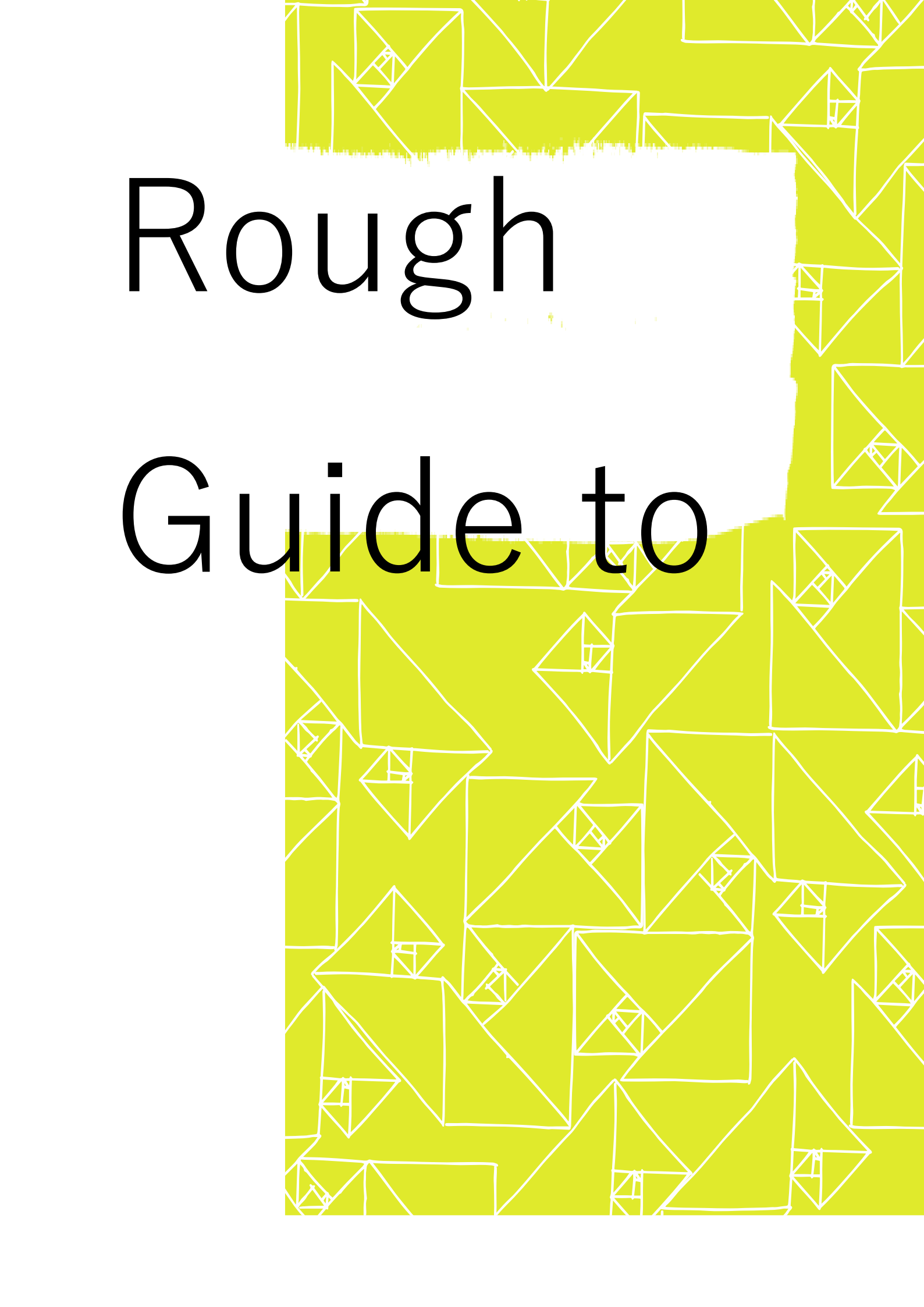




# Rough Guide to

# KCLMS

# 2025-26

For Parents  
and Carers

# The Rough Guide to KCLMS for Parents and Carers

## Contents

|                                                              |           |
|--------------------------------------------------------------|-----------|
| <b>The Rough Guide to KCLMS for Parents and Carers .....</b> | <b>3</b>  |
| <b>Chapter 1: Welcome to KCLMS .....</b>                     | <b>3</b>  |
| Introduction .....                                           | 4         |
| Expectations.....                                            | 4         |
| <b>Chapter 2: The Academic Journey .....</b>                 | <b>6</b>  |
| KCLMS Grades .....                                           | 6         |
| Target setting and additional sessions .....                 | 6         |
| Learning behaviours .....                                    | 7         |
| Homework expectations.....                                   | 7         |
| Independent futures.....                                     | 7         |
| UCAS.....                                                    | 8         |
| <b>Chapter 3: The Personal journey .....</b>                 | <b>10</b> |
| Key contacts.....                                            | 10        |
| When should I talk to whom?.....                             | 10        |
| Wellbeing .....                                              | 10        |
| Reporting Absence.....                                       | 11        |
| Safeguarding .....                                           | 12        |
| Bursaries .....                                              | 12        |
| Structure of the day .....                                   | 12        |
| <b>Chapter 4: The KCLMS community .....</b>                  | <b>17</b> |
| Friends of KCLMS .....                                       | 17        |
| Alumni .....                                                 | 17        |
| Gifts.....                                                   | 17        |

## Chapter 1: Welcome to KCLMS

## Introduction

King's College London Mathematics School (KCLMS) is a thriving community of profoundly engaged and committed students and teachers.

Our values of curiosity, ambition, compassion, tenacity and integrity underpin all of our actions and enable our learners to make continuous and impressive progress towards outstanding achievements, whilst enjoying life and learning along the way.

As a parent or carer of a student at KCLMS, we hope that you take great pride in both your child and the school.

This guide is intended to give you a thorough insight into the journey through KCLMS from both an academic and personal perspective, and to help you therefore to understand how best to support your child during their time here.

