



THE
BRIDGE

The Bridge Family of Schools- September 2023

Working together; making a difference.

BELIEFS

| Success through community | Excellence through equity | Aspiration and achievement for all |
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| Through a sense of connections based on respect and trust; every member of our family matters and they feel valued and nurtured. | Together we can provide a better education offer than we could ever do individually. | We believe in a culture in which everyone can excel and be their best self. |

BEHAVIOURS

| Collaboration | Inclusion | Excellence |
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| Every voice is listened to and collective decision making reflects a fair process. We celebrate differences and respectfully embrace all viewpoints. | We stand together to achieve our ambitions recognising and utilising collective expertise and wisdom. Inclusion is at the heart of our family. We can bridge the disadvantage gap through a curriculum offer which enables all our children to experience limitless opportunities to develop their talents, their character and attain well no matter what their starting point. | We strive to be the best in all we say and do; celebrating achievement at every level to which there is no ceiling. |

VALUES

| Trust | Respect | Courage | Compassion | Hope |
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VISION

To provide the highest quality of education so that every child can succeed and realise their aspirations.

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| Priority 1: Stronger Together (Leadership and Management) | Objective (s): To develop the organisational structure and systems to create a high performing, sustainable family of schools in which everyone can be the best they can be. | Strands: 1. Vision and values <i>1.1 agree Vision and Values (All HTs)</i> 2. Develop Structural and operational models <i>2.1 Leadership distribution, responsibilities, and lines of accountability (SL and all HTs)</i> <i>2.2 Due Diligence (All HTs steering group)</i> 3. Risk management/data systems <i>3.1 Signature of risk (SL)</i> 4. Staff Development (SL/DSL) <i>4.1 Professional growth</i> <i>4.2 Retention of high performing staff e.g., CCLs</i> <i>4.3 Recruitment and development of ECTs</i> 5. School Improvement Framework (SL) <i>5.1 School Improvement Policy</i> <i>5.2 Peer Review</i> 6. Governance (SL/DSL) <i>6.1 Steering Group for FoS and TORs</i> <i>6.2 Monitoring materials for governors</i> <i>6.3 Increase capacity of current FGB's</i> <i>6.4 Potential trustee partners</i> <i>6.5 Accountability</i> 7. Bridge growth <i>7.1 Relaunch Bridge and develop collaboration with new school</i> <i>7.2 Liaison with RDD, diocese and LA</i> | | | |
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| What will success look like? | What will we do? | When will we do it? | Who will be leading? | What will the level of investment need to be? | How will outcomes be quality assured? |
| Strand 1: Vision and Values | Revisit the values, beliefs and vision for Bridge FoS at INSET day on 20 October 2023 | 20 October 23 | All HTs | INSET DAY Cost of conference venue Cost of travel and time for speakers | Values will be made reference to in all decision making. |

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| | <p>Share the new branding logo and work that is being carried out.</p> <p>Design and create information to be shared with each school and placed on individual websites from September 2023 including who we are, what we provide in terms of core offer, information on Character Education and pupil involvement.</p> <p>Strategic lead to provide regular updates for all staff and governors as part of the role to ensure all stakeholders are kept well informed</p> | <p>September 23</p> <p>September 23 then on going</p> | <p>Strategic leads</p> <p>Strategic leads</p> | <p>Agreed to have a webpage on each school website for September 2023</p> <p>Updates provided on a monthly basis for staff and termly for governors to be shared with steering group initially then FGB's</p> | <p>Check traffic to the webpages on engagement.</p> <p>Governors will make reference to them when challenging and supporting leaders and holding to account</p> |
| <p>Strand 2: Develop Structural and operational models</p> <p><i>2.1 Leadership distribution, responsibilities, and lines of accountability (SL and all HTs)</i></p> | <p>Set up subject network meetings for the core subjects plus those foundation subjects which training has taken place as well as RE and SENCo's.</p> <p>Regular meetings with subject leaders and strategic leads</p> <p>Regular meetings with SL and HGT's as well as HoS to</p> | <p>November 23</p> <p>From September 23</p> <p>From September 23</p> | <p>Subject leads plus CCL's</p> <p>Subject leads and strategic leads</p> <p>Strategic lead and HT/HoS</p> | <p>Sharing of the information linked to subjects with all schools</p> <p>Ensure clarity of messaging, expectations and curriculum developments</p> <p>Ensure clarity of messaging, expectations</p> | <p>Record in minutes meetings and outcomes linked to priorities highlighted for curriculum development and impact on pupils as well as teachers</p> <p>Record in minutes meetings and outcomes linked to priorities highlighted for curriculum development and impact</p> |

