

Welcome to the Year 6  
Coffee Morning  
2025-2026



LOVE, LEARN AND SERVE

# Meet the Staff



Mr Shelton  
Y6 Class Teacher



Miss Carty  
Y6 Teaching Assistant



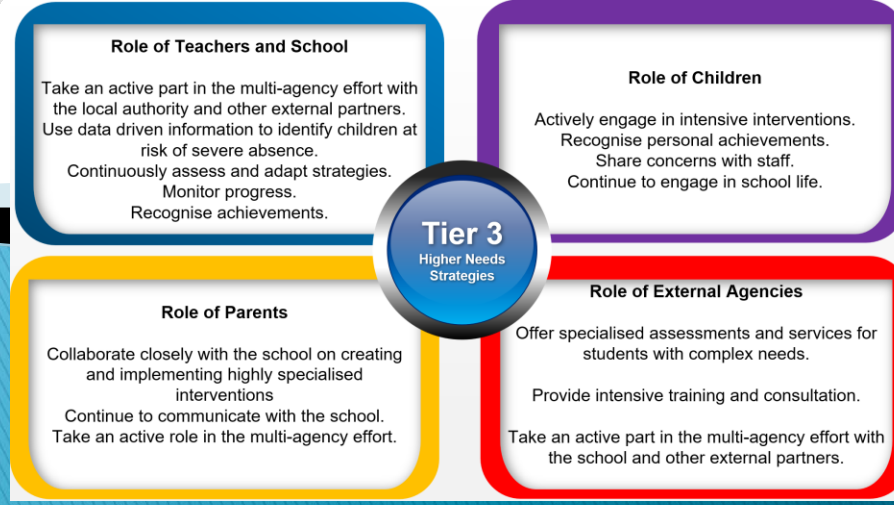
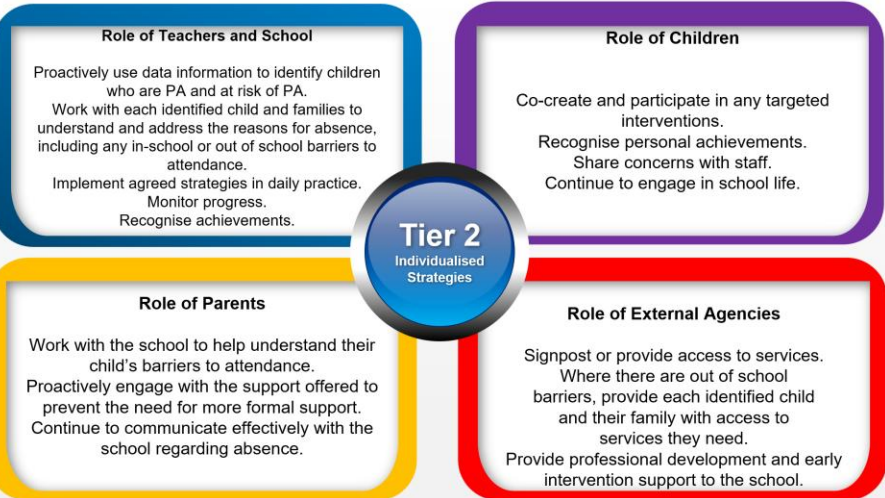
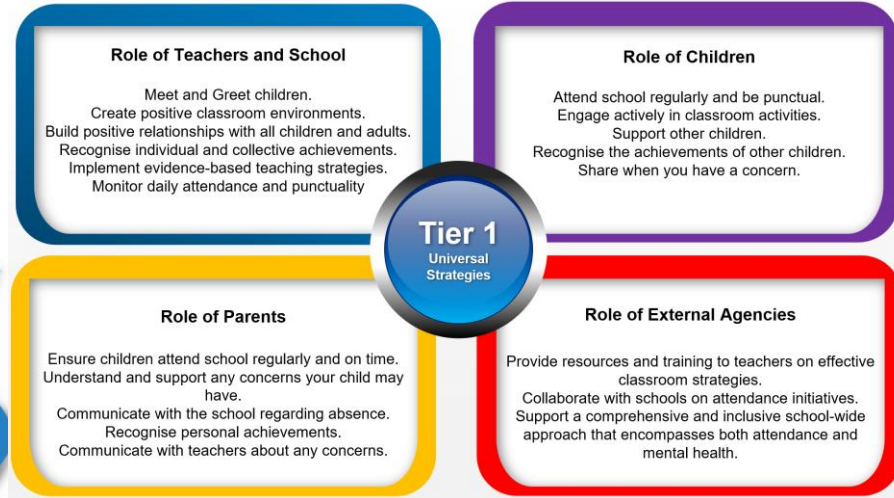
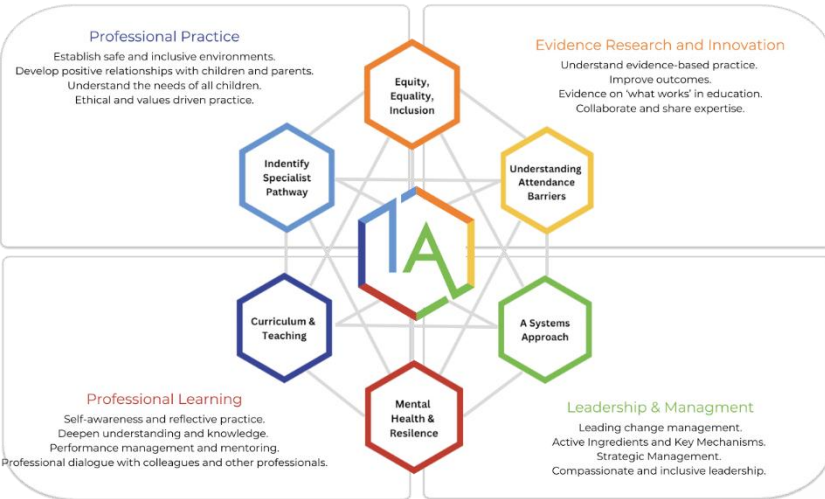
Miss Williams  
Y6 Teaching Assistant

