

16th Oct 26

KEPS Courier



Success Through Teamwork

News from our Classes



Beech Class

In Beech class this week we have really focused on our sharing and co-operative skills in continuous provision. We are learning how to be a good friend and how we can make good choices. Fine motor skill development is a focus at the moment, strengthening the children's hands and grip for word writing a little later down the line.

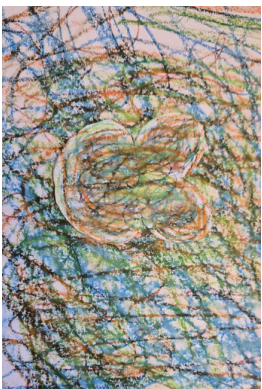
In Maths, Reception are learning about size, mass and capacity, whilst Year One are looking at addition and subtraction. In English, we have recently finished our 'Room on the Broom' story focus and moved on to 'The Gigantic Turnip'. We have made predictions and discussed the series of events, we are enjoying this funny story! In Science, we are nearing the end of our plants topic. We have recently learnt about deciduous and evergreen trees, collected some of these leaves from the field and explored different plant seeds. We love working like scientists, discovering and asking questions about scientific concepts.

Keep up the super work Beech Class, we are so proud of your progress already.



Willow Class

Willow Class have been exploring information texts and how the writing features we have been practising, can be used in different ways. We have found that the choices we make for our adjectives and conjunctions are very different for an information text to a fictional piece, as they need to be factual or answer enquiry questions carefully. We also examined some key topic words - evolution, adaptation and camouflage. We worked together to create 'habitats' for moths to disguise themselves against. Can you spot our moths hiding against their own habitats?



Maths has involved some new and exciting learning, namely with Year 3 starting to use the more formal column method to add. They have done a brilliant job accurately answering and then presenting calculations in their own books. Don't forget to check for an exchange! Year 2 have been exploring how their number bonds can help to answer calculations using written and mental methods. There have been some tricky representations for them to get their heads around but they have done a superb job!



Ash Class

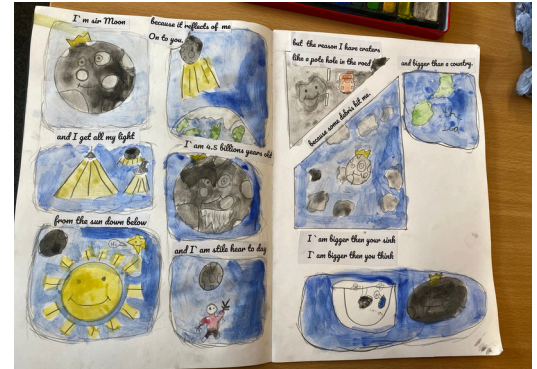
Ash Class have had a busy and exciting couple of weeks! In Science, we have been investigating tooth decay by observing the effects of different liquids on eggshells over time. The children have shown great enthusiasm, eagerly waiting to examine the changes to the eggshells - despite some rather unpleasant smells!



In English, we have explored the Windrush Generation and the experiences of those who travelled to Britain. This learning has inspired the children to write diary entries, imagining what life might have been like during this important period in history.

During PE, the class have continued to develop their Tag Rugby skills, putting their teamwork, communication and decision-making to the test in game situations.

In Art, the children have brought their poetry comics to life using watercolour, carefully choosing colours to enhance their illustrations and create vibrant, eye-catching final pieces!



Oak Class

We've had a wonderful time learning together recently, with lots of exciting, hands-on experiences!

In Science, we've been exploring the circulatory system and learning how the heart works. Dissecting real hearts was a particular highlight, bringing our learning to life! In History, we are exploring the history of St Martin's Church, reenacting battles between the Royalists and Roundheads and learning about the Clubmen who tried to protect it. The children then wrote news reports to capture these dramatic events.



In Reading and English, we've been enjoying Tom's Midnight Garden as our class novel and have now started our new English text, Journey to Jo'burg. It's been lovely to see the children so engaged, curious and imaginative in their learning.

Best wishes

*All at
KEPS*



A Message from the Chair of Governors



Dear Parents, Carers and Staff,

I am pleased to introduce myself as the new Chair of Governors at KEPS.

Having three children at the school across different year groups gives me a broad perspective on school life and a first-hand appreciation of the dedication shown by staff every day.



I wanted to take this opportunity to describe what the governing body is. While the Headteacher is responsible for the operation of the school, Governors are volunteers who provide support, scrutiny and constructive challenge. This ensures KEPS continues to provide the best possible education and opportunities for every child. We hold meetings throughout the year and our main responsibilities are;

- Setting the school's vision and strategic direction
- Holding the Headteacher to account for educational performance and pupil wellbeing
- Overseeing finances, safeguarding, policies and legal compliance
- Representing the interests of pupils and the wider school community

We do have a vacancy on our governing body for a parent or member of our community to join, so if you can spare some time to help KEPS it would be appreciated. If you would like to know more, reach out to the school office or to me directly – mgulliver@keps.school

I would also like to offer my sincere thanks to our outgoing Chair, Simon Faull. His dedication and contribution to the governing board and the wider school community have been greatly appreciated.