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| | <p>ensure consistency and approaches to core elements of the plan and implementation of the school improvement work</p> <p>Termly steering group meetings to identify progress against KPI for the Bridge and next steps – seeking value for money and assurance.</p> <p>Maintain due diligence to ensure that the Bridge remains strong but informed of options.</p> | <p>From September 23</p> <p>From September 23</p> | <p>Strategic leads, all HT's and governors</p> <p>Strategic leads, all HT's and governors</p> | <p>and curriculum developments</p> <p>Sharing of information and decision making which is reported to FGB's</p> <p>As above</p> | <p>on pupils as well as teachers</p> <p>Governors are full informed of the next steps and direction of Bridge FoS</p> |
| <p>2.2 Due Diligence (All HTs steering group)</p> | | | | | |
| <p>Strand 3: Risk Management</p> <p>3.1 Signature of risk The FoS will hold a central risk management register that identifies risk to the organisational and operational functioning of schools. Mitigation measures will be put in place in a timely manner in order to sustain growth and success.</p> | <p>Each Headteacher and Chair of Governors will agree the risks and the mitigation actions annually in the Autumn Term. This will be shared with the SL.</p> <p>This will be shared at FGB.</p> | <p>Autumn 1</p> | <p>Chairs of Governors of each school, Headteacher and SL</p> | <p>Leadership Time and SL visit time in each school.</p> | <p>Governor Monitoring reports and minutes of governor meetings.</p> <p>External Reviews: Safeguarding, H and S, Ofsted, Building condition survey, LA Reviews ELS Reviews, Peer Reviews.</p> |
| <p>Strand : Professional Learning</p> | <p>Headteachers and Deputy headteachers complete this</p> | <p>All HT and DHT professional</p> | | <p>Release time for supply cover where needed.</p> | <p>Feedback on HT professional growth at</p> |

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| 4.1 Professional Growth Model All Bridge Headteachers and Deputy Headteachers engage with the professional growth model of performance management. | year's performance management using the professional growth model HT and DHT engage with the full process, deepening their understanding of how this model works and supports their professional growth. | growth plans written and agreed during autumn term Time is allocated for triad meetings throughout the year to ensure these take place. | | | Bridge Family of Schools HT meetings is a standing agenda item to ensure this is kept as a focus. Feedback on DHT professional growth at Bridge Family of Schools DHT meetings is a standing agenda item to ensure this is kept as a focus. SL provides feedback on success of programme from their evaluation at HTPM appraisal meetings with Governors. |
| 4.2 Retention of high performing staff e.g., CCLs . | Ensure that the subject leads and CCL re provided with support and professional development to enhance their roles and retention beyond 2023/24 Staff surveyed on CPD needs. | From September 23 on going Surveys written and shared Autumn 2 to identify common needs | SL/DSL | Regular meetings and seek CPD for leaders to fulfil their roles and disseminate further to enhance knowledge of all leaders through network meetings | Objectives for CPD pathway clearly identified and mapped out – feedback surveys focussed on views on these objectives |
| 4.3 Recruitment and development of ECTs Explore the possibilities regarding initial teacher training with The Bridge Family of Schools, with the view to establish a bespoke Bridge FOS | Explore various initial teacher training packages and options for the Bridge FOS Network meetings for all mentors and ECT's termly | First Bridge CPD pathway runs Autumn 2023 Participants evaluate CPD training Throughout the year | DSL | Release time for supply cover where needed. | Possible options for initial teacher training discovered for discussions regarding future implementation. |

