's happening**

Sports · Trending

#hard work

2,617 Tweets

Sports · Trending

#resilience

9,375 Tweets

Trending in United Kingdom

#progress

8,864 Tweets

Entertainment · Trending

#teamwork

45K Tweets

## Autumn Term



## Spring Term



## Summer Term





# Blue Class 2022-2023



In the Autumn Term, we visited *The British Museum* to learn more about the Anglo-Saxons and Vikings in Britain.

We got to see the horde of Saxon treasure found at Sutton Hoo as well as coins, jewellery, clothing and weaponry from that time!



In the Spring Term we proudly presented our Class Assembly which was all about the sinking of the Titanic in 1912. It was a thrill to be able to perform live on stage for our parents and school community. We learnt so much about the Titanic during our Spring Term topic *Travel and Trade*.



We walked over to the Tower of London to see Traitors' Gate, the gate through which traitors in Tudor times would pass through before being executed! Famously one of these 'traitors' was Anne Boleyn, 2nd wife of Henry VIII.



South Bank University Academy offered to teach us our Science unit on the Properties of Materials this year. We were given the opportunity to use their lab and equipment which really enhanced our learning experience. It was really exciting!



In the Summer Term we visited the *Museum of London Docklands* to learn more about Victorian London. We handled real artefacts during a very informative workshop led by an expert historian. We also walked through 'Sailortown' which truly felt like we stepped back in time.





# Purple Class 2022-2023



In PE we learnt how to play cricket, tennis and football. We also developed our gymnastics and athletics skills.



While studying Charles Darwin, we visited the Natural History Museum to learn more about Natural Selection.



We visited the British Museum when studying Ancient Greece.



In art, we created sculptures inspired by the artist Alberto Giacometti.



We had fun performing in the School Talent Show.

To celebrate World Book Day, we dressed up as our favourite book characters.



We performed lots of drama in our workshops on online safety.



We studied spreadsheets and website building in computing.



We were lucky enough to visit the Unicorn Theatre three times this year!



We conducted a 'conscience alley' as an activity when studying our favourite book: *There's a Boy in the Girls' Bathroom*.

**Congratulations to our Year 6 pupils for a fantastic journey at Snowfields!**

**We are so proud to see how far you have come and the remarkable achievements you have accomplished along the way.**

**As you embark on the next chapter of your journey, remember that we believe in you and cannot wait to hear of your future successes!**

These are the secondary schools the children will be joining in September 2023:



Ark Globe Academy



City of London Academy



Haberdashers' Academy Brough



Compass School



Harris Academy Bermondsey



St Saviour's & St Olave's



The Brick Lane Secondary School



Moore Academy



St Thomas the Apostle



Spa School





# Term Dates 2023 – 2024

## **Autumn Term**

Wednesday 6 September 2023 - Friday 20 October 2023

*Half Term: Monday 23 October 2023 - Friday 27 October 2023*

Monday 30 October 2023 – Thursday 21 December 2023

## **Spring Term**

Tuesday 9 January 2024 - Friday 9 February 2024

*Half Term: Monday 12 February 2024 - Friday 16 February 2024*

Monday 19 February 2024 – Thursday 28 March 2024

## **Summer Term**

Tuesday 16 April 2024 - Friday 24 May 2024

*Half Term: Monday 27 May 2024 - Friday 31 May 2024*

Monday 3 June 2024 - Wednesday 24 July 2024

