

# Meet the teacher Year 6

Autumn 2023

# Introduction



Mr Currie

- Year 6 teacher
- UKS2 T&L lead
- Behaviour lead



Philippa Michael

- Accelerated teaching and learning lead
- English lead
- Downsizing in Year 6


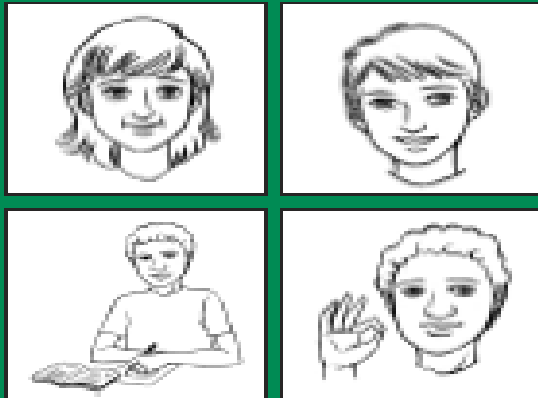
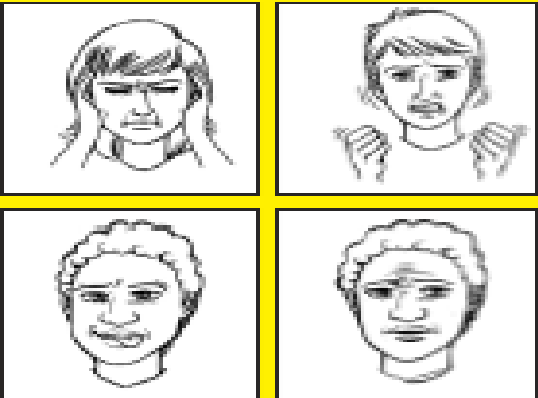

# Our Aims

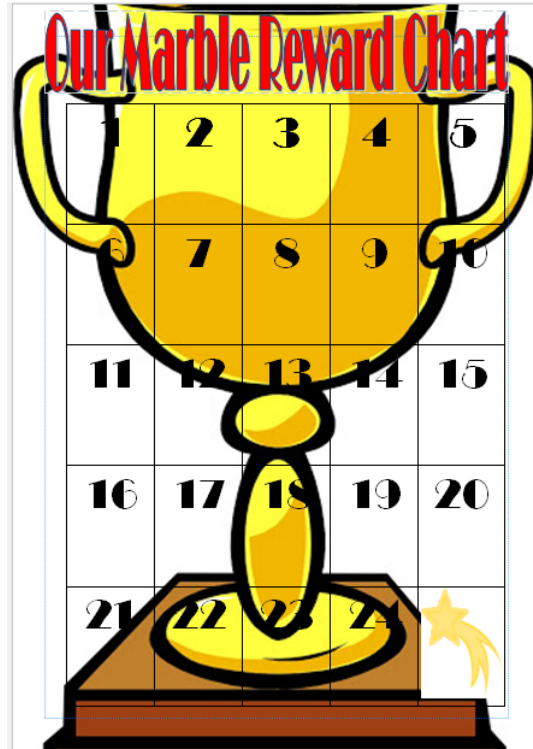
- To enable children to achieve their best by upholding high expectations of all children – both in their learning and their behaviour
- To enable a smooth transition from Year 5 to Year 6 – supporting children’s well being
- To remove the lid on learning – provide opportunities and challenges for all
- To ensure that the Year 6 curriculum is fun and engaging but also extends the experiences that children have had already at EHA
- To develop independent learners who know how they can improve and strive to achieve
- To provide children with a broad and well-balanced curriculum through a range of learning opportunities which prepares them for KS2 assessments as best as possible and life beyond the primary classroom
- To encourage responsibility to ensure children are able to look after their own belongings
- To develop secondary school readiness (academically, emotionally & socially) and ensure a smooth transition to their next education chapter
- To have positive relationships with parents to ensure success
- To provide children with a special and memorable end to their primary education here at EHA