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| initial teacher training package and retain these ECTs within the Bridge FOS. | led by ITT lead (Katie Goode?) | | | | |
| Strand 5: School Improvement and QA 5.1 School Improvement Framework A School Improvement Policy will be agreed by the Steering Group and all FGBs 5.2 Peer Review Peer Review will be the mechanism for assessing quality of education in the FoS against the same standards published by the most current Ofsted handbook. | School Improvement Policy developed and agreed by all Governors Peer review training for Governors Plan peer reviews in triads linked for similar specific needs and developments within individual schools SDP's and linked to the strategic plan for the Bridge to monitor impact of support, training and implementation | September 2023 Spring 2 Summer Term 2024 | All HTs and steering group SL/DSL | Time for training Release time for leaders from schools | The FoS will have a school improvement framework that enables all schools to flourish and improve further. All senior leaders and governors will be training in Peer Review. Peer Review will support ongoing evaluation of the quality of provision in the FoS. Areas requiring improvement will be address through collaborative school to school support. Expertise will be identified through the Peer Review system and this will be used to up-date the Capacity map. |

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| <p>Strand 6: Governance 6.1 Steering Group for FoS and TORs Governors will have a deeper understanding of the structures and development of Family of Schools.</p> <p>Governors on the FoS steering group will have an understanding of their roles and the dissemination of information to each FGB.</p> | <p>Members of the FoS steering group will report to each FGB the work of the group and the actions being taken to increase capacity and improvements within the schools involved.</p> <p>Members of the steering group within FoS will meet to agree the ToR and MOU for the group. These governors will meet on a termly basis and make decisions regarding the future of the FoS and decide on when the time is best for consultation on moving towards a MAT as advised by the executive leaders of the FoS.</p> <p>Information to be shared consistency with FGB's see section 1.1</p> | <p>September 2023 on going</p> | <p>SL/DSL all HT's and steering group</p> | | <p>Core group of steering group will quality assure plus involvement from LA and diocese if required.</p> <p>HT will check the messages disseminated by governors at the FGB meetings.</p> |
| <p>6.2 Monitoring materials for governors Governors will have a deeper understanding of the use of monitoring materials to ensure quality of education within their schools.</p> | <p>Work on securing wider dissemination of monitoring materials previously written. Work on further developing and streamlining the materials so they are easily workable and used by governors in their own schools.</p> | <p>Autumn Term 2023</p> <p>Autumn Term 2023 and onwards for use in Governor</p> | <p>SL/DSL</p> | <p>SL/DSL time for adapting and sharing the materials</p> | <p>Monitoring of the usage by HT's and governors reporting back to steering group meetings. Materials are used and understood by all governors using them effectively and implemented reported to</p> |

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| | Mentors or coaches will be identified to support governance which is weaker from stronger governing bodies. Governors will be included in the peer reviews and aid the scrutiny of a subject through lesson visits, work scrutiny and pupil conferencing with leaders from each school. | monitoring in each school Autumn Term 2 2023 Summer Term 2024 | SL/DSL and governors SL to organise with HT in each school | | steering group by governors and HT's. Feedback from governors being supported. Peer review report feedback |
| 6.3 Increase capacity of current FGB's Identify the succession planning and capacity within FoS FGB's. | Mapping the current capacity and identify where there are governors with potential for future leadership. Attach coaches and develop knowledge of governance for those identified. Support through networks of governors led by coaches and HT's. | Autumn Term 2 23 Spring Term 4 24 Summer Term 24 | SL/DSL and governors | SL/DSL and HT's time | Feedback from governors. |
| 6.4 Potential trustee partners Develop a wider recruitment strategy for securing governors where there are vacancies. | Devise a recruitment drive for trustees within local industry, commerce and businesses. Share the information with businesses and across the local area for governors across the FoS. | Autumn Term 2 2023 | SL/DSL | Time taken to contact potential trustees and meetings | Steering group quality assure and agree publication. Feedback from businesses on success. |
| 6.5 Accountability The FoS Steering Group will appropriately hold | Steering Group will agree a strategic plan and interim structural arrangements to | On going | Steering groups alongside SL/DSL | Leadership Time and meeting time | Ofsted outcomes, LA |

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| strategic leads to account for the overall capacity for leadership growth. | <p>support the further development of the FoS as it works towards Trust Status.</p> <p>Devise KPI's to check progress, accountability and value of the Bridge FoS developments and leadership</p> | | | | |
| Strand 7 Bridge growth 7.1 Relaunch Bridge and develop collaboration with new school | <p>Arrange a meeting for all interested schools to share the newly rebranded Bridge FoS and share the core offer of school improvement and collaboration including key unique aspects.</p> <p>Set up individual school meetings with leaders and governors with greater detail and due diligence of these school setting up SLA if required</p> <p>Work with LA and diocese in engaging schools</p> <p>Revise the growth strategy policy to ensure clarity and realistic nature of the expectations as well as consistency of messaging and uniqueness of the Bridge FoS</p> | Autumn 2023 | SL/DSL all HT's | Meeting time | Schools have the information to make informed decisions as to joining the Bridge |
| 7.2 Liaison with RDD, diocese and LA | Termly meetings set up with the RDD (Ryan Starr), LA (Debbie Gibbs), diocese | On going | SL/DSL | Meeting time | Knowledge of the Bridge is shared and information disseminated further. |