## Expectations

At KCLMS we expect every student to strive for academic excellence across the whole of our curriculum, and to experience and enjoy a range of enriching opportunities in a diversity of areas outside the classroom including sport, clubs and societies, and school trips. We are confident that by building close links between students, staff, parents / carers and governors, we will support young people as they develop the knowledge, skills and interests that will prepare them effectively for higher-level study and give them lifelong opportunities. At KCLMS, we build positive relationships so that our students are well prepared to become dynamic, responsible and successful adults, capable of making beneficial decisions for themselves and their futures.

To ensure that this is so, students will

- attend the full KCLMS day as per their individual timetable, arriving on time to school and ready to learn for their first lesson of the school day and for every subsequent lesson;
- maintain outstanding levels of attendance to school, attending school every day (barring illness or other exceptional circumstances where permission has been granted in advance by the school);
- if unwell for an extended period, follow a suitable care plan set out by the school to ensure minimum disruption to learning;
- be fully equipped and ready and willing to learn throughout the KCLMS day;
- wear clothes which although they may be casual are suitable for a learning environment including wearing the KCLMS ID lanyard at all times;
- behave in a way that is conducive to our learning environment and supportive of other learners;
- undertake all areas of the curriculum with ambition and academic rigour;
- complete all class and home assignments thoroughly and ambitiously, meeting any deadlines set;
- keep all appointments with teachers or other KCLMS staff;
- continuously strive to improve their ability to learn;
- ask for help, guidance or support, be that academic or pastoral, when needed;
- accept help, guidance or support, be that academic or pastoral, when offered it;
- understand the expectation that they need to achieve BBC across Maths, Further Maths and Physics at the end of Y12 in order to progress to Y13;
- participate in a range of activities outside the classroom;

- uphold and exemplify the KCLMS values of Curiosity, Ambition, Compassion, Tenacity and Integrity;
- participate fully in the development of personal, social and employability skills through Tutor Time and Tutor 1-1s, personal development, independent futures and broader curriculum programmes such as the King's Certificate.
- uphold at all times the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- promote equality and inclusion not discriminating against individuals on the basis of their race, sexual orientation, sex, disability, faith, gender identity, age, marital / civil partner status or pregnancy / maternity;
- always be respectful (whether communicating face-to-face, online or through other means) to each other, to all members of both the KCLMS community and the wider community around us in London, and to themselves, recognising the individual identities of each member of our community;
- through their actions and behaviour promote the good name and high standing of KCLMS.

