

# Year 6 Parents' Meeting

## 7<sup>th</sup>, 8<sup>th</sup> October 2020



*At St. Thomas' we are learning to follow Jesus,  
showing respect and consideration for ourselves  
and others.*

*We all have the opportunity to learn and work to  
the best of our ability in a safe and loving  
environment.*

# Welcome

- Phones to silent please
- Maintain social distancing.
- Please refrain from taking photographs of the presentation – it is on the Year 6 webpage.

We learn, achieve and love following Jesus.

# This Evening

- Transfer to Secondary School
- Key Stage 2 SATs and Year 6 expectations
- Alternative to School journey

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## Secondary Admission Information September 2020



Information for parents applying for a school place  
**Apply online at [thurrock.gov.uk/admissions](https://thurrock.gov.uk/admissions)**

# Secondary school admissions

Applying for a secondary school place

Year 10 admissions

Admissions timetable

Download documents and forms

## Applying for a secondary school place

If your child was born between 1 September 2009 and 31 August 2010 you must apply for their secondary school place between 7 September 2020 and 31 October 2020.

Applications received after the closing date are treated as late applications. This means there will be far less chance of your child being offered a place at the school you want.

Our [admissions timetable](#) shows you when to apply, and when you can find out your offer. More information on the application process will be given in our school admissions brochure. Our page of download documents and forms also includes [supplemental forms for religious schools](#).

Secondary school admissions 2021, brochure (PDF 585.00KB)

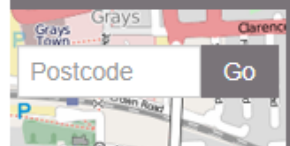
You should complete your application in good time to have the best chance of getting a place at a school you would like your child to attend.

## Apply online or return to your application

By applying online you will:

- get an email acknowledgement of your application
- be able to check which school place has been offered from **1 March 2021**

My area



My account

### Related

Catchment areas  
In-year admissions

### Latest

News stories  
FOI responses

### Contact

Comments and questions  
Request a service

# Transfer to Secondary School 2021

**Secondary school admissions information**

apply online at [thurrock.gov.uk/admissions](https://thurrock.gov.uk/admissions)

## Your to-do list

During **September 2020** you should:

- read secondary transfer information
- attend schools' open days/evenings – most to be held online
- research Ofsted reports

During **October 2020** you should:

- attend schools' open days/evenings – most to be held online
- complete a Thurrock admissions application – [thurrock.gov.uk/admissions](https://thurrock.gov.uk/admissions)
- make sure you have submitted your application before the closing date of **31 October 2020**
- make sure you have submitted any necessary supplementary information forms to the relevant school(s) by **31 October 2020**

During **March 2021** you should:

- check your online account on **1 March 2021** to view your offer

During **July 2021** you should:

- prepare your child for secondary schools transition days

**At any time, remember to tell our School Admissions team if your home address or email address changes. We need this information to keep our records up-to-date so important communications will reach you.**

## Open evenings and days

| School                                 | Address   | Phone            | Type            | Ages  | Places | Opens evenings and days   |
|--|---|------------------|-----------------|-------|--------|---|
| <b>Grays Convent High School</b>       | College Avenue,<br>Grays, RM17 5UX                          | 01375<br>376 173 | Voluntary-aided | 11-16 | 124    | <b>Wednesday 30 September 2020, 6pm to 8pm.</b><br><b>Online head teacher's speech, 6pm to 7pm.</b><br>Information will be on the school's website.<br>Bookable guided tours with the head teacher are available in the evenings after school hours.<br>Email <a href="mailto:admin@graysconvent.thurrock.sch.uk">admin@graysconvent.thurrock.sch.uk</a> to book. |
| <b>Harris Academy Chafford Hundred</b> | Mayflower Road,<br>Chafford Hundred,<br>Grays, RM16 6SA     | 01375<br>484 580 | Academy         | 11-19 | 180    | <b>Friday 9 October 2020 – online.</b><br>Further details are available on the school's website   |
| <b>Harris Academy Ockendon</b>         | Erriff Drive, South<br>Ockendon,<br>RM15 5AY                | 01708<br>851 661 | Academy         | 11-19 | 240    | <b>Thursday 1 October 2020, 6pm to 7pm – online.</b><br>To be held remotely via Zoom. Further details will be available on the school's website from early September.   |
| <b>Harris Academy Riverside</b>        | London Road,<br>Purfleet-on-Thames,<br>RM19 1QY             | 01375<br>802 060 | Free School     | 11-19 | 180    | <b>Monday 5 October to Friday 9 October 2020 – online.</b><br>Online Open Evening will be uploaded to the schools' website. No Registration required.   |
| <b>Ormiston Park Academy</b>           | Belhus Park Lane,<br>Aveley, South<br>Ockendon,<br>RM15 4RU | 01708<br>865 180 | Academy         | 11-19 | 180    | <b>Thursday 8 October 2020, 6pm to 8pm – online.</b><br>Additional information can be requested from <a href="mailto:info@ormistonpark.org.uk">info@ormistonpark.org.uk</a>   |

