

Welcome Back 2026



Headship Team

Mrs Weatherley -
Headteacher



Ms Sesay -
Assistant Head/ SENDCo



Mrs Bedforth –
Deputy Head



Ms Watkinson –
Inclusion Lead

Staffing Structure



Senior Leadership Team

Ms Sesay

Phase 1 Lead (EYFS, Y1)

Ms Chaudhry

Phase 2 Lead (Y2/3/4)

Mr Samuel

Phase 3 Lead (Y5/6)

Mrs Mitchell

School Business Manager

Encouraging every child to reach their full potential – nurtured and supported in a Christian community that lives and learns by the values of Love, Compassion and Respect.

Staffing Structure



Office Team

Michelle Jones
Office Manager/HT PA

Natalie Brady
FoH & Admin Assistant

Site Team

Marcin Gorczyca
Site Manager

Ania Grygowska
Lettings Caretaker

Lunchtime Supervisors

Jennifer Buenafe-Rhys

Veronika Chelpanova

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Staffing Structure



Music and French

Mrs Noyes

Ms Corpetti

Teachers and Teaching Assistants

Phase 1

EYFS

Mrs Kodia

Ms Olsen

Ms Williams

Ms Humphries

Ms Moreira

Year 1

Mrs Barchha

Ms Breslin

Mr Gilby

Ms Montalbo

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Staffing Structure



Teachers and Teaching Assistants

Phase 2

Year 2

Ms Chaudhry

Ms Platt

Miss Guenouni

Ms Lu

Ms Hutson/Ms Haidaya

Ms Kareem

Year 3

Mrs Bushell

Ms Rovere

Mrs Skinner

Ms Hutson/Ms Haidaya

Year 4

Ms Rothwell/Mrs Spalding

Ms Kinder

Mrs Ough

Ms Diaz

Ms Melia

Ms Venkat

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Staffing Structure



Teachers and Teaching Assistants

Phase 3

Year 5

Ms Carter

Ms Farndale

Ms Sesay

Ms Geormpalidou

Year 6

Mr Samuel

Mr Megrah

Ms Leventaki

Ms Dua

Mr Gallagher (Friday)

Encouraging every child to reach their full potential – nurtured and supported in a Christian community that lives and learns by the values of Love, Compassion and Respect.



Co – Chairs of Governors

Beth Elliott

Vicky O'Neill

governor@kings.richmond.sch.uk

Our Vicars

Father Giles

St Anne's Church

Reverend Melanie

St Luke's and St Philip's
[The Barn Church]

Our Vision



"Encouraging every child to reach their full potential – nurtured and supported in a Christian community that lives and learns by the values of Love, Compassion and Respect".

John 13:34 "Love one another as I have loved you."

We provide a learning journey that encourages our children to be independent, well-rounded, kind and confident individuals – supported and nurtured by valued and committed staff.

We encourage all our children to flourish academically, spiritually and personally – and to achieve the highest academic standards possible for each child, within a stimulating, creative and secure learning environment.

Our Christian values of love, compassion and respect are at the heart of everything we do. Our school is welcoming and inclusive; we value equality and celebrate diversity, and our children know the nature of God from a Christian perspective, whilst developing their own beliefs of Christianity, other faiths or no faith.

Our pupils leave, at the end of Year 6, fully equipped with the skills to embrace the secondary school of their choice and with our core values to guide them on their life journey with the knowledge that God loves us all.

"Encouraging every child to reach their full potential – nurtured and supported in a Christian community that lives and learns by the values of Love, Compassion and Respect".

John 13:34 "Love one another as I have loved you."

Spirituality & Christian Distinctiveness

Excellence in
Curriculum,
Teaching &
Achievement

Excellence in
Character
Development

The
King's School
Development Plan
2025-28

Excellence in
Community
Cohesion

As a school, we are in a wonderful position with high academic results, behavior across our classrooms and playground is strong, and our school community is thriving. But a great school never stands still - we continue to grow, refine, and move forward.

To keep us focused, our development plan centers on three core pillars:

- **Excellence in Curriculum, Teaching, and Achievement:** focus for support and challenge appropriately for all children.
- **Excellence in Character Development:** our Oracy focus supports pupils to articulate their ideas confidently, expanding opportunities for pupil voice, and focusing on everyday manners, respect, and positive culture.
- **Excellence in Community Cohesion:** This is all about belonging for our whole community.