# Attendance/Punctuality

- ▶ Attendance is crucial
- ▶ Regular absences result in gaps in the children's learning
- ▶ Accessing the full curriculum coverage
- ▶ No holidays to be taken during term time



# Attendance



# Weekly Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.55 - 9.10	Registration Handwriting	Registration Handwriting	Registration Handwriting	Registration Handwriting	Registration Handwriting
9.10 - 9.30	Spelling	Spelling	Spelling	Spelling	Spelling
9.30 - 10.30	Literacy	Literacy	Literacy	Literacy	Assembly Literacy
10.30 - 10.45	Break Time				
10.45 - 12:00	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
12:00 - 12:30	Guided Read	Guided Read Collective Worship	Guided Read	Guided Read Collective Worship	RE
12:30 - 1:30	Lunch Time				
1:30 - 1:40	Information Station	PSHE	Information Station	Swimming	Information Station
1:40 - 2:10	RE		RE		RE
2:10 - 2:20	Collective Worship	Gymnastics	Collective Worship		Collective Worship
2:20 - 3:15	Geography RE		Science		Art Spanish
3:15	Home Time				
3.15-4.15	After School Clubs- Year 6 Thursday (Games) 3:15pm - 4.15pm				

# Grammar



Y5

Y6

Y7

## Noun focus

Common and proper nouns

## Noun focus

Collective/partitive nouns

## Noun focus

Abstract nouns

## Nouns review

## Verb focus

Being verbs + 'to have'

## Verb focus

Regular action verbs & verb phrases

## Verb focus

Irregular action verbs & verb phrases

## Verb focus

Phrasal verbs

## Verbs review

## Subject focus

What is a subject?

## Subject/verb focus

Stage 1:  
Building single-clause sentences

## Subject/verb focus (pronouns)

Stage 1: Building single-clause sentences

## Subject/verb focus

Stage 2:  
Building single-clause sentences

## Subject/verb focus

Stage 3:  
Building single-clause sentences

## Subject/verb focus

Application

## Subject/verb focus

Co-ordinating conjunctions to join clauses

## Subject/verb focus

Compound subjects and dummy subjects

## Subject/verb focus

Gerunds

## Subject/verb focus

Application

# Writing

Read It/ Write It weeks

- Gather
- Plan
- Draft
- Edit/Revise
- Publish

Working towards the expected standard						
Criteria						
Write for a range of purposes.						
Using paragraphs to organise ideas.						
In narratives, describe settings and characters.						
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).						
Using mostly correctly:	Capital letters					
	Full stops					
	Question marks					
	Commas for lists					
	Apostrophes for contraction					
Spelling most year 3 and 4 words correctly.						
Spelling some year 5 and 6 words correctly.						
Write legibly (no specific requirement to be joined).						

Working at the expected standard						
Criteria						
Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (e.g. use of first person in a diary; direct address in instructions and persuasive writing).						
In narratives, describe setting and atmosphere.						
In narratives, integrate dialogue to convey character to advance the action.						
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is being presented; using modal verbs to suggest degrees of possibility).						
Use a range of cohesive devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.						
Use verb tenses consistently and correctly throughout their writing.						
Using mostly correctly:	Inverted commas					
	Other punctuation to indicate direct speech					
	Commas after fronted adverbials					
	Apostrophes for possession					
	Brackets, dashes or commas for parenthesis					
	Use of commas to clarify meaning or avoid ambiguity					
	Semi-colon, colon and dash to mark boundary between independent clauses					
	Colon to introduce a list					
	Semi-colon within lists					
	Hyphens to avoid ambiguity					
Spelling most year 5 and 6 words correctly.						
Maintaining legibility in joined handwriting when writing at speed						

Working at greater depth within the expected standard						
Criteria						
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. Literary language, characterisation, structure).						
Distinguish between the language of speech and writing and choose the appropriate register.						
Exercise an assured and conscious control over the levels of formality, particularly through manipulating grammar and vocabulary to achieve this.						
Using the range of punctuation taught at key stage 2 correctly, and when necessary, use punctuation precisely to enhance meaning and avoid ambiguity.						