## Grays Convent High School

**Head Teacher:** Mrs P Johnson  
**Address:** College Avenue, Grays, RM17 5UX  
**Phone:** 01375 376 173  
**Web:** [www.graysconvent.school](http://www.graysconvent.school)

'Inspiring ambition and achieving excellence' is our mission. Our Section 48 Inspection in June 2018 rated us an *"Outstanding Catholic school in every respect"*. At Grays Convent High School our first-rate examination and progress results – significantly above national and local averages in all areas – demonstrate that high quality teaching and learning are at the heart of what we do. We are an 11 to 16 Catholic girls' school but accept girls of all faiths.

We believe at Grays Convent that if the relationships and values are right, then all else will follow. Our Ofsted in November 2017 identified that we *"live and breathe our shared vision to empower young women to discover and achieve their potential"*. Attendance is very high as girls enjoy coming to school. We know that pupils are at their happiest working hard for teachers they like and respect.

Academic progress is important to us. More than 64% of our girls leave us with grades 9 to 6, 27% at 9 to 7, ensuring that 100% of them enter sustained education post-16, in excellent sixth forms, every year.

Girls gain outstanding results in the English Baccalaureate subjects, with particularly exceptional progress in English and the Sciences. Girls perform similarly well across the board with 80% of the curriculum subjects on offer achieving 80% or more; 50% of them at 100%. In 2019 our Progress 8 result was +0.91, well above the national average.

Education here is about far more than just exam results however and we combine high ambitions for academic achievement with an emphasis on personal growth and student leadership. By the time our pupils leave us they are articulate, kind, and well qualified young women ready to make a successful start in their post-16 education (Ofsted 2017)

Embracing a culture of high expectations, our girls excel in many areas, encouraged and challenged to do their best by an experienced and specialist staff. Pupils receive vast and meaningful opportunities to develop as young leaders within the school, representing the school regionally and nationally as transition leaders, eco-ambassadors, sports representatives, peer mentors and prefects.

We nurture our pupils' self-confidence with the Jack Petchey Speak Out Challenge, Rotary Youth and debating clubs. They regularly perform in public through the competitive House and Sports system.

## Neighbouring local authority contact details

| Local authority                   | Address  | Phone         | Email  | Web  |
|-----------------------------------|--|---------------|--|--|
| <b>Barking and Dagenham (301)</b> | School Admissions, Town Hall,<br>1 Clockhouse Avenue, Barking,<br>IG11 7LU                       | 020 8215 3004 | <a href="mailto:admissions@lbdd.gov.uk">admissions@lbdd.gov.uk</a>                       | <a href="http://www.lbdd.gov.uk">www.lbdd.gov.uk</a>           |
| <b>Essex (881)</b>                | School Admissions, Essex County<br>Council, County Hall, Market Road,<br>Chelmsford, CM1 1QH     | 0345 603 2200 | <a href="mailto:admissions@essex.gov.uk">admissions@essex.gov.uk</a>                     | <a href="http://www.essex.gov.uk">www.essex.gov.uk</a>         |
| <b>Havering (311)</b>             | School Admissions, Town Hall, Main<br>Road, Romford, RM1 3BD                                     | 01708 434 600 | <a href="mailto:schooladmissions@haverling.gov.uk">schooladmissions@haverling.gov.uk</a> | <a href="http://www.haverling.gov.uk">www.haverling.gov.uk</a> |
| <b>Kent (886)</b>                 | Admissions and Transport Team,<br>Room 2.24, Sessions House, County<br>Hall, Maidstone, ME14 1XQ | 0300 041 2121 | <a href="mailto:kent.admissions@kent.gov.uk">kent.admissions@kent.gov.uk</a>             | <a href="http://www.kent.gov.uk">www.kent.gov.uk</a>           |