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| | (Liz Townend and Jo Hunter) to share Bridge updates and developments | | | | |
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The Bridge Family of Schools Strategic Plan September 2022- August 2024

| The Bridge Family of Schools Strategic Plan September 2022- August 2024 | | | | | |
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| Priority 2: A sense of Belonging (Inclusion and SEMH) | Objective (s): 1. To ensure that every child and every member of staff has access to support that assures their health and well-being 2. To ensure that every member of our community feels listened to and valued 3. To provide access to high quality education for vulnerable and disadvantage pupils including those with SEND 4. To enable and empower children and adults to develop the characteristics and confidence to make a difference to their own lives and the world. | | | Strands: 1. SEND transformation strategy 1.1 Capacity across spectrum of provision 1.2 FoS SEND/Vulnerable Development Framework 1.3 Adaptive teaching 2. Wellbeing - SEMH 3. Pupil engagement 3.1Character Education 3.2 Oracy | |
| Strand | SEND transformation | | | | |
| What will success look like? | What will we do? | When will we do it? | Who will be leading? | What will the level of investment need to be? | How will outcomes be quality assured? |
| Strand 1 SEND transformation 1.1 Capacity across spectrum of provision Clear and precise strategy for improving provision for those pupils with SEND/vulnerable. | Identify the capacity within FoS within the SEND sphere. Identify where best practice is and share this. Develop SEND network within FoS and share focused developments and support for new SENCo's and wider staff | Autumn 2023 for SENCo network set up Spring Term 2024 | SL/DSL along with all HT's SL/DSL alongside identified lead SENCo's | Time for meetings and mapping Release time for initial meetings with SL/DSL then time for planning and to lead network meetings. | Checks from all HT |
| 1.2 FoS SEND/Vulnerable Development Framework Greater understanding of the use of strategies to support those pupils with SEND or vulnerable. | Develop a strategic plan for improvements within FoS for SEND provision and services. Disseminate the strategic plan with HT's, SENCo's, governors and rest of the staff. | Spring Term 2024 Summer Term 2024 | SL/DSL SL/DSL, all HT's and governors | Time for planning meetings Time for sharing plan and dissemination in staff meetings and governors meetings. | Check with Will Pritchard Governors checking the plan to fit in with individual school priorities. |

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| (Ref 3.3.2, 3.3.3 - adaptive teaching and learning environments) | Work alongside leaders from LEAF in developing the joint strategy for the future to capitalise on expertise and expert people in the SEND sector to benefit pupils. Training provided for specific needs as identified within the capacity mapping from the gaps that are apparent. | | SL/DSL alongside lead SENCo's | Release time to plan training needs and release time for staff | |
| Improved services to support leaders, staff to improve the outcomes for all pupils with SEND/vulnerable. | From strategic plan identify which services are requiring to improve. Source outside professionals and commission services that will ensure increased provision and support for staff to develop quality of education for SEND/vulnerable pupils. Identify where FoS can benefit from existing services from SEND cluster groups that can support wider work within the FoS. Identify a FoS assessment practice to support leaders and teachers to check provision and quality of education. Work alongside leaders | Summer /Autumn Term 2024 | SL/DSL and all HT's along with lead SENCo's | Time for researching best practice and support services contracts. | Governors check for best value through financial meetings, ensure quotes are competitive and contracts are sound. Outcomes from external and internal assessments for those pupils with SEND/vulnerable |