Underpinning all of this, as always, is our Christian distinctiveness and our core values of Love, Compassion, and Respect.

When I leave The King's School, I will...



Love, Compassion and Respect

...be able to
form and
express my
own opinion

...be full of
happy
memories

...be
curious
about the
world

...have
knowledge of
other religions
and cultural
awareness

...be
kind

...love
learning

...understand
people's
different needs

...have a
sense of
belonging

...be
reflective

...be
inquisitive,
open to new
experiences

...take care of
myself and
know it is ok to
talk about my
feelings

...have high
aspirations
of myself

...have
confidence
to face new
challenges

...listen to
others

...show respect
for everything
and everyone

...take
risks

...have had
opportunities
to engage in
courageous
advocacy

...work
collaboratively



Our School Day



	Start of day – drop off time	lunch	Morning Drop off Enter the grounds through Gate... Drop off at...	Afternoon Pick-Up		
					Enter through	Collect point
EYFS	8.40 – 8.50	12.00 -1.00	Gate A	3.20	Gate A	Classroom doors
Y1	8.40 – 8.50	12.00 -1.00	Classroom doors	3.20		
Y2	8.40 – 8.50	12.00 -1.00	Gate C Classroom doors	3.20	Gate C	Year 2 classroom doors
KS2						
Y3	8.40 – 8.50	12.25 -1.25	Gate D (no change to morning drop off - children enter through the gates)	3.20	Gate D (Follow Yellow Brick Road)	KS2 Playground Near scooter park
Y4	8.40 – 8.50	12.25 -1.25		3.25	Gate D (Follow path to the right)	Nadia's Place Wait near the tunnel
Y5	8.40 – 8.50	12.25 -1.25		3.25	Gate D (Follow path to the right)	Table tennis tables Wait in front of the tables
Y6	8.40 – 8.50	12.25 -1.25		3.25		

Gate A – left of the PSA shed

Gate C – by the main school office

Gate D – by the staff car park

- **Punctuality:** Please ensure your child arrives on time. Walking into a quiet classroom mid-lesson can be very unsettling for a child, and getting here on time builds critical lifelong habits.
- **Drop-off routines:** For KS1, please "drop and go". Looking back through classroom windows usually makes separations harder! If they are upset, trust us - they settle quickly, and we will call you if they don't.
- **Independence:** For KS2, please encourage your child to walk through Gate D independently, even with bikes or scooters. And please let them carry their own bags.
- **Gate closing:** Gates close strictly at 8:50am so our staff can get into classrooms and we can prepare for Collective Worship.

Daily Collective Worship



Monday Hymn Practice with Mrs Noyes

Tuesday Vicar Worship

Reverend Melanie Harrington (St Luke's & 'The Barn')

Father Giles Fraser (St Anne's)

Wednesday Headteacher/ Deputy Head

Thursday Class Worship – teachers

Friday Celebration Worship

Upcoming events

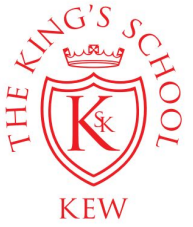


Coffee Mornings - Meet with other parents and the Senior Leadership Team.

- **Year 1 & 2 Coffee Morning - Tuesday 22nd September 9-10am.**
- **SEND Coffee Morning - Thursday 24th September 9-10am.**
- **Year 5 & 6 Coffee Morning - Monday 28th September 9-10am..**
- **Year 3 & 4 Coffee Morning - Tuesday 29th September 9-10am.**

Curriculum Workshops - Wednesday 23rd September 6:00 – 7:00pm to learn about our curriculum with subject workshops including phonics/early reading, maths and English. How to support at home.

Communication



- Fortnightly Newsletter
- 'Keeping Up' dates shared the week in between
- Google Classroom (learning & photos)
- Arbor email for educational visits etc
- WhatsApp Community run by the school (coming soon. Broadcast only)

Ready for learning...