# Key dates

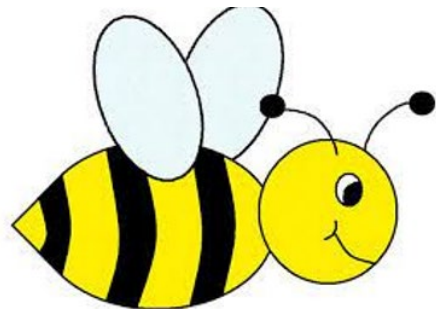
- PE days – Mondays (Outdoor PE with Mr Brown) Fridays (Indoor PE with Mr Currie –Dance or Gymnastics)
- Homework days: Sent out Friday, due back in on Tuesdays
- Pupils are expected to read everyday. Books changed upon completion of banded text
- Music lessons. Music lesson with Mr Merrit-Hall on Tuesdays.
- Year 6 residential-Dunbury? 15<sup>th</sup>-17<sup>th</sup> July
- Google Classroom Coffee Morning: 27<sup>th</sup> September at 9-10am
- Parent consultation day: 12<sup>th</sup> October 13.30-6.30pm

# The **ZONES** of Regulation®

			
<b>BLUE ZONE</b>  Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b>  Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b>  Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b>  Mad/Angry Terrified Yelling/Hitting Elated Out of Control



We have a two-strike rule





# Behaviour

CLEAR VERBAL WARNINGS (LEVEL 1 BEHAVIOUR)	RESTORITIVE TIME/REFLECTION SHEET (LEVEL 2 BEHAVIOUR)	ESCALATION TO SLT (LEVEL 3 BEHAVIOUR)
<ul style="list-style-type: none"> <li>• Teasing/name-calling</li> <li>• Pushing in line</li> <li>• Talking when adult is talking</li> <li>• Staying in playground after the break/lunchtime is over</li> <li>• Interrupting or calling out</li> <li>• Attention-seeking/clowning around</li> <li>• Distracting others</li> <li>• Avoiding work/wasting time</li> <li>• Careless with school equipment</li> <li>• Running inside/rolling around</li> <li>• Arguing with other pupils</li> <li>• Spoiling other pupils' games</li> <li>• Play fighting</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent <u>Level 1</u> behaviour</li> <li>• Continuing to distract other children's learning</li> <li>• Refusing to follow instructions</li> <li>• Rudeness to adults</li> <li>• Spitting on the floor</li> <li>• Lying</li> <li>• Deliberate defiance/disobedience</li> <li>• Biting, hitting, kicking</li> <li>• Scribbling on desk or on others' work</li> <li>• Frequent disruption of lessons</li> <li>• Graffiti/vandalism to property</li> <li>• Swearing</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent <u>Level 2</u> behaviour</li> <li>• Any form of abuse, discrimination or prejudice because of gender, race, disability, religion or belief.</li> <li>• Bullying</li> <li>• Leaving the classroom without permission</li> <li>• Any unsafe behaviour online</li> <li>• Possession of harmful items</li> <li>• Persistent disruption of lessons</li> <li>• Putting themselves or others at risk of harm</li> <li>• Stealing</li> <li>• Spitting at others</li> <li>• Fighting</li> <li>• Verbal/physical abuse to adults</li> <li>• Using swear words in a violent or intimidating way</li> <li>• Vandalism – deliberate damage to school property</li> <li>• Dangerous defiance – refusal to follow instructions</li> <li>• Unwanted physical touch</li> <li>• Causing bodily harm</li> <li>• Persistent biting, hitting, kicking</li> </ul>

# Behaviour

## 'Speak out'



- **Step 1**

If someone makes you unhappy at school through their behaviour or what they say to



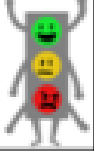


you, say **"Stop it, I don't like that."** Speak Out

- **Step 2**

If the behaviour continues, try again and say **"Stop it, I don't like that."** Speak Out

- **Step 3**

If the behaviour which is making you feel unhappy still continues, find an adult and tell them. Speak Out

A	What happened/happens? Who? When? 	
B	What were you telling yourself when this happened? 	
C	How did you feel? 	
	What did you do?  Good or bad consequence?	
D	What might you do differently? 	
	What can you tell yourself to help you achieve this? 	