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| | from LEAF in developing the joint strategy for the future to capitalise on expertise and expert people in the SEND sector to benefit pupils. | | | | |
| Ensure expert leaders are retained or new leaders grown from within to further develop knowledge and expertise. | Provide network opportunities for SENCo's and other staff in supporting pupils. Identify lead SENCo's to develop the group and provide support/training. Dissemination of information and strategies to support SEND/vulnerable pupils. Share best practice and visits to settings to share expertise. Provide support for NASEN and other specific training for development of knowledge and expertise. Work alongside leaders from LEAF in developing the joint strategy for the future to capitalise on expertise and expert people in the SEND sector to benefit pupils. | Autumn Term 2023 Summer Term 23 Autumn Term 23 From Summer Term 2024 | SL/DSL alongside lead SENCo's All HT's and SENCo's FoS support | Release time for lead SENCo's and other staff for meetings and training. Time for sharing of provision and practice Release time for training. | Improved confidence and checks by HT's and governors on provision and expertise. |
| 1.3 Adaptive Teaching | SENCo's network focus on adaptive teaching methods in each Bridge school | November 2023 | Lead SENCo and all SENCO's | Network meeting time and planning time for lead SENCO | Monitoring by SL/DSL and governors on implementation of adaptive teaching |

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| | <p>Use of adaptive teaching videos and best practice to share how to implement in for benefit of pupils</p> <p>SENCo's disseminate to all staff in individual schools to begin to ensure all pupils' needs are fully met across all subjects</p> <p>Ensure all staff implement adaptive teaching methodology and pedagogy in classrooms</p> | <p>November 2023</p> <p>January 2024</p> <p>Summer term 2024</p> | | <p>Time in staff meetings for dissemination</p> <p>Time for monitoring by senior leaders and governors</p> | <p>pedagogy to benefit all pupils' needs and improve outcomes.</p> |
| Strand 2 : Wellbeing and SEMH | This is included with the SEND strategy | | | | |
| Strand 3 Pupil engagement 3.1 Character education. | See strategic plan from DHT for development of Character Education | | | | |
| 3.2 Character Education through oracy Children are given opportunities to showcase their oracy achievements and receive personal recognition through collaboration within the family of schools. | <p>Through the Bridge awards, oracy events will be planned for each phase in each year of the cycle (for example, debate, exhibition, presentation).</p> <p>With the support of Vicky Gordon (oracy adviser), oracy leads will collaborate to draw up shared objectives for these events ensuring they meet the curriculum coverage.</p> | ?? | Oracy leads and Deputy Heads | <p>Time for meetings.</p> <p>Oracy project attendance with the adviser. Oracy lead release to attend CPD.</p> <p>Schools may be required to host the final event.</p> <p>Deputy Head release for networks.</p> <p>Possible small resource cost for the event (certificates, trophy etc).</p> | <p>Oracy Adviser to quality assure the standard of the final.</p> <p>Oracy leads will be planning the event and attending CPD to ensure that outcomes are of a high standard.</p> <p>Judging will be based an agreed oracy framework created by the oracy leads with the oracy adviser.</p> |

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| | <p>Oracy leads will create an agreed oracy framework for judging with the oracy adviser. This framework will be used for future oracy events so that the children know where to develop alongside the oracy framework in future years.</p> <p>A timetable of events will be planned and shared with all staff. Heats will take place in individual schools to make the logistics manageable. Deputy Heads work together to ensure events are inclusive and give opportunities to all children to showcase their learning.</p> <p>Year group teachers will be given opportunities to meet and plan collaboratively prior to events.</p> <p>Verbal feedback will be given to each child who participates in the final event.</p> | | | | |
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The Bridge Family of Schools Strategic Plan September 2022- August 2024