I am excited to work alongside you all and look forward to meeting you at upcoming school events.

Regards,

Michael Gulliver

Dates for your Diary...

Weds 21st Oct - Parents Evening 1

Thurs 22nd Oct - Parents Evening 2

Mon 2nd - Weds 4th Nov - Year 5 Leeson House Residential

Fri 13th Nov - 1.30-3.30pm - KEPS Open Afternoon

Tues 17th Nov - Ash & Oak Class Cinema Trip - Kensuke's Kingdom

Thurs 19th Nov - Head of Huish Episcopi Academy visiting Year 6s

Tues 15th Dec - KEPS Christmas Lunch

Updated Attendance Policy – Important Information for Parents

Our gates are open daily between 8.40 and 8.55am. Children arriving between 8.55 and 9.10am will be marked late but do not need to be signed in. For children arriving after 9.10am, they will be marked late parents need to sign them in with the school office.

As part of our statutory responsibilities, we have updated the **KEPS Attendance Policy**. The full policy is available on the school website and we encourage all parents to read it carefully.

Key Updates to Note:

1. Unauthorised Absences and Penalty Notices

Unauthorised absences include:

- Arriving after registration closes
- Term-time holidays without approval
- Absences without a valid explanation

If a pupil has **10 or more unauthorised sessions** (equivalent to 5 days) within a rolling 10-school-week period, the school is required to consider issuing a **penalty notice**.

Penalty notices are issued **per parent, per child**, and carry a fine of **£160** (or **£80 if paid within 21 days**). Repeat offences may lead to prosecution.

2. Changes to Signing In/Out Procedures (Effective After Half Term)

To support accurate attendance recording and safeguarding:

- Pupils arriving after the gates close at **9:00am** must be signed in by a parent or guardian at the school office.
- This includes late arrivals due to medical appointments.
- Parents must also sign their child out at the office if collecting them during the school day.

These changes are being introduced to ensure we meet statutory guidance and continue to prioritise **safeguarding and punctuality**.

If you have any questions or need further clarification, please don't hesitate to contact the school office.

KEPS Class Attendance so far this year

Figures correct as at 16th October



Ash - 97.25%



Beech - 96.15%



Willow - 95.64%



Oak - 94.78%



Preloved Books



A big thank you to all those who have recently donated pre-loved books from home.

These are always greatly appreciated and have been added to our school library.

THANK YOU

PE Days for 2026/27

Please send your child/children to school in their PE kits on PE Days. PE kits should be burgundy shorts/black leggings/tracksuit bottoms, white KEPS PE t-shirt. A school jumper, cardigan or KEPS PE hoody (hoody is optional).

We respectfully ask that children do not wear very short shorts /hot pants for PE and instead wear comfortable, practical shorts that provide appropriate coverage for physical activity - thank you.



PE days for 2026/27 are: **Monday – Beech and Willow** **Tuesday – Ash & Oak**

Author Visit

On Tuesday 13th October, we were lucky enough to have a visit from the **children's author Clare Helen Welsh** who came to KEPS and talked with the children about her experience of being an author and creating her wonderful books.

This was arranged by a fantastic local book shop - The Snug Bookshop and Cafe.

The children had lots of fun and were so engaged with the whole visit - it was lovely to see.



Class Updates

The below links are for each class, these will take you to the KEPS website for their updates.

Preschool [Preschool Updates | Kingsbury Episcopi Primary School](#)

Beech Class [Reception/Year 1 - Beech Miss Roberts | Kingsbury Episcopi Primary School](#)

Willow Class [Year 2/3 - Willow Mrs Carson | Kingsbury Episcopi Primary School](#)

Ash Class [Year 4/5 Ash - Mrs Cleasby | Kingsbury Episcopi Primary School](#)

Oak Class [Year 5/6 Oak - Mrs Lane | Kingsbury Episcopi Primary School](#)



Safeguarding

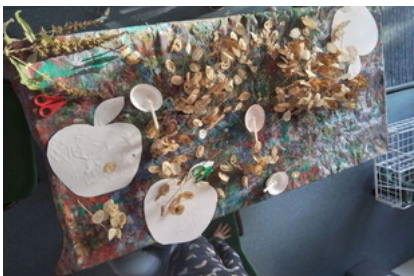
Our Designated Safeguarding Leads (DSL) are **Mr Thompson** and **Mrs Carson**.
Our safeguarding governor is **Mr Simon Faull**.

If you have a concern relating to the safety or wellbeing of a pupil, please report this by emailing safeguarding@keps.school

If you have concerns about your child at home or school, contact the office to book an appointment. Alternatively, if you are worried about a child or young person who could be in danger, please contact Children's Social Care on 0300 123 2224, by email at childrens@somerset.gov.uk or the police.