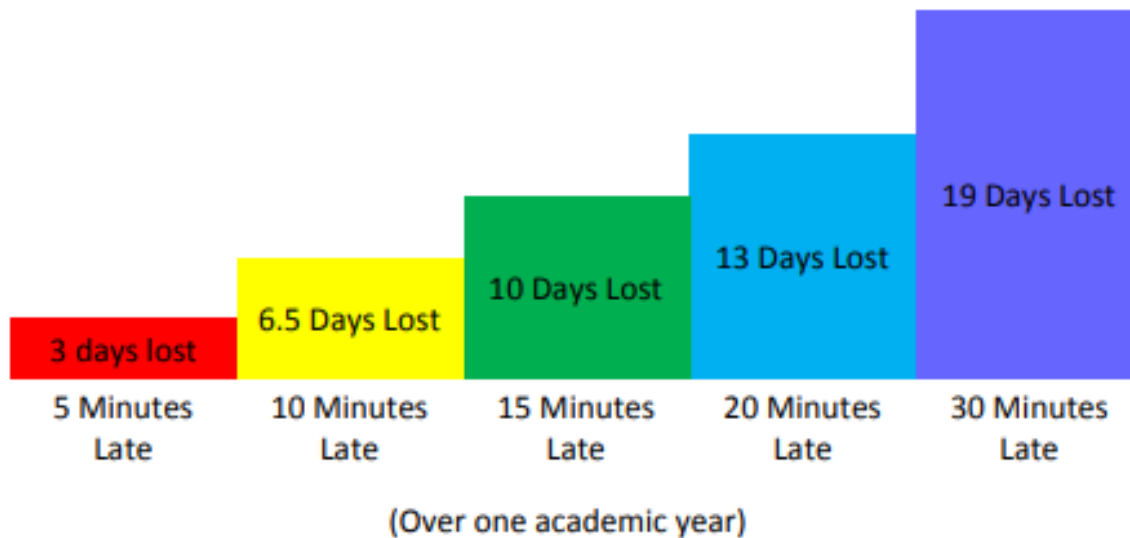


# Attendance

- At a minimum we expect children to be in school for **96%** of the time. This can still equate to 8 days of learning missed.
- If your child's attendance drops down to below 90%, this means almost 4 weeks of lost learning!
- Attendance is tracked weekly and celebrated in our assembly on Wednesdays.
- Parents/carers will be contacted and invited for a meeting with attendance lead (Mr Venn) if your child's attendance is declining to explore why.

# Punctuality

- Every minute counts!
- If a child is late every day, their learning as well as the other children in the classroom is disrupted. Below is a graph how being late to school every day adds up to lost learning time. [Missing on morning work](#)



# Uniform expectations

- Dark grey tailored trousers, skirt or pinafore
- Dark grey tailored knee length shorts in the summer (optional)
- Red and white checked dress in the summer (optional)
- White shirt **(not polo shirt)**
- Grey sweatshirt with the academy logo
- Grey cardigans with the academy logo (optional)/could be plain grey
- Socks and tights need to be plain black, grey or white
- EHA tie
- **Please label every item of uniform with your child's name and class**

**Children should always be smart:  
School jumper (worn or held, not tied  
around the waist)**

**White shirt (not polo)– always tucked in**

## **Footwear:**

- Plain black school shoes
- Plain black flat boots (winter)
- Black shoes should be flat. They should not have any flashing lights as they are distracting for all children. Children that are not in the correct footwear will be asked to change into plimsolls for the rest of the school day.

**Please speak to us if you require help  
with uniform.**

# PE kits

- White T-shirt (given to each child)
  - Black Enfield Height PE sweatshirt
  - Plain black shorts or black jogging bottoms
  - Black plimsolls (indoor) Black trainers (outdoor)
  - Children need to come to school dressed in their PE kit
- 
- Hair should be tied back if long
  - No nail varnish and stud earrings only
  - No other jewellery unless for religious reasons (all jewellery must be removed for PE –health and safety)

# Other uniform requirements

- All headwear must be plain black, burgundy or white in colour
- Plain gold or silver stud earrings are permitted but never on PE days. Watches are allowed; they need to have plain straps, preferably in black. Expensive jewellery is discouraged
- All children require an academy book bag bearing the school logo, which can be obtained from our main uniform provider
- Our main uniform provider for Enfield Heights Academy is Smiths Schoolwear on Lancaster Road – available to purchase online and be delivered either to your home or to school