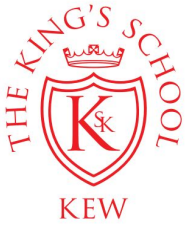
General school rules

- Hair must be tied back if it is below the collar – girls and boys
- No nail polish or jewelery (unless Religious)
- No smart watches or fitbits (new guidance from DfE. King's is Smarthphone Free)
- Please name everything, including water bottles
- School rucksacks or book bag - no danglies please
- Healthy eating - snacks in containers or reusable plastic bags
- No Toys/ personal items without permission from school

Uniform:

- See website for uniform – black shoes
- EYFS & KS1 to wear **PE kit** to school **on** their **PE days** (teachers will let you know)
- KS2 keep PE kit in lockers and change in school - boys and girls change separately
- Wear black school shoes /suitable footwear for PE
- Trainers can be left in lockers ready for clubs etc.

Ready for learning...



Resources:

Please bring in a small bag i.e. school book bag/ small rucksack (fit in a small locker):

- Reading book
- Lunch box, named (if having a packed lunch) & water bottle (named)
- Pencil cases & refills
- Thin rain coat in school (we go outside in all weathers)

○

Food in school



Due to the number of children with severe allergies and anaphylaxis

Children should not share food in school from school dinners or packed lunches.

We are a **nut free** school. This includes all tree nut and sesame seeds

N.B. Sesame oil is used in most commercial hummus and pine nuts in pesto sauces so should be avoided in packed lunches.



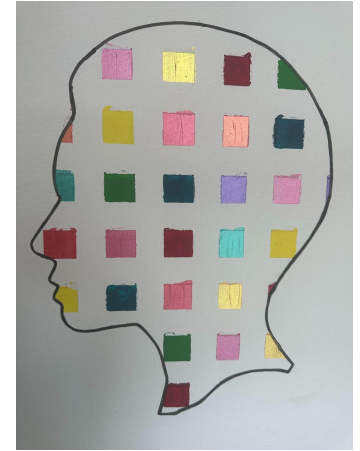
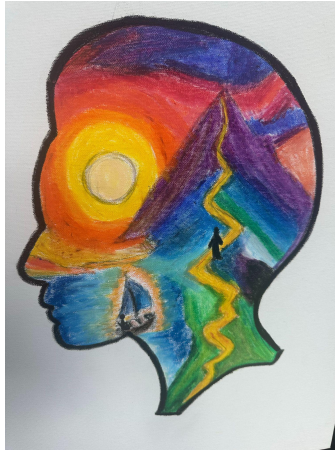
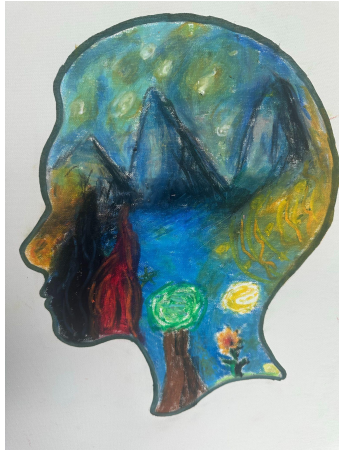
For more details and information on school lunches, please see our school website

Children in EYFS and key stage 1 – have fruit provided

Children in Key stage 2 may bring a healthy snack of fruit or vegetable

There is new guidance from the government which all staff will completing the training for this week.

Good learners are:



Confident Resilient Independent Creative Curious

Determined

Our curriculum is underpinned by our 6 Learning Roots, helping children to understand what makes a 'good learner'. The focus is on supporting children to develop learning skills and behaviours that can be applied to any situation, embedding learning skills for life. Each Learning Root is exemplified through Bible references and stories contributing to the spiritual and personal growth of our children.

Feedback & Marking

EYFS

(EYFS may use some symbols as appropriate, when working with a child; however it is mostly verbal feedback)

C	Capital letter
●	Full stop
S	Supported
I	Independent

Year 1 and 2

<u>C</u>	Capital letter
●	Full stop
<u>Sp</u>	I need to check my spelling mistake This is the correct spelling - look at the sound buttons
✓	This work is good
✓✓	This work is really good
?	I need to think about this
😊	I need to smile as this is a very good work

You might notice fewer green-ink comments in your child's books. Educational research consistently shows that written marking has minimal impact compared to **real-time verbal feedback**.

Teachers and Assistant Teachers work directly with focus groups during lessons, giving immediate guidance.

KS2

Sp	I need to check my spelling mistake
C	I need to use a capital letter
P	I need to check my punctuation
G	I need to correct my grammar
✓	The OL/ WILF has been understood
✓✓	The OL/ WILF has been confidently achieved
?	I need to think about this

Assessment



Assessments are made against the learning objectives from the National Curriculum using KPIs (key performance indicators) appropriate to year group expectations.