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| Priority 3: Removing Barriers, Realising Potential (Quality of Education) | Objective (s): <div>1. To build capacity through developing skills and competencies of exceptional leadership at every level</div> <div>2. To provide every child with a distinct curriculum offer</div> <div>3. To ensure that every child has the personal development experiences and opportunities to build character and raise their aspirations for the future</div> <div>4. To ensure that every child will access high quality inclusive teaching that is founded on up to date, evidence based pedagogical principles</div> <div>5. To provide every child with a quality learning environment to enable them to access learning</div> <div>6. To ensure that every member of staff has access to quality professional learning that maximises the potential of peer support and the knowledge and wisdom of experts within and beyond our family of schools.</div> | | | Strands: <div>1. Curriculum improvement 1.1 Consolidation of school improvement in Art, DT, Computing. Oracy</div> <div>2. Pedagogy and Curriculum 2.1 Reinforce Bridge FoS pedagogical principles 2.2 Enquiry based learning 2.3 Writing 2.4 Mathematics</div> <div>3. Subject Leadership 3.1 Science</div> | | |
| Strand | Subject Leadership | | | | | |
| What will success look like? | What will we do? | When will we do it? | Who will be leading? | What will the level of investment need to be? | How will outcomes be quality assured? | |
| Strand 1 Curriculum improvement 1.1 Consolidation of school improvement in Art, DT, Computing, | Ensure expert leaders are secure in the pedagogy and knowledge of the subject Expert Networks are set up for leaders to meet and share experiences Ensure the work started on Art, DT and Computing is being implemented fully in all schools according to the training disseminated to all staff teaching those subjects | From September 2023 on going throughout the year | SL/DSL and subject expert leads | Release time for expert lead meetings and sharing of best practice, structures and implementation of subject teaching | Peer reviews identifying the best practice, outcomes for pupils, staff knowledge and internal monitoring of practice | |
| Pedagogy through oracy All children are able to access the curriculum | Oracy and subject leads to ensure all schools have effective progressions of | Implementation is on going and needs to be monitored through pupil | Oracy leads/Curriculum leads and SJ to facilitate | Leadership release time Oracy adviser programme Staff meeting time | Oracy lead partners. Peer reviews | |

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| <p>through the use of oracy to scaffold learning.</p> <p>Consistent, high quality oracy teaching and learning is implemented across the Bridge FoS.</p> <p>Curriculum language development is purposeful and linked to knowledge and understanding.</p> <p>Teachers use oracy strategies to enable children to articulate their knowledge and improve their retrieval skills.</p> | <p>vocabulary (from EYFS to Y6) in Art, DT and Computing.</p> <p>Oracy partners will develop next steps to identify best practice for supporting less confident learners in accessing the curriculum (for example, scaffolds, sentence stems, retrieval, repeating, rephrasing, elaborating, summarising, talk protocols). Visits to each other's schools recommended.</p> <p>Understand and develop explicit teaching of vocabulary across the FoS (dual coding, pre-teaching, talk like an expert, retrieval) to ensure all learners are able to access the curriculum. Possible staff meeting,</p> <p>Teachers to create a bank of oracy-based retrieval strategies for teachers to call on across the curriculum. Oracy and Curriculum leads to lead staff meeting.</p> | <p>conferencing and peer reviews</p> | | <p>CPD attendance for Oracy leads</p> <p>Planning time for leaders</p> | <p>Individual school monitoring</p> <p>Pupil conferencing</p> <p>SL/DSL visits</p> |
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| <p>Providing opportunities for using oracy to present curriculum knowledge</p> <p>Oracy opportunities are planned to enable children to demonstrate that they know more and can remember more.</p> <p>Pupils are able to use appropriate language when talking in depth about their learning.</p> <p>Opportunities are created for pupils to reflect upon and receive meaningful feedback.</p> | <p>Individual schools use the oracy framework to enhance lessons.</p> <p>Teachers to create a bank of oracy-based retrieval strategies for teachers to call on across the curriculum. Oracy and Curriculum leads to lead staff meeting.</p> <p>Oracy and subject leads to ensure all schools have effective progressions of vocabulary (from EYFS to Y6) in Art, DT and Computing.</p> <p>Final outcomes are driven by oracy or elements of oracy to evidence curriculum learning.</p> <p>Oracy is used as a tool to assess at a distance as a way of encouraging children to know more and remember more.</p> <p>Cross-school oracy event to be planned through the Bridge Awards.</p> | Ongoing | <p>Oracy leads</p> <p>Oracy leads/Curriculum leads/Teachers and SJ to facilitate</p> <p>Oracy leads and subject leads</p> <p>Teachers/Curriculum leads</p> <p>Teachers/Curriculum leads</p> <p>Oracy leads/Oracy adviser</p> | <p>Leadership release time</p> <p>Oracy adviser programme</p> <p>Staff meeting time</p> <p>Schools may be required to host the final event.</p> <p>Possible small resource cost for the event (certificates, trophy etc).</p> | <p>Assessment of final outcomes for children.</p> <p>Standard of oracy presented in the event.</p> <p>Individual school monitoring.</p> <p>Pupil conferencing.</p> <p>SL/DSL visit.</p> |
| <p>Strand 2 Pedagogy and Curriculum</p> | <p>CCL to meet with all new staff including ECT's and mentors to go through</p> | September 2023 | CCL (JI) and new staff | Time for release of staff either during a staff | All staff have an increased understanding of the principles and best |