# Times table information

Year group	Multiplication expectations	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.						
Year 1	Count in 2, 5, 10	Experience of counting in 2, 5, 10's			Intro 2x	Intro 5x	Intro 10x
Year 2	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forwards and backwards.	1x 2x	2x 5x Related word problems	10x Intro 3x Related word / reasoning problems	3x Related word/ reasoning problems	Recap all Related word/reasoning problems	Recap all Related word/reasoning problems
Year 3	Count from 0 in multiples of 4, 8, 50 and 100	2x 4x	4x 8x	3x	4x 8x	3x 6x	6x 12x
Year 4	Count in multiples of 6, 7, 9, 25 and 1,000	6x 12x	7x	9x 11x	4x 8x	7x 9x	12x
Year 5	To multiply and divide fluently	Recap 6x 12x	Squared Cubed	Recap 7x 9x	Recap 4x 8x	Recap 3x 6x	Squared Cubed
Year 6	To multiply and divide fluently	Recap 7x 9x & division facts	Recap 3x 6x Cubed & division facts	Recap 2x 4x 8x Squared & division facts	Recap 12x Squared & Cubed & division facts	Gap analysis	See year 7 expectations



# Times tables

- Practise times tables at home by old fashioned chanting
- Ask your child times tables questions out of order – such as 11 x 12, then 5x6
- Use Apps and games to help build up speed
- <https://www.timestables.co.uk/speed-test/>
- <https://mathsframe.co.uk/>
- <http://www.timestables.me.uk/>
- Times Tables Rock Stars

Please check our website:

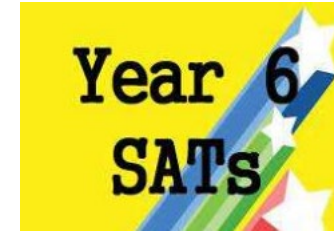
<https://www.enfieldheightsacademy.org.uk/>

Medium Term Planning		Learning Journey Map		Term: Autumn 1	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Teaching and Learning Principles and Curriculum Driver					
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Force for Positive Change</b> Who or what has been a force for positive change? How can we be a force for positive change?		
Natural History Museum trip Art gallery Assembly to year 3 about conservation of the Galapagos Islands. Scientific enquiries (bird beak adaptation)	What is inheritance? What is evolution? Scientific enquiries linked to evolution. How were the Galapagos Islands formed? What are the Galapagos Islands like?	Natural History Museum trip Video Stimulus – Jurassic World Scientific enquiries (bird beak adaptation) Videos of the Galapagos islands	Personal development – having a positive mindset and being a role model for the other students through year 6 responsibilities.		

<b>YEAR 6</b>	<b>Key Curriculum Areas: Science/Geography</b>	<b>Maths</b> <b>Place Value</b> -Read, write, order and compare numbers to 1 million. <b>Rounding</b> -Round any number to the correct degree of accuracy. <b>Decimals</b> -Multiply by 10, 100, 1000. -Convert between different units of measure. <b>Addition and subtraction</b> -Mental addition and subtraction. -Solve problems. <b>Multiplication and division</b> -Factors, multiples and prime numbers. -4 digit by 2 digit multiplication and division.	<b>English – Jurassic World</b> -To generate vocabulary through poetry. -To write a narrative recount. -To write an explanation text on training a raptor. <b>Writing Skills</b> -To use expanded noun phrases with a relative clause. -To use dialogue -To use cohesive devices. -To use the subjunctive form. <b>Spelling</b> – able, ably, ible, ibly, hyphens <b>Handwriting</b> – Cursive handwriting. <b>Reading</b> – Whole class reading.
<b>Title: Evolution and Inheritance.</b>	<b>Learning Journey - Science</b> -To identify offspring and understand it does not always look identical to parents -To understand inherited and acquired traits -To understand how and why animals have adapted to their environment -To investigate adaptation (bird beak enquiry) -To understand evolution	<b>Art – Sketching</b> -To take inspiration from artist Claire Murthy. -To master techniques of sketching. -To evaluate our work.	<b>Music</b> -To explore West African Drumming/samba -To play an ostinato on an untuned percussion -To perform rhythms
<b>Big Bang</b> -Exploring the Galapagos Islands through videos/documentaries.	<b>Learning Journey – Geography</b> -To use geographical vocabulary (ocean, continent, hemispheres, equator, longitude, latitude) -To locate the Galapagos islands and understand what physical and human features they have (including wildlife) -To compare the Galapagos islands to the UK	<b>PSHE</b> -To make behaviour choices and understand how this can affect others.	<b>Spanish</b> -hobbies/leisure activities -sports -school subjects -jobs of family members
<b>School Trips/Special Events</b> -Natural History Museum – Date TBC -Meet the teacher – 11 <sup>th</sup> September 9am	<b>PE</b> <b>Indoor</b> – To create a short dance sequence of 16 counts and canon. <b>Outdoor</b> – To play a netball game using attacking and defending tactics.		
<b>Celebration</b> -Art gallery of finch sketches			
<b>Computing</b> Computing systems and networks – communication and collaboration. -internet address -data packets -communicating responsibly			