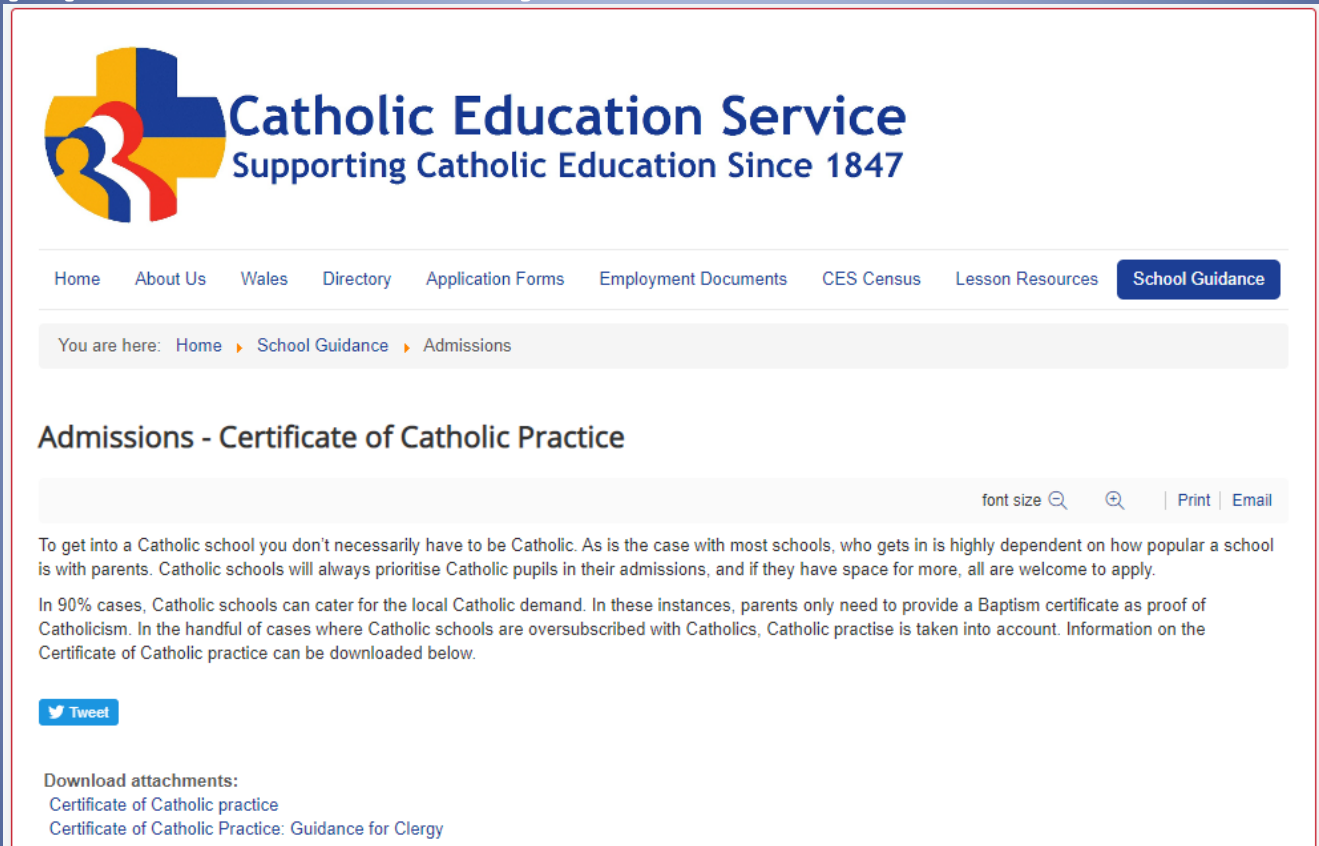
# Catholic School?

- **Girls:**
  - Grays Convent High School
  - Brentwood Ursuline Convent High School
  - Sacred Heart of Mary Girls School Upminster
- **Boys:**
  - The Champion School Hornchurch
- **Mixed:**
  - De La Salle Secondary School Basildon
- Do you meet the criteria?