# Reading

Exposing our children to a variety of high quality texts

Class Reads

Guided Reading

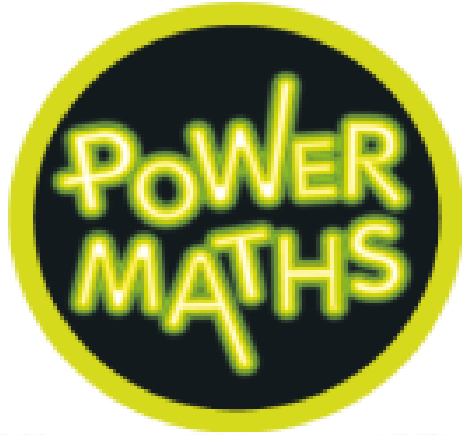
Reading for Pleasure

Reading Records-Friday

Read It/ Write It weeks



# Power Maths



Power Maths is a whole-class mastery programme designed to spark curiosity and excitement and help you nurture confidence in **maths**. At the heart of **Power Maths** is the belief that all children can achieve. It's built around a child-centred lesson design that models and embeds a growth mindset approach to **maths**.



**Ash**  
Ash is curious and logical. He loves to explore new concepts.



**Astrid**  
Astrid is brave and confident. She is not afraid to make mistakes.



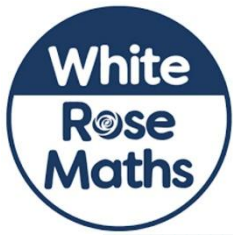
**Dexter**  
Dexter is determined. When he makes a mistake, he learns from it and tries again.



**Flo**  
Flo is flexible and creative. She often comes up with new methods.



**Sparks**  
Sparks is helpful and supportive. She will remind you of things that may help you.



# Maths Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> FREE TRIAL  VIEW		Number <b>Addition, subtraction, multiplication and division</b>  VIEW				Number <b>Fractions A</b>  VIEW		Number <b>Fractions B</b>  VIEW		Measurement <b>Converting units</b>  VIEW	
Spring term	Number <b>Ratio</b>  VIEW		Number <b>Algebra</b>  VIEW		Number <b>Decimals</b>  VIEW		Number <b>Fractions decimals and percentages</b>  VIEW		Measurement <b>Area, perimeter and volume</b>  VIEW		Statistics  VIEW	
Summer term	Geometry <b>Shape</b>  VIEW		Geometry <b>Position and direction</b>  VIEW		<b>Themed projects, consolidation and problem solving</b>  VIEW							

# Foundation Curriculum Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History		War and Conflict in Britain		The Vikings	The Victorians	
Geography	Coasts and Rivers		Mountains and Volcanoes			Russia and the Wider World
Science	Living Things and Habitats	Circulatory System	Light		Electricity	Evolution
Art	2D & 3D Drawing: Graphic Design		Activism: Printing & Collage		Shadow Puppets	
DT		Structures: Marble Run		Food Technology: Global Food		Mechanical & Electrical Systems
MFL	Phonics/ At School	Healthy Lifestyle	At the Weekend	World War II	Vikings	Me in the World
Music	Archdiocese Singing	Archdiocese Singing	Archdiocese Singing	Archdiocese Singing	Ukulele	Ukulele
PE	Swimming/ Gymnastics	Net & Wall Games/ Gymnastics	Dance/ Invasion Games	Invasion Games/ Net & Wall Games	Net & Wall Games/ Striking & Fielding	OAA/ Athletics

# Knowledge Organisers


**AUTUMN 1  
YEAR 6**

**SURVIVAL  
SCIENCE UNIT: EVOLUTION AND INHERITANCE**

**CODE LEARNING OF THIS UNIT:**

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

**Darwin's Finches**



**WORKING SCIENTIFICALLY**

- Observing and raising questions about local animals and how they are adapted to the environment.
- Comparing how some living things are adapted to survive in extreme conditions, for example cactuses, penguins and camels.
- By analysing the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

**SIGNIFICANT PEOPLE**

Charles Robert Darwin was an English **naturalist**, **geologist** and **biologist**, best known for his contributions to the science of **evolution**. His proposition that all species of life have descended over time from **common ancestors** is now widely accepted, and considered a foundational concept in science.