# Assessment

Date	Exam
Monday 13 May 2024	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 14 May 2024	English Reading
Wednesday 15 May 2024	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 16 May 2024	Maths Paper 3 (Reasoning)



- Teacher Assessment framework (TAF) year 6-daily as part of teaching and learning
- We will assess every half term and communicate with parents/carers regarding progress
- Year 6 will complete a round of mock assessments each half-term, leading to their SATs exams. This is to help identify gaps, inform planning, prepare children and structure support.
- SATs -In May 2024, at the end of Year 6, children will sit statutory, formal tests in: Reading, Maths, Spelling, Punctuation and Grammar. More information will follow later in the year. Writing will be assessed from the work they produce across the year.

# Trips

To consolidate and support our learning in science and Geography, we will be going on a trip to the national history museum in October. This trip will be free for all children in 6C. More information will follow.



# Home Learning

At EHA, we believe that homework should provide opportunities to:

- reinforce learning that has taken place in the classroom
- provide opportunities for parents/carers to become more familiar with their child's learning and enjoy a shared learning experience with their child
- prepare children for the next academic stage of their school life
- develop valuable life skills and good work habits such as organisation and time management
- foster independence, confidence and resilience ·inspire creativity and curiosity outside of the classroom

# Homework

Expected weekly homework will be found on Google Classroom and will usually require online completion. Homework will be set on a Friday and be expected to be completed by the following Tuesday.

- **Google Classroom** – children have been given logins and set Homework already (any trouble logging on/accessing to be discussed)
- **Daily Reading** – Year 6 expectation to read every day and sign record (sample comment templates at the back of every reading record)

Once a week, children will be given the opportunity to exchange this book if they have finished it.

- **Daily Timetable practice** – Timetable Rockstars (logins to be given out today).
- **Weekly Spelling** - From Year 2 onwards, children will be tested on their year fgroup spellings – more information to follow from Miss Michael.
- Each week, children will be taught explicit spelling rules in class and this will be supported by weekly homework to reinforce these rules.
- **Weekly English** – This may be a text for them to read over the weekend in preparation for their reading lessons the following week or linked to an aspect of English they have been taught that week.
- **Half Term Learning Journey homework** – children may be asked to complete a half termly project linked to their learning journey. They will have the half term to research and prepare and will have the opportunity towards the end of the half term to present this to the class. Mr Currie will inform the children when these projects are required.
- **SATs preparation homework** – As the year progresses, children may be given additional home learning tasks to complete.



# Concerns/Communication/Pathway

- Pass any information that could be relevant for the day (office/member of staff at the gate, teacher)
- Address class team first; request appointment /phone call Speak to Mr Currie
- Request a meeting with DHT Mr Venn (contact office)
- If you are still concerned and situation has not been resolved, request an appointment with HT Mrs Powrie
- SEN concerns-Mrs Radmore and Ms Monaghan

# How to help your child at home

- Listen to them **reading** as much as possible – ask question about what they are reading.
- **Timestables** support – TTRS competitions or utilising resources that are sent home.
- Working through Year 5/6 statutory **spelling** words – see handout

Thank you

Any Questions?



Welcome to  
Heron Hall Academy

Stronger  
Together



School Prospectus



With our Headteacher, Mr Arthur Barzey, winner of the UK's top national teaching award - for the Times Headteacher of the Year 2022 - and a school that in 2021 was a Bronze Award winner for UK Secondary School of the Year, it is no surprise that Heron Hall Academy is becoming one of the most popular schools in the borough. This year we have also been nominated for the prestigious Education Business Leadership award for a UK Secondary School. Our Head of English is also a finalist for the Times Subject Leader of the Year, 2023.