# Chapter 2: The Academic Journey

## KCLMS Grades

At KCLMS we use assessments consisting primarily of examination past paper questions to monitor student progress. At three points during the year, students receive “K” grades – “Kinetic” grades that can alter over the course of the year. Parents receive K grades by email. Parent/Carer Consultation Evenings (PCCE) are scheduled after some sets of K grades, though your child’s tutor may schedule additional meetings if the results suggest that these are necessary. The school calendar shows the dates for each set of assessments.

| Grade code | Grade type               | Grade source                                                                                                                                                                                                          |
|------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| K1         | Descriptors              | Y12 Early check-in, no grades awarded. 3 Red/ Amber/ Green ratings for: <ul style="list-style-type: none"><li>• Base knowledge and skill</li><li>• Picking up material in lessons so far</li><li>• Thinking</li></ul> |
| K2– K3     | Year 12 Assessment grade | Calculated from scores achieved in assessments sat in school.                                                                                                                                                         |
| K4 – K6    | Year 13 Assessment grade | Calculated from scores achieved in assessments sat in school.                                                                                                                                                         |

The UCAS predicted grades is provided at the end of year 12 following end of year exams.

Each year ends with formal examinations:

- in year 12, students sit end of year examinations in Maths, Further Maths and Physics, and AS examinations in Computer Science or Economics;
- in year 13, students sit their A level examinations.

Students are expected to achieve grades BBC across Maths, Further Maths and Physics in the end of Y12 examinations in order to progress into Y13.

## Target setting and additional sessions

In response to K assessment results, students set themselves SMART<sup>1</sup> targets and discuss these with their tutor. Some students are asked to attend booster classes, either at lunchtime or after school. In some sessions, students have an opportunity to revisit material that they have found difficult; in other sessions, they have the chance to work through questions and to tackle problems with the

---

<sup>1</sup> Specific, measurable, achievable, realistic and timebound.

support and guidance of a teacher. Even if your child has not been asked to attend them, many of these sessions are open to all students and represent an important opportunity for them to seek assistance with their work. Students receive Green/Amber/Red ratings for each piece of assessed work and these sessions provide a formal opportunity to work on any Amber/Red areas. The precise nature of additional sessions varies between subject and time of year.

## Learning behaviours

At regular intervals through Y12, students self-assess themselves on key learning behaviours in three key categories: self-management, expression and collaboration. In each subject, specific criteria are shared with students that outline the learning behaviours that are important, and that we wish our students to develop so that they have the capacity to be successful at A Level and beyond. These self-assessed skills will be an important discussion point for Parents and Carers Consultation Evenings (PCCE) between yourselves, the young person and their tutor.

## Homework expectations

We expect a good deal of independence in the way that your child goes about their learning, and this includes spending 10-15 hours each week completing homework and other independent learning tasks outside of lessons. Subject teachers in Maths, Further Maths, Physics and Economics/Computer Science set up to 3 hours per subject on average each week. Homework is **timebound** not outcome bound. Students should spend the allotted time on their homework, rather than try to “finish”.

We recommend that students spend a dedicated 2 hours each day (using free periods, some lunchtime, commuting time, or time in the morning or evening) and 5 hours on either Saturday or Sunday working on assignments; we also recommend that the other day over the weekend is very much spent **not** working on schoolwork to allow for proper rest and recuperation.

Whilst we want students to be independent, we also provide considerable individual support to ensure they can meet our expectations in making outstanding progress. They are encouraged to seek help from peers and/or from their teacher at any point. Students will be able to access booster sessions to seek support and these will be advertised to all at appropriate times.

Please be aware that our expectations of independence extends to organisation: all assignments are expected to be submitted on the prescribed deadline. It is important that your child has a good space where they can work each evening and over the weekend, and one that is relatively free from distractions. Your child can arrive to school from as early as 08:15 Monday to Friday and stay at school to work until 18:15 from Monday to Thursday.