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# To Consider

- Supplementary Information Form



The screenshot shows the Catholic Education Service website. The header features the logo, which is a stylized cross with a figure inside, and the text "Catholic Education Service Supporting Catholic Education Since 1847". Below the header is a navigation menu with links: Home, About Us, Wales, Directory, Application Forms, Employment Documents, CES Census, Lesson Resources, and School Guidance (highlighted in a blue box). A breadcrumb trail indicates the current location: You are here: Home > School Guidance > Admissions. The main heading is "Admissions - Certificate of Catholic Practice". To the right of the heading are links for font size, search, print, and email. The text explains that Catholic schools prioritize Catholic pupils and that parents need to provide a Baptism certificate. It also mentions that Catholic practice is taken into account in oversubscribed schools. A "Tweet" button is present. At the bottom, there is a section for "Download attachments:" with links for "Certificate of Catholic practice" and "Certificate of Catholic Practice: Guidance for Clergy".

**Catholic Education Service**  
Supporting Catholic Education Since 1847

Home About Us Wales Directory Application Forms Employment Documents CES Census Lesson Resources **School Guidance**

You are here: Home > School Guidance > Admissions

## Admissions - Certificate of Catholic Practice

font size 🔍 🔍 | Print | Email

To get into a Catholic school you don't necessarily have to be Catholic. As is the case with most schools, who gets in is highly dependent on how popular a school is with parents. Catholic schools will always prioritise Catholic pupils in their admissions, and if they have space for more, all are welcome to apply.

In 90% cases, Catholic schools can cater for the local Catholic demand. In these instances, parents only need to provide a Baptism certificate as proof of Catholicism. In the handful of cases where Catholic schools are oversubscribed with Catholics, Catholic practise is taken into account. Information on the Certificate of Catholic practice can be downloaded below.

[Tweet](#)

Download attachments:  
[Certificate of Catholic practice](#)  
[Certificate of Catholic Practice: Guidance for Clergy](#)

- Transport costs?

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# What next?

- Read Admissions information
- Visit schools
- Talk to your child
- Fill in your preferences
- Complete Supplementary Information Forms if needed
- Ensure that you meet the deadline:

**Saturday 31<sup>st</sup> October 2020**

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# Online applications information available from 12.30am 1<sup>st</sup> March 2021

- Alternatively -paper applications are likely to receive information from:

Wait until 2<sup>nd</sup> March 2020  
[from 12.30pm onwards]

- QUESTIONS?



# Key Stage 2 SATs

- Government expectation for all Year 6 pupils is to be 'Secondary ready'
- No levels.....Scaled Score 100
- Expected – 100
- Maths – 58/110 Reading - 28/50 GPS – 36/70
- Greater depth – 110
- Maths - 95/110 Reading – 41/50 GPS – 55/70

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# Key Stage 2 SATs

Week beginning Monday 10<sup>th</sup> May 2021

Whole week in Hall

No test = no mark

Results contribute to judgement on standards at the school

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# What?

3 Maths papers:

1x30 minute Arithmetic paper

2x40 minute Reasoning papers

3 English papers:

1x 60 minute Reading test

1x 45 minute Grammar and punctuation test

1x Spelling test

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10

$$\frac{4}{5} - \frac{1}{5} =$$

☐

1 mark

11

$$630 \div 9 =$$

☐

1 mark

12

$$1.28 \times 100 =$$

☐

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ing Jesus.

16

Large pizzas cost £8.50 each.

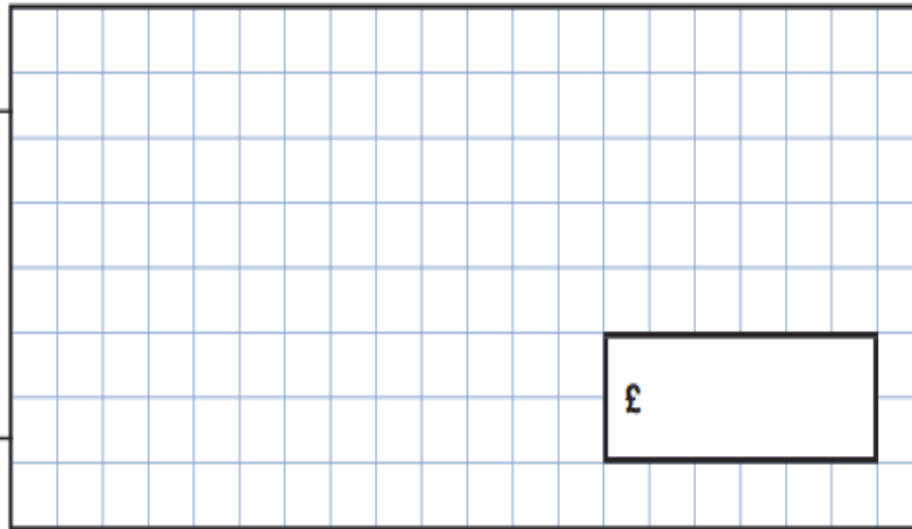
Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show  
your  
method