Teachers assess the learning taught up to the point of assessment, this is known as a 'point in time' assessment or PITA.

Attainment will be described as:

Pre Key Stage	PKS	Working below their current key stage
Working below	BLW	Working below their current year group curriculum.
Working towards	WTS	Working within current year group curriculum and not secure in what has been taught.
Expected	EXS	Secure in learning taught so far in the current year group curriculum.
Greater Depth	GDS	Mastered learning taught so far and delves deeper into taught concepts in more detail.

Assessments are ongoing throughout the year: PITA three times a year.

Information on progress and attainment will be shared in parent consultations and in the final year report.

Online Safety



We take e-safety very seriously at King's.

Not all children will recognise the term “e-safety” but they will be able to talk about safety online.

Online safety is routinely taught in computing lessons (and lessons where technology is used).

We use professional resources to inform children, staff and parents.

We are professionals and e-safety is part of our safeguarding responsibilities

Our systems are strictly monitored and controlled.

We are constantly striving to keep abreast of new developments in technology that could affect our children.

Please refer to our [Online safety](#) page on the website.

Online Safety



General Guidelines

- Talk to your children about their online activity
- Share what you do as a family online
- Encourage an open environment about online behaviour
- Restrict screen time on devices (tablet, laptop, mobile phone) before bedtime
- Don't allow devices to be kept in bedroom overnight
- Have a set of rules around use of devices
- Find things to do together online (games, homework research, holiday planning, etc.)

If children encounter inappropriate content while using devices, please share this with your class teacher to ensure that we can support discussions and reassure the children.

Reading



The gateway to all learning.

At King's, we want every child to develop a genuine love of reading. All reading counts - whether your child enjoys novels, comics, magazines, audiobooks, or dipping in and out of non-fiction.

The most important thing is that they are reading regularly and finding joy in it.

- Reading Lead - Mr Megrah
- Promote and encourage at home
- Volunteer for reading in school info@kings.richmond.sch.uk
- PSA raise funds for books
- Author visits
- World Book Day (5th March)

Fantastic website that recommends high-quality books for children: The Reader Teacher.

You can explore it here: www.thereaderteacher.com

Multiplication Tables



- The children focus on and learn 2x 5x and 10x in Year 2.
- In Year 3 this moves onto 3x 4x and 8x
- However, children are expected to know all their tables up to 12x by the end of Year 4 so we really focus on this in Year 3 and encourage the children, with your support, to move on as soon as they are ready.
- We do regular practice and play games to support this at school and there will be activities set in their homework to encourage and consolidate.
- Children in KS2 have a log in to [Times Table Rock Stars](#) to support them specifically in learning their multiplication tables.

Your support in this is much appreciated as regular practice really helps embed their tables which underpin the majority of maths learning and understanding.

There are many great songs and activities available in apps and online – especially good when travelling!

Maths Mastery



Language: vocabulary/sentences

'In our classes mathematical language is very important. Our students must know how to do, say and express maths.' Teacher in Shanghai

Over learning through

- an emphasis on explanation and review
- Contexts
- Concrete resources
- Range of manipulatives
- Meaningful practice

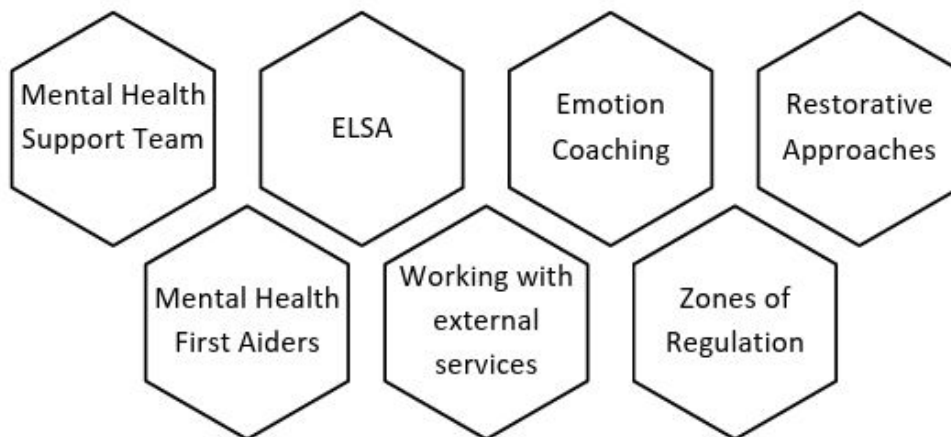
Mastery: understanding, visualising and explaining structures and relationships