## Independent futures

The purpose of the independent futures preparation is to increase student readiness for their transition to their next phase post KCLMS. For many students at KCLMS, this will be the move from school to university. The KCLMS target is for 100% of Year 12 students to undertake a minimum of 5 days of independent futures preparation activities. Students are permitted to have 3 days off

school timetable for independent futures. The first week of the summer holidays is the designated time all Year 12 students are expected to engage in work experience.

Suitable activities include, but are not limited to:

- Masterclasses
- Internships
- External Lectures
- University visits
- Summer schools (e.g. Sutton Trust, UNIQ)
- HeadStart courses
- NCS 'The Challenge'
- External Work Experience, including research placements.

Although we expect students to take ownership of finding these opportunities, extensive support is given on making applications for such activities through both the tutor and the Personal Development (PD) programme.

## UCAS

KCLMS aims to provide outstanding advice and guidance to students in preparing for their next step, be that in further education or employment and training. In most cases, students go on to study a course with a high proportion of mathematical content at the best universities in the country. Starting in the summer term of Year 12 after end-of-year exams, students begin the process of preparing to apply to university with guidance from their tutor. The additional support provided by the school is detailed below:

### Year 12

- December/January: applications to UNIQ summer schools and Sutton Trust summer schools open.
- January: Independent Futures Programme launch
- Early June (after exams): UCAS launch assembly. Students begin to draft content for their personal statement and explore subjects they wish to study. This process is guided by a series of Personal Development sessions as well as through the tutor system.
- June: UCAS carousel – students set up their UCAS online application forms and complete a first draft of their personal statements with individual feedback. Students also receive advice on how to pick university courses.
- June: UCAS parents and carers information evening – an opportunity for parents and carers to hear about the details of the UCAS support and advice we provide.
- July: Action plan for Summer Holidays – by the end of the summer, students are expected to have a good draft of their personal statement, a long-list of 15 universities and courses and a completed UCAS online form (as far as possible). This is supported by a Summer Logbook containing a guide to all activity to be completed over the summer break.
- July: students receive their predicted grades and use these to select a 'short-list' of five universities and courses, balanced between aspirational, on-target, and insurance options over the summer holidays. These are then reviewed by their tutor, along with their personal statements in September.

**Year 13**

- Early-September: Students receive feedback on their choices and personal statement. The UCAS online form is reviewed by tutors. Students requiring extra support on personal statements have access to weekly drop-in sessions.
- Early-October: Internal deadline for early entry applications (includes all applicants for Oxford and Cambridge).
- Late-November: Internal deadline for all applications to UK universities.

For those students not applying to university, alternative sessions are available during the summer of Year 12 and autumn of Year 13. Support for activities such as applications to degree apprenticeships, internships, gap year and studying abroad will also be given through the tutor system.

# Chapter 3: The Personal journey

## Key contacts

The KCLMS tutor team are:

- LSC: Dr Chu ([simon.chu@kcl.ac.uk](mailto:simon.chu@kcl.ac.uk))
- LCW: Mr Watts ([connor.1.watts@kcl.ac.uk](mailto:connor.1.watts@kcl.ac.uk))
- MMB: Mr Bennett ([michael.bennett@kcl.ac.uk](mailto:michael.bennett@kcl.ac.uk)) and Mr Sun ([noah.sun@kcl.ac.uk](mailto:noah.sun@kcl.ac.uk))
- MEF: Mr Francis ([elliott.1.francis-hewett@kcl.ac.uk](mailto:elliott.1.francis-hewett@kcl.ac.uk))
- NTB: Mr Boyle ([tony.1.boyle@kcl.ac.uk](mailto:tony.1.boyle@kcl.ac.uk))
- NJS: Mr Shaw ([jonathan.1.shaw@kcl.ac.uk](mailto:jonathan.1.shaw@kcl.ac.uk)) and Mr Albuquerque ([ariel.albuquerque@kcl.ac.uk](mailto:ariel.albuquerque@kcl.ac.uk))
- RLC: Mr Collier ([louis.collier@kcl.ac.uk](mailto:louis.collier@kcl.ac.uk))
- RND: Ms Doležal ([neela.dolezal@kcl.ac.uk](mailto:neela.dolezal@kcl.ac.uk)) and Mr Pereira ([marco.pereira@kcl.ac.uk](mailto:marco.pereira@kcl.ac.uk))

The Lead Teacher for Y12 is Ms Birmpili ([eirini.birmpili@kcl.ac.uk](mailto:eirini.birmpili@kcl.ac.uk)) and the Lead Teacher for Y13 is Mr Dolman-Atwell ([christian.dolman-atwell@kcl.ac.uk](mailto:christian.dolman-atwell@kcl.ac.uk)).