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| 2.1 Reinforce Bridge FoS pedagogical principles | the Bridge FoS pedagogical principles to ensure consistency of quality of teaching and engagement Bridge handbook for pedagogy shared with all staff at the INSET day in October 2023 | October 2023 | CCL (JI) | meeting time or end of the school day | practice for QFT – seen through internal monitoring, peer reviews and external reviews |
| 2.2 Enquiry based learning | INSET DAY October 2023 share principles of Enquiry based learning to be taught to pupils after the assimilation of substantive knowledge for geography, history and science Year group teachers plan one enquiry based unit of work to be trialed in all schools up to end of Spring Term 2024 Review the implementation of the enquiry based learning sessions and the application with pupils Extend the enquiry based learning to other subjects such as computing and DT in Summer Term 2024 | October 2023 October 2023 Summer Term 2024 Summer Term 2024 | CCL and DHT's Expert leads and all year group staff alongside DHT's Expert leads Expert leads and all staff | INSET DAY plus time prior for planning of the day In school time in lessons Monitoring time for leads across schools Meeting time | Monitoring of implementation of enquiry based learning by expert and senior leaders as well as governors in school Peer review and external reviews Improved pupil engagement, knowledge and application of subjects through pupil conferencing and books |
| 2.3 Writing Improvements | Development of consistent grammar and milestone progression (TAF) documents across the Bridge to ensure | Autumn Term 1 | Work with Vicky Gordon – English consultant and English leaders – shared with rest of staff throughout the year | Release time for leaders Staff meeting time | Staff knowledge and understanding of the TAF is developed. Staff are confident in delivering the writing framework |

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| | <p>clarity for teachers of what to teach and when to enable improved pupil outcomes.</p> <p>Focus on Expected and Greater Depth writers. Teachers require a greater understanding of the TAF objectives and how these can be achieved for greater depth writing.</p> <p>Teachers require access to a wider range of greater depth exemplification particularly in years 3 and 4.</p> <p>Create exemplification materials for specific year groups to ensure consistency of expectations.</p> | <p>Autumn Term 2</p> <p>Spring Term 3</p> <p>Spring Term 4</p> | Writing moderation meetings and surgeries/workshops | | <p>and sharing this knowledge with their colleagues.</p> <p>Collection of portfolios of exemplification of greater depth writing in place.</p> <p>Gaps analysis of pupils' writing are identified and targeted in teaching leading to improved outcomes for pupils.</p> <p>Moderation and assessments demonstrate a larger number of pupils accessing greater depth writing objectives</p> |
| 2.4 Mathematics focus on retrieval practices | <p>Further development of declarative knowledge and pre-teaching to enable full access for all in mathematics lessons.</p> <p>Focus on spaced retrieval of pre learnt facts and information to enhance recall for pupils – training for subject leaders and network meetings.</p> <p>Further develop links to other subjects ie science,</p> | <p>Autumn Term 1 – initial meeting for mathematics leaders and expert lead</p> <p>Autumn Term 2 - Individual meetings for leaders and expert lead to bespoke provision to match individual school curriculums</p> <p>Spring Term 3 – mathematics leaders trial</p> | Expert lead and mathematics leaders | <p>Planning time and meeting time for expert lead</p> <p>Meeting time for expert leaders and release for leaders</p> | <p>Monitoring through the adaptations in curriculum and impact on professional knowledge and awareness of leaders and all staff.</p> <p>Impact on pupils' recall of facts and information with increased assessment outcomes.</p> |