# Schools & Children's Services

## Applying for a Secondary School 2024

[www.enfield.gov.uk](http://www.enfield.gov.uk)

Striving for excellence





# Types of Schools

- **Community** – the Local Authority (elected Councillors) is responsible for deciding the admission arrangements for pupils
- **Foundation** – the School's Governing Body is responsible for deciding the admission arrangements for pupils





# Types of Schools

- **Voluntary Aided** - the School's Governing Body is responsible for deciding the admission arrangements for pupils
- **Academies and Free Schools**—publicly funded state schools. The Academy Council or School Governors are responsible for deciding the admission arrangements





# AT A GLANCE

## Borough School Map



### KEY

- |                                       |                                    |                               |
|---------------------------------------|------------------------------------|-------------------------------|
| 1. AIM North London                   | 8. Enfield County – Lower School   | 17. Oasis Academy Enfield     |
| 2. Ark John Keats Academy             | 9. Enfield County – Upper School   | 18. Oasis Academy Hadley      |
| 3. Aylward Academy                    | 10. Enfield Grammar – Lower School | 19. St. Anne's – Lower School |
| 4. Bishop Stopford's School           | 11. Enfield Grammar – Upper School | 20. St. Anne's – Upper School |
| 5. Chace Community School             | 12. Heron Hall Academy             | 21. St. Ignatius College      |
| 6. Edmonton County – Bury Campus      | 13. Highlands School               | 22. Southgate School          |
| 7. Edmonton County – Cambridge Campus | 14. Kingsmead School               | 23. The Latymer School        |
|                                       | 15. Laurel Park School             | 24. Windmore School           |
|                                       | 16. Lea Valley Academy             | 25. When Academy Enfield      |

School	Headteacher/Principal	Type of School	Boys/ Girls	Supplementary form required	Date and time of open evening sessions*
AIM North London (1) Tuh Road, Edmonton, N9 8QG	Mr P McGrath	Academy	Mixed	No	Thu 12 Oct, 5pm-7pm
ARK John Keats Academy (2) Ball Lane, Enfield, EN3 5PA	Ms K Marshall	Academy	Mixed	No	Wed 4 Oct, 5.30pm-7pm
Aylward Academy (3) Windmill Road, Edmonton, N18 1NB	Mr D Rollini	Academy	Mixed	No	Mon 2 Oct, 4.30pm-7pm
Bishop Stopford's School (4) Brick Lane, Enfield, EN1 3PU	Mrs T Day	Voluntary Aided	Mixed	Yes	Tue 28 Sep, 9pm
Chace Community School (5) Churchbury Lane, Enfield, EN1 3HQ	Ms T Douglas	Community	Mixed	No	Mon 25 Sep, 5pm-7.30pm
Edmonton County Bury Campus (6) Little Bury Street, Edmonton, N9 9HZ Edmonton County Cambridge Campus (7) Great Cambridge Road, Enfield, EN1 1HQ	Dr S Turner	Academy	Mixed	No	Thu 28 Sep, 5.30pm (Bury Campus)
Enfield County Lower School (8) Rosemary Avenue, Enfield, EN2 0SP Enfield County Upper School (9) Holly Walk, Enfield, EN2 6QG	Ms J Gumbrell	Community	Girls	No	Mon 9 Oct, 6.30pm at the Lower School site
Enfield Grammar Lower School (10) Enfield Court, Baker Street, EN1 3EX Enfield Grammar Upper School (11) Market Place, Enfield, EN2 6LN	Mr C Lamb	Academy	Boys	For Sport/ Music only	Mon 9 Oct, 5.30pm-8pm at the Upper School site
Heron Hall Academy (12) 46 Queensway, Ponders End, EN3 4SA	Mr A Barzey	Academy	Mixed	No	Tue 10 Oct, 5.30pm-7.30pm
Highlands School (13) Worlds End Lane, Windmore Hill, N21 1QQ	Mr V McInerney	Community	Mixed	No	Mon 16 Oct, 6pm-9pm
Kingsmead School (14) Southbury Road, Enfield, EN1 1YQ	Mr D Medway	Academy	Mixed	For Art/Drama/ Music only	Thu 21 Sep, 5.30pm
Laurel Park School (15) Wilmer Way, Palmers Green, N14 7HY	Ms A Christoff	Foundation	Mixed	No	Wed 4 Oct, 6pm-8pm
Lea Valley Academy (16) Bullmoor Lane, Enfield, EN3 6TW	Mr S J Knaon	Academy	Mixed	No	Thu 28 Sep, 5.30pm-8pm
Oasis Academy Enfield (17) Knebly Crescent, Innova Park, Millson Ave, Enfield, EN3 7XH	Mr A Williams	Academy	Mixed	No	Tue 3 Oct, 5.30pm-7.30pm
Oasis Academy Hadley (18) South Street, Ponders End, Enfield, EN3 4PX	Mrs Z Thompson	Academy	Mixed	No	Wed 20 Sep, 5.30pm-7.30pm
St Anne's Lower School (19) London Road, Enfield, EN2 6EL St Anne's Upper School (20) Oakthorpe Road, Palmers Green, N15 5TY	Mrs E Loveland	Voluntary Aided	Girls	Yes	Mon 2 Oct, 6pm-8pm at the Lower School site
St Ignatius College (21) Turkey Street, Enfield, EN1 4NP	Mrs M O'Keefe	Voluntary Aided	Boys	Yes	Tue 19 Sep, 5.30pm-8.30pm
Southgate School (22) Sussex Way, Cockfosters, EN4 0BL	Mr M Laville	Academy	Mixed	No	Thu 12 Oct, 6pm-8.15pm
The Latymer School (23) Haselbury Road, Edmonton, N9 9TH	Mrs M Cobbett	Voluntary Aided / Selective	Mixed	Yes	Check the school website for further information
Windmore School (24) Laburnum Grove, Windmore Hill, N21 3HS	Mr J Owen	Community	Mixed	No	Wed 27 Sep, 6pm
When Academy Enfield (25) 3 Chace Village Road, Enfield, EN2 8QH	Mr G Smith	Academy	Mixed	No	Mon 18 Sep, 5.30pm-7.30pm