2 marks

# Reading Paper

*In KS2 English SATs your child will be assessed on a range of reading skills, such as the ability to interpret information and comment on writers' use of language, and they'll have to demonstrate accurate punctuation and an extensive vocabulary in a piece of writing.*

- The reading test will be a single paper with questions based on three passages of text.
- Children will have one hour, including reading time, to complete the test.

Types of questions:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

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# Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

## How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

**Fact:** The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

## What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

**Fact:** The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

## Who has already had a holiday in space?

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

## Anousheh's Space Blog

### September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

### September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.



Questions 1–15 are about *Space Tourism* (pages 4–6).

- 1** Look at the introduction.
- Why is space tourism *impossible* for most people?

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1 mark

evidence from the text

**Award 1 mark** for explaining that it is impossible for most people because it costs too much, e.g.

or most people?

ences from the text / explain and justify inferences with

Mark

1m

- 2** How would you get from the spacecraft to the space hotel?

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1 mark

- 2** How would you get from the spacecraft to the space hotel?

**Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction.

**Award 1 mark** for answers that refer to floating down the tube (holding the cable).

1m

9

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

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| Qu | Requirement  | Mark     |
|----|--|----------|
| 9  | <p>Look at Anousheh's blog entry for September 27th.</p> <p>Explain how Anousheh felt about being in space that day.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text.</p> <p><b>Award 2 marks</b> for answers that contain <b>both</b> an appropriate reference to Anousheh's positive attitude, inferred from the text, <b>and</b> development in the form of a <u>relevant</u> quote / example(s) of activities she did in space, e.g.</p> <ul style="list-style-type: none"> <li>• <i>you can tell that she liked space because of all the fun things she wrote like floating about without any effort and lifting heavy things</i><br/>[positive attitude + examples of activities]</li> <li>• <i>she enjoyed it because of all the wonderful advantages she kept on describing</i><br/>[positive attitude + quote]</li> <li>• <i>she felt wonderful being able to do somersaults and flying around</i><br/>[positive attitude + examples of activities].</li> </ul> <p><b>Award 1 mark</b> for identifying Anousheh's positive attitude inferred from the text, e.g.</p> <ul style="list-style-type: none"> <li>• <i>she loved it / she felt it was wonderful.</i></li> </ul> <p><b>Also accept for 1 mark</b> the following quotations (as they convey positive emotion), e.g.</p> <ul style="list-style-type: none"> <li>• <i>she said being weightless had some wonderful advantages</i></li> <li>• <i>everything is effortless.</i></li> </ul> <p><b>Do not accept</b> emotions that are not supported by the text, e.g. pride.</p> | Up to 2m |

9

Which sentence uses an **apostrophe** correctly?Tick **one**.

The children's clothes were hanging up.

☐

The childrens' clothes were hanging up.

☐

The childrens clothe's were hanging up.

☐

The childrens clothes' were hanging up.

☐

| Question  | Requirement   | Mark |
|-----------|---|------|
| 9<br>G5.8 | The children's clothes were hanging up. <input checked="" type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | 1m   |

**Commentary:** This question assesses understanding of the possessive apostrophe with plural nouns.

17

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

| Sentence   | Main clause | Subordinate clause |
|--|-------------|--------------------|
| Billie, <u>who was nine years old</u> , loved to play tennis.                                |             |                    |
| Billie's mum bought her a tennis racket <u>so that she could play more often</u> .           |             |                    |
| <u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket. |             |                    |

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 1 mark

18

Circle all the **conjunctions** in the sentences below.

Once Harry had checked the weather forecast, he set off on his walk.

Whilst climbing up the mountain, he was unaware of the dangers ahead.

He needed to turn back immediately since a storm was coming.

---

 1 mark

# Homework

- Our spelling homework will be based on the spelling patterns in the new National Curriculum for Year 5 and 6.
- The children should learn the words and look up the meanings if necessary so that they can use the words in their writing.
- GPS activities to practise what we have been learning in school. Please supervise homework and check children are doing their best.