The Assistant Head for Personal Development, Behaviour and Welfare (PDBW) and Designated Safeguarding Lead (DSL) is Ms Orukpe ([obehe.orukpe@kcl.ac.uk](mailto:obehe.orukpe@kcl.ac.uk)) or ([kclms-safeguarding@kcl.ac.uk](mailto:kclms-safeguarding@kcl.ac.uk))

## When should I talk to whom?

Talk to a student's Tutor if:

- You have a concern about the well-being, behaviour, punctuality, attendance or progress of your child

Talk to the Lead Teacher (Year Group) if:

- You have an ongoing and significant concern about your child's well-being, punctuality, attendance or progress

Talk to the Assistant Head (PDBW) if:

- You have a concern that a child may be at risk of significant harm, either to themselves or from somebody else
- A child has made a disclosure or allegation, or has raised a suspicion of abuse, be that about a member of KCLMS staff or not.

## Wellbeing

All members of the KCLMS community (students, staff, parents / carers, governors) are encouraged to make positive choices that benefit themselves and the wider KCLMS community. At KCLMS we aim to promote positive mental health for every member of our school community. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches where appropriate.

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our Personal Development curriculum. The specific content of lessons will be determined by the needs of the cohort but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We will follow the [PSHE Association Guidance](#) to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Specific resources for parents/carers are available on the school website: [Support for Parents and Carers - Kings Maths School](#)

There are also specific resources for students, which might be useful for parents/carers to signpost their child to: [Support for students - Kings Maths School](#)

Parents should be aware that students can request, or be recommended for, sessions with the school counsellor (1-1 sessions) or wellbeing consultant (1-1 sessions and group work). The full KCLMS Positive Mental Health Policy can be found on the school website.

## Reporting Absence

- **For absences on the day**

Please contact the school office by 08:30 by email to the school office on [KCLMSabsence@kcl.ac.uk](mailto:KCLMSabsence@kcl.ac.uk) copying your child's tutor, or by phone on 020 7848 7346.

Absences must be reported by parents/carers – **we cannot accept a report of absence from your child themselves.**

- **For planned absences**

To request a planned absence from school, parents/carers should complete the online [Absence Request Form](#).

You will receive a response by email to your request from your child's Year Lead or registration team.

This should be completed at least 48 hours in advance of the absence and includes requests for attending medical appointments, university open days, family events, independent futures or interviews.

- **Unauthorised absences**

Holidays and other extended absences without extenuating circumstances will not be authorised by the school. The school will issue a fine to parents/carers in any situation where the parents/carers have chosen to take a child enrolled at KCLMS on holiday during term-time, unless permission has expressly been granted by the school. The fine will be for £200, reduced to £100 if paid within 10 working days.

## Safeguarding

If you have any concerns that a student may be at risk of significant harm, either to themselves or from somebody else:

- Inform the Designated Safeguarding Lead, **Obehi Orukpe** ([kclms-safeguarding@kcl.ac.uk](mailto:kclms-safeguarding@kcl.ac.uk))
- If she is not available, please inform the Deputy Safeguarding Lead, **Timothy Bateup**

If you have any concerns about a member of staff:

- Speak to the Head Teacher or to the Designated Safeguarding Lead
- If it concerns the Head Teacher, speak to the Chair of Governors, **David Benello**. David can be contacted via the clerk to the Governors, Rebecca Barrett, [Rebecca.Barrett@kcl.ac.uk](mailto:Rebecca.Barrett@kcl.ac.uk)

The full KCLMS Safeguarding Policy, including key contacts, can be found on the school website.

## Prevent Duty

Protecting children from the risk of radicalisation is seen as part of our school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

As with managing other safeguarding risks, parents and carers should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Concerns should be passed on to the Designated Safeguarding Lead, Obehi Orukpe.