Vocabulary	Definition
<b>Fossils</b>	The remains or traces of plants and animals that lived long ago.
<b>Offspring</b>	The young born of living organisms.
<b>Adaption</b>	When an animal adapts (makes changes) to fit/survive in its environment.
<b>Evolution</b>	The theory that all the kinds of living things that exist today developed from earlier types.
<b>Inheritance</b>	Characteristics that are passed on from parents to offspring.
<b>Species</b>	A species is a group of animals, plants or other living things that all share common characteristics.
<b>Reproduce</b>	A living organism creates a likeness of itself.
<b>Characteristic</b>	A physical feature serving to identify an animal.
<b>Variation</b>	A change or slight difference.
<b>Breeding</b>	The mating and production of offspring by animals

**PIVOT LEARNING:**

<b>Year 2</b> Reproduction and Growth	<b>Year 3</b> Rocks (Fossils)
<b>Year 4</b> Living Things and Habitats	

**AUTUMN 1  
YEAR 6**

**SURVIVAL  
GEOGRAPHY UNIT: RUSSIA AND THE WIDER WORLD**

**CODE LEARNING OF THIS UNIT:**

- Children locate the world's countries on a map, researching and identifying key physical and human characteristics and major cities with a focus on Russia.
- Children further their locational knowledge through the accurate use of maps, atlases, globes and digital/computer mapping.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Russia.

**KEY FACTS**

- Russia (official name: Russian Federation) is the world's largest country (with an area of 17,075, 200 square kilometres) and has a population of 144, 125, 000.
- The currency of Russia is the Ruble.
- The capital city of Russia is Moscow. It has a population 13.2 million people within the city limits and 17 million within the urban areas. It is situated on the Moskva River in western Russia.
- BRICS is an acronym for the grouping of the world's leading emerging economies, namely Brazil, Russia, India, China and South Africa.

VOCABULARY	DEFINITION
<b>Biomes</b>	a large naturally occurring community of flora and fauna occupying a major habitat
<b>Flora</b>	the plants of a particular region
<b>Fauna</b>	the animals of a particular region
<b>Coniferous</b>	producing cones, and having leaves that do not fall off in the winter
<b>Deciduous</b>	A tree/shrub shedding its leaves annually
<b>Latitude</b>	the distance north or south of the equator measured in degrees
<b>Longitude</b>	distance measured in degrees east or west of an imaginary line that runs from the north pole to the south pole and passes through Greenwich, England
<b>Hemisphere</b>	a half of the earth, divided into northern and southern halves by the equator
<b>Economy</b>	the state of a country or region in terms of the production and consumption of goods and services and the supply of money.
<b>Trade</b>	the action of buying and selling goods and services

**PIVOT LEARNING**

<b>Year 2</b> Explorers	<b>Year 4</b> Passport to Europe	<b>Year 5</b> Amazon Rainforest
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**Continents and Oceans**




# RSE: Journey in Love

- ❖ RSE forms a part of the PSHE, RE and Science Curriculum.
- ❖ As from September 2020, all primary school children learn about relationships and health.
- ❖ As a Catholic School, St Alberts adopted the *'Journey in Love'* programme to deliver RSE as this is the programme approved by the Diocese.
- ❖ Our curriculum is designed to be appropriate for your child's age and development stage, and sensitive to the needs and religious backgrounds of all children in our care.
- ❖ *'Journey in Love'* is delivered in all year groups:

**Reception:** God loves each of us in our uniqueness

**Year 1:** We meet God's love in our family

**Year 2:** We meet God's love in the community

**Year 3:** How we live in love

**Year 4:** God loves us in our differences

**Year 5:** God loves me in my changing and development

**Year 6:** The wonder of God's love in creating new life

## Year Six – The wonder of God’s love in creating new life

**Children develop in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.**

*Physical* Explain how human life is conceived.

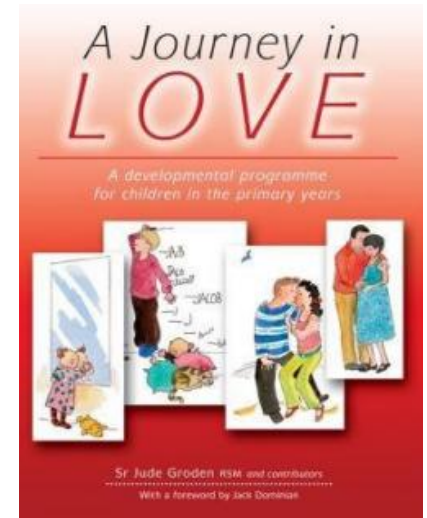
Look at the illustrations of the organs of the human body, including male and female reproductive organs.

Understand how a child grows within the mother’s womb.

*Emotional* Relationships develop and eventually you may be able to use the word ‘love.’ This has to be explained: real love reveals itself in complete commitment. Often we use the word love too casually, the claim to love someone is a momentous one.

Without love, relationships will fail because living with another human being means that they will find out exactly what you are like and what kind of person you are.

It comes back to the kind of person you are and which qualities you bring to that relationship.