Depth through

- Making connections, describing structures, relationships and patterns
- Solving problems
- Reasoning
- Generalising
- Proof

Behaviour

How behaviour is supported at King's



Behavioural Approaches

Emotion Coaching

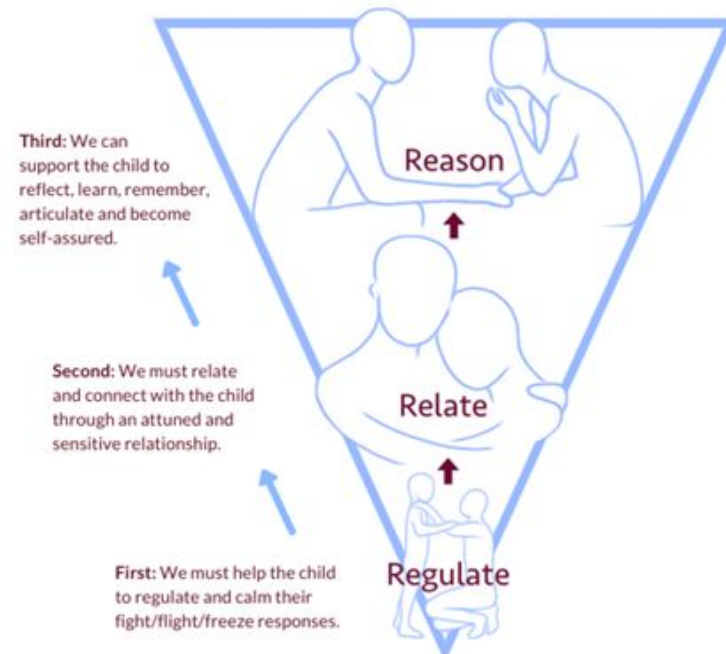
Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

www.emotioncoachinguk.com

Relational Approach

A 'relational approach' is a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation and humility. This approach allows children to feel empowered at being able to change a mistake they have made. They are able, with structured conversations, and through hearing the impact of their actions on others, to find a way to repair the consequences of their actions. This builds self-esteem and creates peace with the other child involved through a solution-focused approach.

Behaviour



Behaviour & Relational Approach Our approach to behavior is relational and grounded in research.

- **Regulation First:** A dysregulated brain cannot learn or reflect. If a child is distressed or disruptive, our first step is to regulate their emotions using Emotion Coaching and the Zones of Regulation.
- **Repairing Mistakes:** Once calm ("back online"), we conduct a restorative conversation to help them understand the impact of their actions and repair the harm.
- **Sanctions:** Sanctions (such as loss of social time or reflection sheets) do happen behind the scenes. If your child mentions an incident at home that you haven't heard about, drop us a quick email so we can follow up.

The **ZONES** of Regulation™



- Throughout the school children are encouraged to identify their feelings using the Zones of Regulation.
- In class we work together to find ways to overcome these feelings and get ourselves into the Green zone when our best learning can take place. We call this our Tool Kit.
- Encourage your child to find ways to regulate their feelings and behaviour at home by helping them to find independent activities and strategies.
- You can find more ideas and strategies for this on our Google Classroom.