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| | geography mapped out throughout the year to allow greater implementation by pupils | <p>provision in classes plus one other.</p> <p>Spring Term 4 – training for all staff on the project and trialling of elements</p> <p>Summer 5 – revisit with leaders and impact on trial.</p> <p>Summer Term 6 full implementation in readiness for 2024/25.</p> | | Staff meeting time across the Bridge | |
| Strand 3: Subject Leadership 3.1 Leadership of Science Subject leaders are more confident and equipped to be better leaders. They have an increased understanding of their subject. | Training on pedagogy, curriculum development and design, use of assessment and identified support for SEND pupils, information related to Ofsted expectations. | Three sessions lead by DSL/Expert lead and external expert support from Spring Term 4, summer term 5 and 6 (dates to be confirmed) | DSL/Expert lead (KG) | Release time for subject leaders, time for planning for the session leaders. | Through peer reviews and feedback from subject leaders. Through professional growth targets, success and completion of these. |
| Subject is developed in terms of progression of knowledge and application through to increased outcomes. | Ensure all subject leaders attend the training above. Increased focus through staff meetings and implementation of the subject developments in each school. Subject leads are interviewed on their understanding and monitoring of the subject. Work scrutiny and pupil conferencing alongside | Throughout 2023/2024 | As above All HT's SL/DSL/Expert lead | As above Staff meeting time | LA and ELS Reviews Peer reviews and feedback from interviews from leaders. Increased outcomes with pupils improved |

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| | wider teaching knowledge of staff to support the improvement in the subject. | | Subject leaders, HT's and governors | Time for monitoring by leaders, HT's and governors. | knowledge, work and teacher understanding implementing the agreed pedagogy and use of assessment. |
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| Bridge Family of Schools Strategic Development Timeline – September 2023 to July 2024 | | | | | | | | | | | |
|---|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|------|
| Priority | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY |
| 1.Stronger Together | | | | | | | | | | | |
| 1 Vision and values | | | | | | | | | | | |
| 1.1 agree Vision beliefs and values | | | | | | | | | | | |
| 2 Develop Structural and operational models | | | | | | | | | | | |
| 2.1 Leadership distribution, responsibilities, and lines of accountability (SL and all HTs) | | | | | | | | | | | |
| 2.2 Due Diligence | | | | | | | | | | | |
| 3 Risk management/data systems | | | | | | | | | | | |
| 3.1 Signature of risk | | | | | | | | | | | |
| 4 Staff Development | | | | | | | | | | | |
| 4.1 Professional growth | | | | | | | | | | | |
| 4.2 Retention of high performing staff e.g., CCLs | | | | | | | | | | | |
| 4.3 Recruitment and development of ECTs | | | | | | | | | | | |
| 5 School Improvement Framework | | | | | | | | | | | |
| 5.1 School Improvement Policy | | | | | | | | | | | |
| 5.2 Peer Review | | | | | | | | | | | |
| 6 Governance | | | | | | | | | | | |
| 6.1 Steering Group for FoS and TORs | | | | | | | | | | | |
| 6.2 Monitoring materials for governors | | | | | | | | | | | |
| 6.3 Increase capacity of current FGB's | | | | | | | | | | | |
| 6.4 Potential trustee partners | | | | | | | | | | | |
| 6.5 Accountability | | | | | | | | | | | |
| 7 Bridge growth | | | | | | | | | | | |
| 7.1 Relaunch Bridge and develop collaboration with new school | | | | | | | | | | | |
| 7.2 Liaison with RDD, diocese and LA | | | | | | | | | | | |
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| 1 SEND transformation strategy | | | | | | | | | | | |
| 1.1 Capacity across spectrum of provision | | | | | | | | | | | |
| 1.2 FoS SEND/Vulnerable Development Framework | | | | | | | | | | | |
| 1.3 Adaptive teaching | | | | | | | | | | | |

| Bridge Family of Schools Strategic Development Timeline – September 2023 to July 2024 | | | | | | | | | | | |
|---|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|------|
| Priority | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY |
| 2 Wellbeing - SEMH | | | | | | | | | | | |
| 3 Pupil engagement | | | | | | | | | | | |
| 3.1 Character education | | | | | | | | | | | |
| 3.2 Oracy | | | | | | | | | | | |
| 3. Removing Barriers, Releasing Potential | | | | | | | | | | | |
| 1 Curriculum improvement | | | | | | | | | | | |
| 1.1 Consolidation of school improvement in Art, DT, Computing. Oracy | | | | | | | | | | | |
| 2 Pedagogy and Curriculum | | | | | | | | | | | |
| 2.1 Reinforce Bridge FoS pedagogical principles | | | | | | | | | | | |
| 2.2 Enquiry based learning | | | | | | | | | | | |
| 2.3 Writing | | | | | | | | | | | |
| 2.4 Mathematics | | | | | | | | | | | |
| 3 Subject Leadership | | | | | | | | | | | |
| 3.1 Science | | | | | | | | | | | |