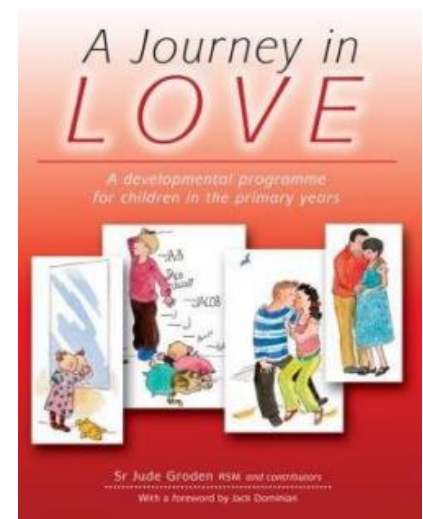


**Social** Recognise and compile a list of the signs of love expressed in those around us. E.g. signs of love between those who care for us  
Reflect on the different degrees of friendship that exist e.g. school friends, close school friends, best friends, mixed gender friends, life-long friends.

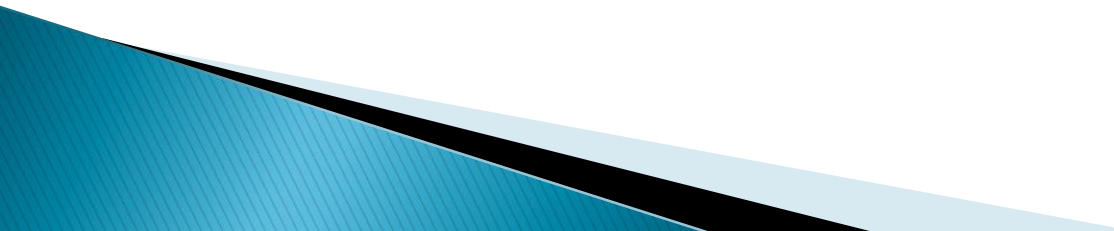
**Spiritual** Understand that God causes new life to begin through the love that parents have for each other.

Celebrate God's creative love in creating us as his children and recognise that we grow as human beings to the extent we give and receive love. The on-going understanding of marriage is living out love.

As Christians, we can appreciate the sheer wonder of the sexual act. God created the incredible natural process by which husband and wife bring new life into the world. The Church celebrates all this in the Sacrament of Marriage.



# Curriculum Expectations

- ▶ Children are assessed against 'ARE' (age-related expectation) objectives in the curriculum.
  - ▶ End of year SATs in Reading, Maths and SPAG (Spelling, Punctuation and Grammar).
  - ▶ Writing -teacher assessed throughout the year.
- 

# SATs Dates

The children must be in school all week and will be unable to sit the tests at any other time.

## **KS2 SATs 2026 Dates**

### **Monday 11th May 2026**

Spelling, Punctuation and Grammar: Spelling - 20 mins

Spelling, Punctuation and Grammar: Punctuation and Grammar - 45 mins

### **Tuesday 12th May 2026**

Reading - 60 mins

### **Wednesday 13th May 2026**

Maths Paper 1: Arithmetic - 30 mins

Maths Paper 2: Reasoning - 40 mins

### **Thursday 14th May 2025**

Maths Paper 3: Reasoning - 40 mins



THIRD SPACE  
LEARNING

# Boosters

- ▶ Small group support after school 1hr a week.
- ▶ The children's attendance is vital as this is put in place to support the children in achieving ARE
- ▶ Small interventions in school
- ▶ Boosters will begin after the half term (more details to follow)

# How do you keep up with online safety?

This academic year we will be doing a lot with our children around how to keep safe online. The only way we can effectively keep our children safe, is with parental support and parents understanding the risk presented to children online.