## Bursaries

Students who are in need of financial support may be eligible to apply to the School's 16-19 Bursary Fund. This is a fund which has been allocated directly by the Government to individual schools to administer. The school will supplement this with additional bursary funding when received from other sources. KCLMS offers various means of financial support, including but not limited to:

- Travel bursaries: funding to support daily travel to and from KCLMS
- Laptop bursaries: funding to support the purchase of a school laptop for the duration of study at KCLMS
- Progression fund bursaries: additional funding to support with university or apprenticeship related activities, for example, travelling to open days or supporting the cost of a course.

If you would like further information, please refer in the first place to the [Bursary Fund Policy](#) and if you have any questions or your child would like to apply, contact the Business Manager ([kclmsbusinessmanager@kcl.ac.uk](mailto:kclmsbusinessmanager@kcl.ac.uk)).

## Structure of the day

Timings of the school day are as follows:

**Monday – Thursday**

| When?       | What?                 | Anything else?                                                       |
|-------------|-----------------------|----------------------------------------------------------------------|
| 0815-0910   |                       | Students must arrive and tap into school by 0910.                    |
| 0915 - 1005 | Period 1              |                                                                      |
| 1010 - 1100 | Period 2              |                                                                      |
| 1100 - 1120 | Break                 |                                                                      |
| 1120 - 1210 | Period 3              |                                                                      |
| 1215 - 1305 | Period 4              |                                                                      |
| 1305 - 1330 | Lunch 1               | No student is (compulsorily) busy in both halves of lunch...         |
| 1335 - 1400 | Lunch 2               | ...but should do something in one half most days (clubs or boosters) |
| 1405 - 1425 | Tutor Time            | Check-in, Tutor 1-1s<br>Assembly: Y12 Tuesday, Y13 Wednesday         |
| 1430 - 1520 | Period 5              |                                                                      |
| 1525 - 1615 | Period 6              |                                                                      |
| 1630 - 1700 | Tutor time (optional) | Wednesdays only - flexible time for tutor 1-1s and/or house time.    |
| 1645 - 1830 | Outreach              | Monday and Thursday only – no students in the Main Building          |

**Friday:** The timetable is the same until the end of Period 4. At this point students make their way to their sports venue. Students “check-out” from their sport at 15:00 or 16:00, depending on their session. They do not need to return to school and are free to make their own way home unless they have a Friday Lead Teacher or SLT Detention.

**School opens/closes:** KCLMS opens to students at 08:15. From Monday – Thursday, it closes to students at 18:15, though on Monday and Thursday students must be in the annexe building only from 16:30. On Friday, the school closes to students at 16:30.

## Behaviour: Rewards and Consequences

KCLMS motivates all students by praise, reward and celebration of improvement and achievement. Positive behaviour is reinforced and encouraged by our formal reward structure.

The full KCLMS Behaviour Policy is available on the school website.

### House System

KCLMS operates a house system with each house consisting of two tutor groups and a combination of students from Year 12 and Year 13. Houses compete for the title of 'Kingdom of Kudos' each term which is awarded to the house with the most kudos points.

The houses are named after individuals closely linked to the mathematical sciences and who represent the diversity of KCLMS:

- Langlands
- Mirzakhani
- Noether
- Ramanujan

Over the year, house events and inter-house competitions will take place, for which students can win further kudos points. Houses are encouraged to organise competitive events via the Student Council.

Kudos points can also be awarded for the following reasons:

|               |                                                                                                                                                                               |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Daily</b>  | <ul style="list-style-type: none"><li>• Individual kudos points for good work, effort and high standards (= 1 kudos)</li><li>• Completed kudos card (= 18 kudos)</li></ul>    |
| <b>Weekly</b> | <ul style="list-style-type: none"><li>• Subject and Values award of the week (= 3 kudos)</li></ul>                                                                            |
| <b>Termly</b> | <ul style="list-style-type: none"><li>• Kingdom of Kudos awarded to the House (see the House System below) with the greatest number of kudos points each term</li></ul>       |
| <b>Annual</b> | Subject prizes: <ul style="list-style-type: none"><li>• Epistemic award for excellent attainment</li><li>• Philomathean award for demonstrating a love for learning</li></ul> |