You can contact the police directly by dialling 101 and they will discuss with Children's Social Care what action should be taken. In an emergency always contact the police by dialling 999. If you would like to speak to a social worker outside office hours, please phone the Emergency Duty Team (EDT) on 0300 123 2327.

KEPS Preschool Update



We've made the most of the mild weather, exploring the school field and nature, observing changes in the leaves of the trees. Sweeping the leaves is popular and gathering them up for transport in tractor trailers. We've shared autumn themed stories, and done collage activities with natural items.



The scavenger hunt on the school field was great to discuss the list of items to collect, quantities and size of items.



We've made a map of our local area after drawing our homes, and talked about our journey to preschool. We are focusing on healthy habits so encouraging teeth brushing and healthy foods. We've been exercising and had fun developing coordination with an obstacle course, climbing over, under and through the various obstacles.

For fine motor skills the group completed a range of challenges, threading, using hammers, screw drivers and spanners, scissors and band boards. We've talked about what makes us smile and who makes us laugh, taking turns to talk and listen.



Online Safety



What Parents & Educators Need to Know about **WORRY AND ANXIETY**

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.

DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.

WHAT ARE THE RISKS?

LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.

ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.

Advice for Parents & Educators

ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.

TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.

SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

School Calendar for 2026/27



Somerset School Terms and Holidays 2026/2027 Academic Year

September 2026							October 2026							November 2026						
M			7	14	21	28	Mo			5	12	19	26	M		2	9	16	23	30
T		1	8	15	22	29	Tu			6	13	20	27	T		3	10	17	24	
W		2	9	16	23	30	We			7	14	21	28	W		4	11	18	25	
Th		3	10	17	24		Th		1	8	15	22	29	Th		5	12	19	26	
F		4	11	18	25		Fr		2	9	16	23	30	F		6	13	20	27	
Sa		5	12	19	26		Sa		3	10	17	24	31	S		7	14	21	28	
Su		6	13	20	27		Su		4	11	18	25		S	1	8	15	22	29	
December 2026							January 2027							February 2027						
M			7	14	21	28	M			4	11	18	25	M			1	8	15	22
Tu		1	8	15	22	29	Tu			5	12	19	26	Tu			2	9	16	23
W		2	9	16	23	30	W			6	13	20	27	W			3	10	17	24
Th		3	10	17	24	31	Th			7	14	21	28	Th			4	11	18	25
F		4	11	18	25		F		1	8	15	22	29	F			5	12	19	26
Sa		5	12	19	26		Sa		2	9	16	23	30	Sa			6	13	20	27
Su		6	13	20	27		Su		3	10	17	24	31	Su			7	14	21	28
March 2027							April 2027							May 2027						
M		1	8	15	22	29	M			5	12	19	26	M		3	10	17	24	31
Tu		2	9	16	23	30	Tu			6	13	20	27	Tu		4	11	18	25	
W		3	10	17	24	31	W			7	14	21	28	W		5	12	19	26	
Th		4	11	18	25		Th		1	8	15	22	29	Th		6	13	20	27	
F		5	12	19	26		F		2	9	16	23	30	F		7	14	21	28	
Sa		6	13	20	27		Sa		3	10	17	24		Sa	1	8	15	22	29	
Su		7	14	21	28		Su		4	11	18	25		Su	2	9	16	23	30	
June 2027							July 2027							August 2027						
M			7	14	21	28	M			5	12	19	26	M		2	9	16	23	30
Tu		1	8	15	22	29	Tu			6	13	20	27	Tu		3	10	17	24	31
W		2	9	16	23	30	W			7	14	21	28	W		4	11	18	25	
Th		3	10	17	24		Th		1	8	15	22	29	Th		5	12	19	26	
F		4	11	18	25		F		2	9	16	23	30	F		6	13	20	27	
Sa		5	12	19	26		Sa		3	10	17	24	31	Sa		7	14	21	28	
Su		6	13	20	27		Su		4	11	18	25		Su	1	8	15	22	29	

Key:

	School Holiday
	Bank Holiday
	Term Time
	Inset Days

Term dates summary:

Term 1: 03 September – 23 October 2026 (37 days)	
Term 2: 02 November – 18 December 2026 (35 days)	
Term 3: 04 January – 12 February 2027 (30 days)	
Term 4: 22 February – 25 March 2027 (24 days)	
Term 5: 12 April – 28 May 2027 (34 days)	
Term 6: 07 June – 23 July 2027 (35 days)	TOTAL = 195

Bank and public holidays 2026/27

Christmas Day Bank Holiday	25 December 2026	Easter Monday	29 March 2027
Boxing Day Bank Holiday	28 December 2026*	May Day Bank Holiday	03 May 2027
New Year's Day Holiday	01 January 2027	Spring Bank Holiday	31 May 2027
Good Friday	26 March 2027	Summer Bank Holiday	30 August 2027

*Replacement Bank Holiday when Bank Holidays falls on a weekend.

Academy, Free Schools, Foundation & Voluntary Aided schools can set their own term dates and may differ from ours. Please check with the individual schools for their term dates.