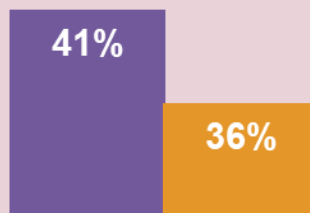


## The positives of being online...

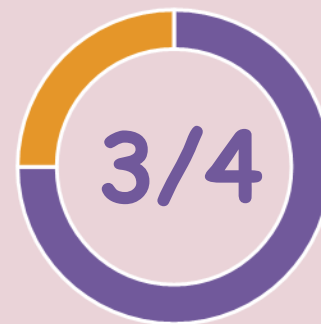


of children say the internet has a positive impact on their wellbeing\*

■ 2023 ■ 2022



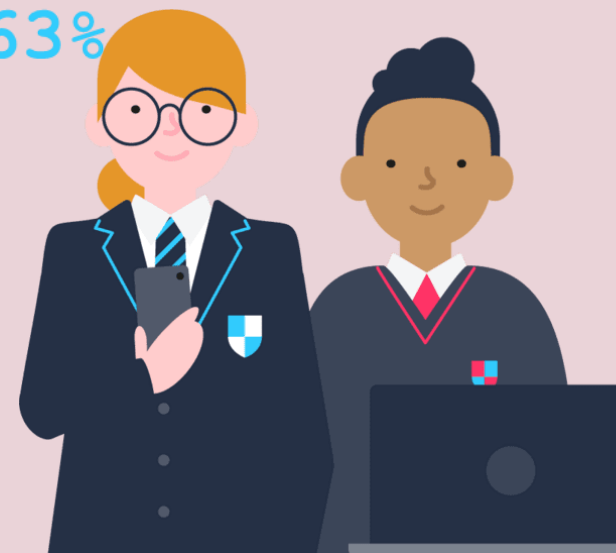
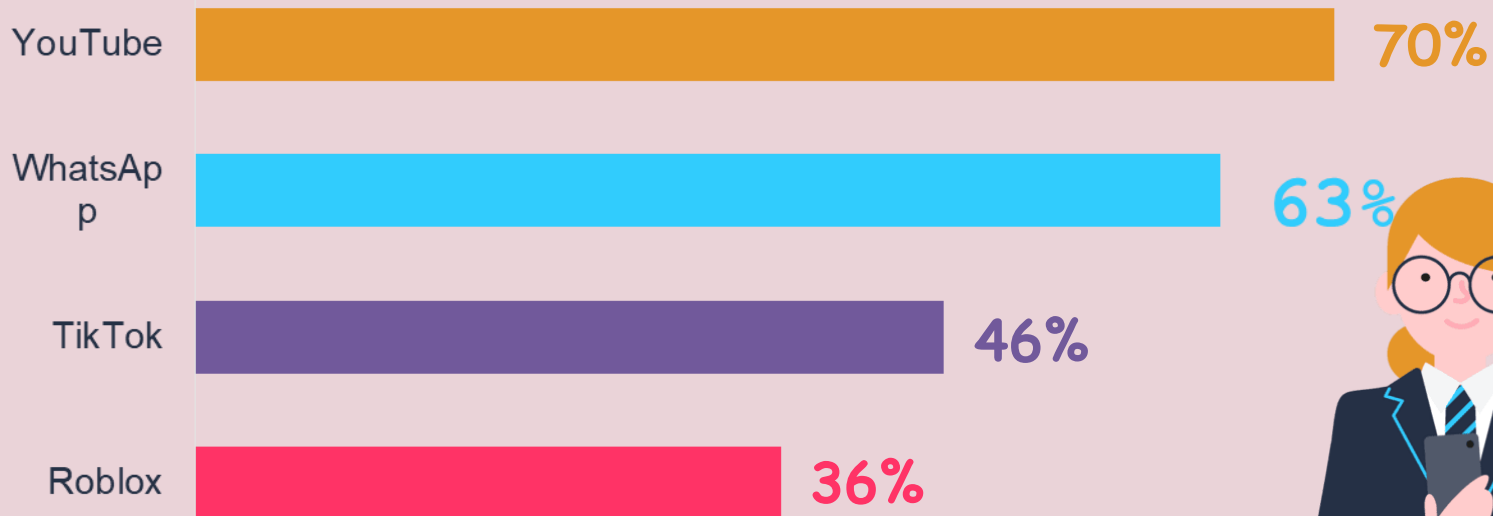
% of children who say spending time online makes them feel confident\*\*



of children say the internet/tech is important for their independence\*\*



## What they're doing online...



Source: Internet Matters tracker survey, Wave 19 (2024)



## The potentially negative impacts...

- **Sleep cycles** are often affected by blue light from too much screen use, which can **impact their daytime activities** like school;
- Excessive screen use might result in **less movement**, leading to **physical health issues**
- Platforms use **persuasive design** to keep people using it, which children are particularly **vulnerable** to
- More time online means more opportunity to come across **potential harms**.





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# Dealing with inappropriate CONTENT

## What to talk about

- They can come to you if they see anything that upsets them
- The importance of respect for each other and the meaning of consent
- If they have seen online pornography, talk about the unrealistic image of sex and relationships it presents

## Top tips & tools

Parental controls on home broadband

Content locks on mobile networks

Safe search on browser search engines (or use child-friendly search engines)

Content controls in the apps they use or games they play



# Inappropriate content

- 27% of children see pornography by age 11
- Around 1 in 10 children report seeing pornographic or violent content online. This increases with age.
- Children with vulnerabilities are more likely to come across these things - especially violent content.
- Parental controls can help limit access to certain websites, content and more. It's also important for your child to report any inappropriate content they accidentally come across.





At The National College, our mission is to provide quality public support and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formally published by National Online Safety, these guides now address wider topics and themes. For further guides, facts and tips, please visit [nationalcollege.com](http://nationalcollege.com).