The **ZONES** of Regulation™

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

The ZONES of Regulation™

Some ideas for your tool kit

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Behaviour



Behavioural Expectations

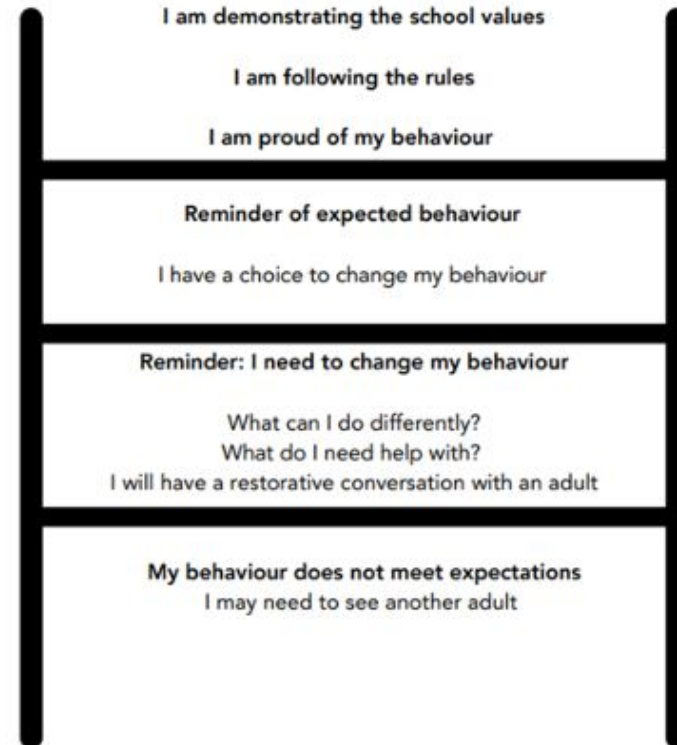
The Golden Rules

Be gentle
Be kind and helpful to others
Be respectful to property and
equipment
Be a good listener
Be honest
Be the best version of you.

Class Contract

Classes collaboratively draw up a list of class rules that are signed by every member of the class as a contract between pupils and teacher.

Behaviour Ladder



These are in the classrooms

Visual reminders and can be referred to by the teacher

Praise in public and discussion in private when not meeting expectations.

Linked to Christian values in conversation

Behaviour Policy



Behaviour Management

I am following the rules



Verbal positive praise

Dojo Points

House Team Incentives

Stickers

King's Shield Badge and Certificate

Good Work Bag

Positive Postcard

I need to change my behaviour

Follow Behaviour Ladder



Two reminders (including a restorative conversation)



Consequences

Restorative conversation with another adult:

- The other class teacher
- Phase Lead
- Assistant Headteacher/ Deputy Headteacher
- Headteacher

Behaviour Reflection Sheet

Loss of Social Time

Internal Exclusion ('Internal Reflection Time')

Individual Behaviour Plan

**For more detailed information, please see our
Behaviour Policy on the school website**

Enrichment Framework



Personal & Character Development

- Educational Visits
- Visitors/ workshops
- Author Visits
- Music concerts
- Performances
- Residentials
- Bikeability
- Pupil Parliament
- Competitions
- Sports tournaments

Class Reps & email addresses



Please make sure your details are up to date on Arbor.

Please apply for a DBS, all volunteers must have one.

We thank you in advance for your support.

Volunteering

We value and appreciate any time that parents/carers can offer to the school.

There are a few ways you can volunteer:

- Reading – we have many children across the school that would benefit from daily reading to an adult. (30 minutes after drop off or before pick up)
- Times tables practise – activities provided
- Lunchtimes – supervising children collecting and eating their lunches (12-1pm)

If you are able to volunteer regularly, we would be grateful for any time that you could spare. Please contact Mrs Bedford at info@kings.richmond.sch.uk

School website



[The King's School Website](#)

Our website is regularly updated, please reference it for:

- Diary dates and school calendar
- Fortnightly newsletters/ Keeping Up With King's
- Curriculum information
- Year group pages: Learning/ Year Group Pages. EYFS
- Key documents
 - Policies
 - Forms
 - Lunches, clubs, wrap around care etc.

Any questions?



We have an open-door policy.

If you have any questions about your child, please see your class teacher at pick up when all teachers dismiss at their respective gates.

Alternatively, you can make an appointment by calling the school office 020 8940 3580 or email info@kings.richmond.sch.uk

Any concerns, please call or email

Key dates



- **Curriculum workshops:** Wednesday 23rd September 6pm
- **Coffee Mornings** 9am
 - Year 1 and 2: Tuesday 22nd September
 - Year 3 and 4: Tuesday 29th September
 - Year 5 and 6: Monday 28th September
 - SEN: Thursday 24th September
- **Individual and sibling photos:** 6th and 7th October
- **Half term:** 26th-30th October
- **INSET Day:** Monday 2nd November
- **Autumn 2 starts:** Tuesday 4th November
- **Parent Consultations:** 17th & 19th November
- **Kew Sparkle:** Friday 3rd December
- **Christmas Fair:** Saturday 5th December
- **Carol Service at St Anne's:** Tuesday 15th December
- **Last day of Autumn term:** Friday 18th December