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# Homework continued

Maths – arithmetic to practise. Times tables should be embedded.

Maths concepts we have been learning. Problem solving and reasoning skills.

Reading every day and discussions about books and what the children have read.

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# 100 books to read

# 100 suggested books for primary children.

Some are already used in school.

Year 6 have books in class libraries for them to borrow.

# Borrow from libraries.



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# What to do now.....

- Learn all the time tables up to  $12 \times 12$
- Learn all the division facts up to  $12 \times 12$
- Practise standard methods of addition, subtraction, multiplication and division
- Learn different grammatical terminology
- Answer questions about reading books

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# Revision

Pressure on pupils- eased by good preparation

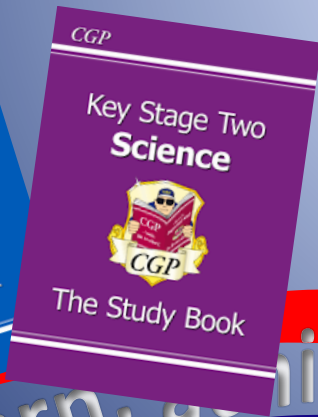
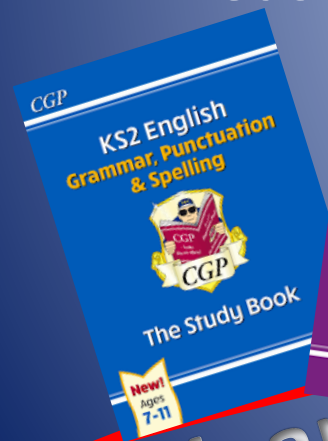
Revision: links on the Year 6 webpage.

Study Books - can be used in school - belong to you

4 books £10: Order by parent mail.

Please work with us- we need you to support us and your child

Questions?



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# Educational visits

We continue to advise against domestic (UK) overnight and overseas educational visits. This advice remains under review.

In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits or travel training). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support the delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the [health and safety guidance on educational visits](#) when considering visits.

# Learning Outside the Classroom



Stubbers Adventure Centre  
Upminster Essex

21<sup>st</sup>, 22<sup>nd</sup> and 23<sup>rd</sup> June 2021



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# Why?

- With over 35 fun-filled activities to take part in, we make sure schools and youth groups experience a true outdoor adventure!
- Every day at Stubbers is structured to offer a variety of action-packed sessions across land, air and water, helping kids develop core skills, build confidence and most importantly have fun from start to finish.

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# Safety

- All of our activity and learning programmes are operated in accordance with strict operating standards that define the minimum requirements for staff qualifications, supervision arrangements, equipment, facilities and appropriate clothing.
- Individual activities follow a defined session plan and all instructors are regularly observed to ensure they are complying with our safety standards and delivering a quality experience to our visitors.

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# Typical day

- Arrive at 9am
- 4 - 90 minute sessions
- 45 minute lunch break
- Leave at 4.30pm
- Groups of 10 children per instructor

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# Activities

- Land based – archery, team games, laser tag, pioneering, bushcraft.
- Towers – climbing, abseiling, aerial walkway, crate stack.
- Water activities – kayak, canoe, paddle board, banana boat, raft building.

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Clothes and other kit – preferably not new or expensive.

- Long sleeved top (archery).
- Long trousers (abseiling).
- Trainers – spare shoes (water activities).
- Towel
- Packed lunch and extra water bottle.
- Hat or cap, suncream.
- Waterproof jacket.

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# Trip payments

- Cost - £123.00
- Small deposit £12.30 by 23<sup>rd</sup> October 2020.
- £49.20 – 11<sup>th</sup> December.
- £61.50 – 8<sup>th</sup> February.
- These payments will not be refundable if you as parents, or us as a school, cancels.
- All payments on parent mail once you have informed Miss Crofton that you would like a place and the trip has been confirmed.

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# What to do next...

- Order study guides on parent mail from Friday 9<sup>th</sup> October. This will be available until 19<sup>th</sup> October when we will make one order and hope you have your books just after half term.
- Confirm by email that you would like a place for Stubbers and are able to pay.
- Confirm by email that you are happy to take your child by car or car-share to avoid coaches.

[miss.crofton@stthomasofcanterbury.thurrock.sch.uk](mailto:miss.crofton@stthomasofcanterbury.thurrock.sch.uk)

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