# What Parents & Educators Need to Know about SNAPCHAT

With over 900 million active monthly users and billions of 'snaps' sent each month, Snapchat is a popular messaging app among children and young people. It allows users to share fun, spontaneous pictures and videos with friends and family while using playful filters. One of Snapchat's unique features is that pictures, videos and messages are only viewable for a short period of time.

## WHAT ARE THE RISKS?

### ARTIFICIAL INTELLIGENCE

Snapchat's use of artificial intelligence (AI) includes features like the 'My AI' chatbot and AI-powered filters, often known as 'deepfakes' that can be fun but also pose risks. These risks may arise without the user or creator's knowledge, possibly breaching privacy standards, and collect personal data. AI-powered filters and deepfakes can be used to create highly persuasive content, potentially leading to manipulation, harassment, or inappropriate content.

### SCREEN ADDICTION

Snapchat boasts user engagement and daily use with features like 'Story Snapchats' which changes between you and a friend, often a video game for a few days, users will see it @arrng. The number of snaps shared before the number of days, but users may miss a day and break the streak, the only way to restore it is to post. The messages, data, and notifications can keep users returning to the app even more often.

### SEXUATION

Because Snapchat's disappearing messages feature may foster a sense of safety, users may believe they are protected from predators. However, many people continue to send inappropriate images, text, and videos to their friends and family, and it is possible they will share the images with others or family unless they delete it.

### SNAPCHAT+

Snapchat is the platform's premium subscription service, offering early access to new and exclusive features. In June 2020, Snapchat introduced a new tier called 'Snapchat+', giving subscribers access to hundreds of new and different filters for using, creating, and sharing snaps. These paid features may encourage users to spend money to access exclusive content, increasing the risk of overspending or being pressured to make in-app purchases.

### ACCESSIBILITY

Snapchat is now accessible from a web browser, meaning children can use it on their mobile devices without downloading the app. This can make it easier for users to access the app, increasing the risk of inappropriate content, and increase the risk of inappropriate content.

### INAPPROPRIATE CONTENT

Some content on Snapchat isn't suitable for children. The features used to group content are designed for the public, and when in-browser search terms could still yield age-inappropriate results. The app's disappearing messages feature also makes it easy for users to share and post images or videos that could continue to be a risk associated with Snapchat.

## Advice for Parents & Educators

### ACCESS THE SNAPCHAT FAMILY SAFETY HUB

Created with guidance from Common Sense Media, Snapchat has developed a Family Safety Hub that explains how the app works and offers tips on its age restrictions for users. It's recommended to review the guidelines before allowing a child to use the app. Remember, the app is only intended for children aged 13 and over.

### ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to navigate if you encourage open dialogues. Talk about screen time and blockers before letting children sign up. If they're invited into a group, encourage them to not automatically 'join' groups and to review their privacy settings before posting to Snapchat. Furthermore, explain how popular 'challenges' on the platform can be a source of peer pressure.

### USE PRIVACY SETTINGS TOGETHER

It's always best to update in your case and explore Snapchat's privacy settings as it allows activity. You can help them adjust who can contact them, view their stories, or use their camera on Snapchat. It's a good opportunity to ensure their privacy settings are safer than others, reinforcing their understanding of online boundaries. Encourage them to regularly review these settings, especially after app updates or changes to their knowledge groups.

### BLOCK AND REPORT

If a stranger contacts or adds a child on Snapchat and makes them feel uncomfortable by harassing them to send or receive unwanted or inappropriate snaps, the child can tap the three dots on that person's profile to report or block them. There are options to make any reports that user, with a tailored reporting section under the 'Safety and Account Control' category in his category. There is also an option to report someone for threatening to leak sensitive content, images, or videos.

### Meet Our Expert

Dr. Claire is a research fellow in the safety, education, education and researcher who has developed and implemented and leading and cyber safety practice for schools. She has written several research papers and co-edited a book for the Australian Government comparing internet use and online behavior of young people in the UK, USA and Australia.

**#WakeUpWednesday** **The National College**

Source: See full reference list on page 10 of <https://nationalcollege.com/what-parents-educators-need-know-about-snapchat>

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- Each week we send out a leaflet from Wake up Wednesday.
- This will cover online topics such as
  - Whatsapp
  - Tiktok
  - Youtube
  - AI
  - And many more
- Please take the time to read this each week
- We also share it on Instagram


# Homework Expectations


- Set on Friday's
- Due the following Friday
- Paper copies - possible online in the future (if accessible)

A screenshot of the SATs Companion Pupil Login interface. At the top is the 'SC SATs Companion' logo. Below it is the title 'Pupil Login'. There are two input fields: 'Enter Username' with a user icon and 'Enter Password' with a lock icon. A blue 'Submit' button is below the fields. At the bottom, there is a recommendation to use specific browsers, with icons for Chrome and Firefox.