\*Please visit the school's website for up to date information on opening evenings.

# Schools in Enfield

**AIM North London (A)**  
**Aylward Academy (A)**  
**Edmonton County (A)**  
**Enfield Grammar (A)**  
**Highlands (C)**  
**Laurel Park School (F)**  
**Lea Valley Academy (A)**  
**Oasis Academy Hadley (A)**  
**St Ignatius College (VA )**  
**Southgate ( A )**  
**Winchmore ( C )**

**ARK John Keats (A)**  
**Bishop Stopford's CE (VA)**  
**Chace Community (C)**  
**Enfield County School for Girls(C)**  
**Heron Hall Academy (A)**  
**Kingsmead (A)**  
**Oasis Academy Enfield (A)**  
**St Anne's Catholic High School  
for Girls ( VA )**  
**The Latymer (VA)**  
**Wren Academy, Enfield (A)**

# Admission Criteria

- Rules used to decide which children are offered places when there are more applications than places available.
- Rules may differ between local authorities and types of schools.
- Check school and local authority websites in case there are any changes to the information in LA booklets





# Community School Admission Criteria (summary - see booklet for full details)



- children in public care or previously adopted
- children for whom a particular school is appropriate on exceptional medical grounds
- children with a brother or sister attending the school at the time of admission (living at the same address)
- children of members of staff
- children living nearest to the school measured as the “crow flies”

# Exceptions

- Chace Community – priority zone for nominated roads
- Enfield County School for Girls has a quota system of allocation

Full details in  
*“Your Guide to Secondary Schools in Enfield 2024 ” brochure available online from September 2023.*



# Partially or Fully Selective Schools

- Selective schools will test children before the closing date for applications.
- Children must be registered directly with the schools to be entered for the relevant selective tests/trials/auditions
- Schools will let parents have the results of the tests/trial/audition before the closing date for the Borough application.



# What can Enfield parents expect?

- one local authority application for all maintained schools (community, foundation, voluntary aided, free school and academy) regardless of where the school is located
- common closing date across England for the submission of forms – 31st October 2023
- 6 preferences across London (Hertfordshire will only accept four Hertfordshire schools – don't include more)
- equal consideration given to each school asked for

# What can Enfield parents expect?

- We will apply for schools outside the area on your behalf.
- We can only accept late applications or changes of preference after the deadline in exceptional circumstances
- If your child is eligible for more than one school, the preference order will be used to decide the final offer
- Single offer emailed on 1st March 2024



# How to apply - [www.edmissions.org.uk](http://www.edmissions.org.uk)

## Welcome to eAdmissions

### First time visitors

Create a new account.



[Register](#)

### Returning visitors

Sign into an existing account.



[Sign in](#)

### Find schools

In your area.



[Find](#)

## Important information

From the 1st September 2023 you can apply for a school place for September 2024.

You can apply for a place in:

- A Primary school (Reception)
- A Junior school (Year 3)
- A Secondary school (Year 7)

In some areas you can apply for a place in:

- A Nursery class or school (Age 3+)
- A University Technical College (Year 10)

If you require a school place for your child now (In Year) please contact your home Local Authority.