### Behaviour Policy: Consequences

Any student choosing not to meet KCLMS's expectations of Conduct, Behaviour, Dress or Attendance and Punctuality does so with an understanding of the corresponding consequences. KCLMS is an environment which seeks to help students learn how to make good choices.

|                                                                                            |                                                                                                                                                                                                                  |                                                                                           |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Level 1 Academic Concerns include:</b><br><br>Non-completion of work by a set deadline. | <b>Level 1 Behavioural Concerns include:</b><br><br>Forgotten or incorrect equipment; not wearing KCLMS lanyard; use of mobile/computer without permission; minor disruptions or infringements of school policy. | <b>Level 1 Punctuality Concerns include:</b><br><br>Arriving to school late after 09:10am |
|                                                                                            |                                                                                                                                                                                                                  |                                                                                           |

Three Punctuality Level 1 Consequences in a single week = Level 2 consequences

|                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 2 Concerns include:</b><br><br>Failing to attend a Level 1 Consequence, repeated Level 1 Consequences (see above), late to school (after 10.20am or late for your first lesson if after Period 1), disruption to learning, more significant infringement of school policy, challenging authority of staff, smoking within 200m of KCLMS, truancy, using offensive language. |
| <b>Level 2 Consequences include:</b><br><br>Lead Teacher Detention (14:00-14:40 or 15:30-16:10), privilege restrictions, parental involvement, gating.                                                                                                                                                                                                                               |



|                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 3 Concerns include:</b><br><br>Repeated Level 2 Concerns, assault, threatening behaviour, bullying including cyber bullying, harassment, malicious or inappropriate use of digital technology. |
| <b>Level 3 Consequences include:</b><br><br>Temporary internal exclusion, privilege restrictions, parental involvement, gating.                                                                         |

As part of our curriculum, your child will be required to take part in educational visits. These visits are away from school and are an integral part of our study programme. During Enrolment, parents/carers give their permission for their child to participate in these activities.

Most of these visits will take place on school days at any time between 8am and 7pm. If the trip is outside of these times, you will be presented with an itinerary and specific permission will be requested from you. You will also be informed if your child is attending a trip.

### **King's Kulture**

The KCLMS King's Kulture programme is a series of events throughout the 2025 - 2026 academic year during which all students will have the opportunity to be taken by KCLMS staff, at no cost, to a variety of cultural events around London. This programme is funded by the [Friends of KCLMS](#).

Most often these events will take place during the evening, on school nights, and students will be dismissed at the end of the evening to make their own way home from the venue in or around central London. During Enrolment, parents/carers give their permission for their child to participate in these activities, though you can expect to be emailed in the days before the event notifying you that this is happening, with more specific information including the time that students will be dismissed. If, for any reason, you would prefer your child not to attend a particular trip you can simply email [mathsschool@kcl.ac.uk](mailto:mathsschool@kcl.ac.uk) to let us know.

# Chapter 4: The KCLMS community

## Friends of KCLMS

The Friends of King's College London Maths School was established in June 2016 as a Registered Charity (1167583) to advance the education of King's Maths School students, in particular by:

1. Providing facilities or equipment which are not normally provided by the Education and Skills Funding Agency (ESFA);
2. Developing effective relationships between the staff, parents/carers and others associated with the school (e.g. through regular social events);
3. Providing additional support and services for students in need;
4. Promoting high achievement, e.g. through sponsorship of trips to math competitions.

To find out more about the work they have done so far and how you can get involved, please visit the [Friends of KCLMS](#) area on the school website.

## Alumni

Once students leave KCLMS, they join the ever-expanding community of alumni of King's Maths School. We are certain that this network will be of great value to all current KCLMS students, as it not only provides them with life-long friendships but also with a set of connections to a host of brilliant and inspiring people.

Students will be invited to join the KCLMS Alumni community on LinkedIn.

## Gifts

If you or your child wish to buy a thank you gift for a member of staff at any point during their time at KCLMS, please be aware that our gifts policy stipulates that gifts from individuals should be valued at no more than £25.