SC  
SATs Companion



Pupil Login

Enter Username 

Enter Password 

Submit

To get the best experience on SATs Companion, we recommend you use one of the following browsers:


 Chrome  Firefox



*Research shows that children spend up to 20% or 1.4 years of their time in school at play.*

*Changes in society such as heavier traffic, busier lifestyles, fewer spaces for play, increased technology and heightened awareness of risk have led to a significant erosion in children's opportunities for play for many of today's children. This makes their play opportunities at school even more vital.*



- **Play is critical to children's health and wellbeing,**
  - **Essential for children's physical, emotional, social, spiritual and intellectual development.**
  - **Play enables children to explore the physical and social environment, as well as different concepts and ideas.**
  - **Play enhances children's self-esteem**
  - **Play helps children's understanding of others**
  - **Play requires ongoing communication and negotiation skills, enabling children to develop a balance between their right to act freely and their responsibilities to others.**
  - **Play enables children to experience a wide range of emotions and develop their ability to cope with these, including sadness and happiness, rejection and acceptance, frustration and achievement, boredom and fascination, fear and confidence.**
  - **Play encourages self-confidence and the ability to make choices, problem solve and to be creative.**
  - **Play maintains children's openness to learning, develops their capabilities and allows them to push the boundaries of what they can achieve.**
  - **Play leads to happier, fulfilled children who enjoy coming to school**
- 

# Applying for High Schools

- ▶ Ensure you apply on time- **31<sup>st</sup> October**
- ▶ Select three choices
- ▶ Apply online

The screenshot shows the GOV.UK website interface. At the top, there is a black navigation bar with the GOV.UK logo on the left, a 'Menu' dropdown on the right, and a search icon. Below the navigation bar, a breadcrumb trail reads 'Home > Childcare and parenting > Schools and education'. The main heading is 'Apply for a secondary school place'. Below this, there are two paragraphs of text: 'You can apply for a place at a state secondary school online or by using your council's application form.' and 'You apply through your local council even if you're applying for schools in another council area.' To the right of the main content, there is a 'Related content' section with three links: 'School admissions', 'Types of school', and 'Apply for a primary school place'. At the bottom of the main content area, there is a form with the label 'Enter a postcode' and the example 'For example SW1A 2AA'. Below the text is a white input field with a black border. Underneath the input field is a green button with the text 'Find'. At the very bottom of the form area, there is a link: 'Find a postcode on Royal Mail's postcode finder'.

GOV.UK

Home > Childcare and parenting > Schools and education

## Apply for a secondary school place

You can apply for a place at a state secondary school online or by using your council's application form.

You apply through your local council even if you're applying for schools in another council area.

Enter a postcode  
For example SW1A 2AA

Find

[Find a postcode on Royal Mail's postcode finder](#)

**Related content**

- [School admissions](#)
- [Types of school](#)
- [Apply for a primary school place](#)

# London

## London Residential

Monday 2<sup>nd</sup> February - Wednesday 4<sup>th</sup> February

Price - £250

Deposit to secure place before October half term

Information meeting to take place this term



# Online platforms



**ClassDojo**

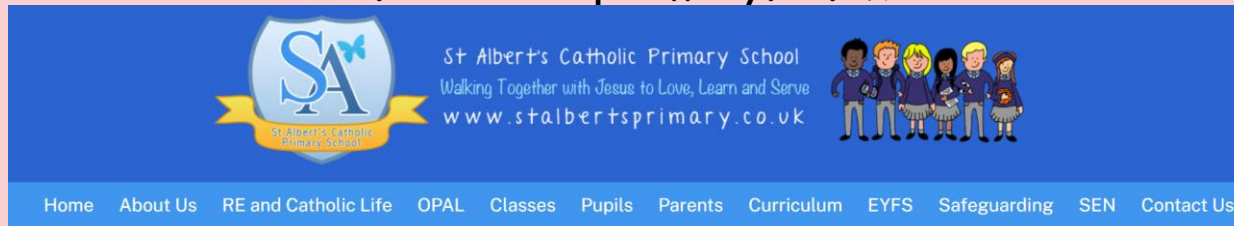


Letter-join 



@StalbertsRC

[www.stalbertsprimary.co.uk](http://www.stalbertsprimary.co.uk)



The footer banner is blue and contains the school logo on the left, which includes the letters 'SA' in a shield with a butterfly and the text 'St Albert's Catholic Primary School'. To the right of the logo is the school's name and motto: 'St Albert's Catholic Primary School Walking Together with Jesus to Love, Learn and Serve www.stalbertsprimary.co.uk'. Further right is an illustration of a group of diverse children. At the bottom of the banner is a navigation menu with the following items: Home, About Us, RE and Catholic Life, OPAL, Classes, Pupils, Parents, Curriculum, EYFS, Safeguarding, SEN, Contact Us.

**Please ensure the following  
information is up-to-date with the  
school office:**

**Your contact information (phone  
number/email)**

**Medical information**

**Photograph consent form**



**Any Questions?**