# On Line Applications

- It is quick and easy to do – just register and follow the instructions
- You will get an email confirmation once you submit your application
- The online system checks that you are completing all the right sections of the application
- The online system is available 24 hours a day, 7 days a week until midnight on the closing date



- You can get your result on the evening of 1 March 2024 and then either accept and decline your offer on line

# Making your application

Make sure you tell us...

- If the child is looked after or adopted?
- Are there brothers or sisters attending any of the schools applied for?
- Does a parent work at any of the schools listed on your form?



# Making your application

- Provide supporting information with your application if you are asking for medical priority
- Be sure the address you use is the child's usual place of residence. Attach details if not
- Include your council tax reference number in your application.
- Complete any supplementary forms and send them directly to the schools
- Meet all the deadlines





# Enfield Schools - What happened this year

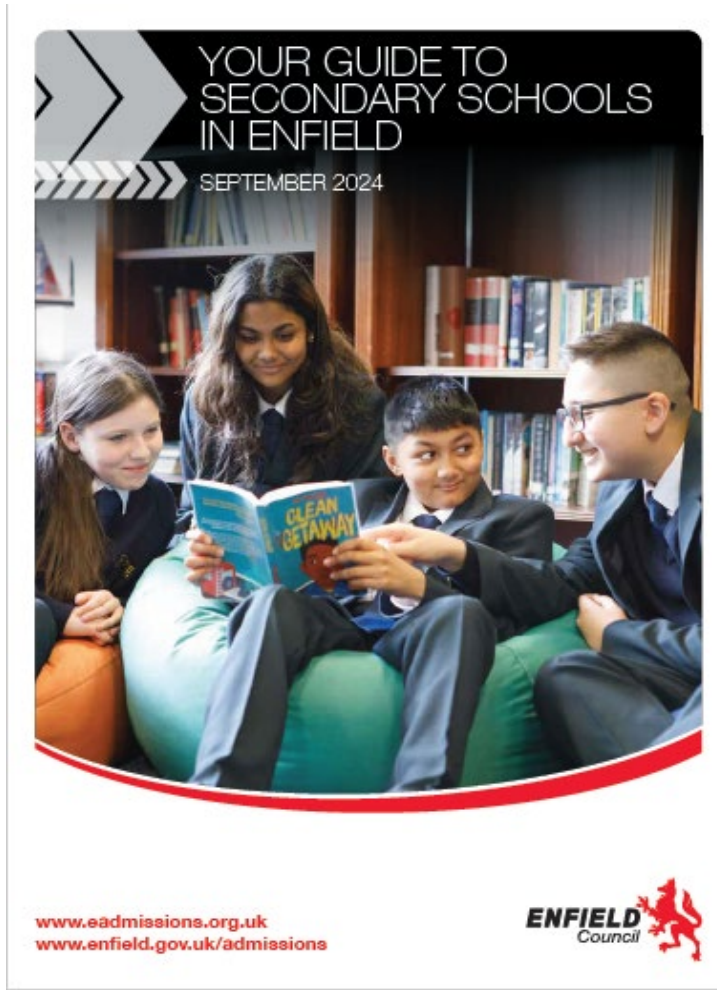
The furthest distance places were offered for admission in September 2023 on national offer day (1 March 2023). Please see the information booklet for further details about all schools in Enfield.



- ARK John Keats - 0.244 miles
- Chace Community – 3.117 miles
- Edmonton County - 1.844 miles
- Enfield Grammar – 2.964 miles
- Heron Hall - 2.585 miles
- Highlands - 0.851 miles
- Kingsmead - 0.889 miles
- Southgate – 2.459 miles
- Winchmore – 0.751 miles



# Things to remember...



- Find out more about all the schools you are interested in, especially those in your local area.
- Check out school websites for up to date information about opportunities to visit – open evenings are planned but schools may have to make changes at short notice.
- Look at the pattern of admissions in previous years and criteria.
- Distance counts for many schools and will often be a deciding factor if there are more applications than places available.

# Things to remember

- If you are considering schools outside Enfield, look at other authority websites for details
- Check if you need to complete a supplementary information form
- Complete all applications in full
- Nominating only one school will not improve your chance of getting a place.



# Things to remember

- Make an informed decision. Consider first hand, accurate and up to date information
- Speak to your child's primary school
- Be realistic.





