



Early Years Foundation Stage Policy

1 Introduction

1.1 Entry into Knightsbridge School Reception is accepted in the September following the child's fourth birthday. It is Knightsbridge School policy for Reception children to attend school full time. Children's birth dates are carefully checked to ensure that any records in the format MM/DD/YEAR are revised to UK date writing format.

1.2 We believe that:

'Every child is a unique child

-Children learn to be strong and independent through positive relationships

-Children learn and develop best in enabling environments with teaching and support from adults, who respond to their individual interests and needs

-Children develop and learn in different ways and at different rates'

Statutory Framework for EYFS 1st September 2026

1.3 The EYFS is a specific phase of learning in its own right and is the basis for all future learning, enabling children to develop appropriate learning dispositions and personal well-being as a basis for the next stages in their learning and their life chances. The statutory documents, *Early Years Foundation Stage Framework 2026* informs our planning for learning and teaching and the statutory *Early Years Foundation Stage Profile Handbook (2026)* and the *Birth to 5 Matters Guidance* form the school's basis for setting the standards for learning, development and care of children from entry into Knightsbridge School up to the age of five years plus.

1.4 The Early Years Education and Care that we offer to our children is based on the following principles:

- building upon our children's previous knowledge, learning, experiences, cultural and national heritage;
- ensuring that no child is excluded or disadvantaged and that all children have equal access to each area of the Early Learning Goals;
- offering a framework for learning and development that recognises the uniqueness of each child, is differentiated where appropriate and matches the learning and development needs of young children;
- providing a stimulating, learning-rich environment that supports children's self-esteem, nurtures their individual development, enables them to form positive relationships built on trust, to have an enthusiastic and confident approach to learning and become independent learners, independent thinkers and curious inquirers.

* Where a child presents with mild or moderate specific learning needs or disabilities, Knightsbridge School aims to support the child as far as possible using the expertise of the internal resource of the SEND team and will seek the support of external agencies where appropriate. Where a child's specific learning or physical needs, even if moderate, prove to exceed this range of knowledge and skills and cannot be adequately supported by outside agencies to the extent that the child (or other children learning alongside the child) is unable to make age and stage appropriate progress as a result, the child and his/her parents will be sensitively guided and supported to find a more appropriate educational establishment (mainstream or specific) able to provide for such needs in order to ensure that the child can both learn and thrive.

2 Links with other policies

- 2.1 The EYFS is an integral aspect of the Knightsbridge School and follows the relevant aspects of whole school policies, particularly those that reflect the Knightsbridge School (KS) Code, the ethos, leadership and management systems and structure of the whole school as listed below. The Early Years Policy is designed to be read in conjunction with such policies.
- 2.2 Early Years Behaviour Policy. Please see a separate Behaviour and Discipline Policy document which works alongside our Early Years Policy and links our behaviour ladder for EYFS with green, amber and red sanctions. Behaviour in the EYFS is monitored daily and interactions reflect the PSED skills in the Early Years Foundation Framework 2026 working on self regulation, managing self and building positive relationships at school. Children's behaviour is encouraged to reflect the KS Code.

3 Organisation

- 3.1 Each Foundation Stage class is led by a qualified teacher and supported by a qualified assistant who are called 'Early Years Educators', both of whom have a specialism in Early Years Learning and Development. All Reception children participate fully in the Early Years Curriculum and additional specialist activities. In the Foundation Stage, there is a focus on children's access to continuous provision and self selective activities, where the child is empowered to initiate the learning, follow lines of inquiry or explore particular passions and interests. Knowledge and skills are taught through adult initiated and adult led activities and smaller focus groups throughout the day. All learning is extended and wellbeing supported through daily access to outdoor play in the outside learning classroom, sports tuition and planned visits to Forest School as well as local parks. Specialist teachers ensure that children access additional languages and the arts in an Early Years appropriate context. The children are actively encouraged to participate in all areas. Provision is made for those children requiring extra support or further challenge in their learning.

4 Teaching and Learning styles

- 4.1 The key features of high-quality effective teaching and learning in our school are defined in our whole school policy, as they are equally relevant to all teachers within the school.

- 4.2 The generic areas of good practice for all teachers in our school that relate specifically to the EYFS are:
- the authentic partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
 - the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching and provision to contribute to on-going development;
 - the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop the children's play, talk or other means of communication;
 - a carefully planned and individualised learning programme that helps children to work toward the achievement of the Early Learning Goals by the end of the EYFS (the expected level of attainment by the end of the Reception Year);
 - the provision for children to take part in activities that build on and extend their interests and develop their academic, physical, social and emotional abilities;
 - the encouragement for children to communicate (verbally and non-verbally) their learning and to develop self-regulation, independence and self-management;
 - the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
 - the identification, through carefully documented observations and dialogue, of children's progress and future learning needs, which are regularly shared with parents;
 - the clear aims and the regular monitoring of our work to evaluate and improve it;
 - the regular identification of professional development needs for all adults working at the EYFS

5 Inquiry based learning in the EYFS

- 5.1 Through planned and spontaneous inquiry-based learning, both indoors and outdoors, children learn with confidence and explore their ideas with enthusiasm, helping them to begin to make sense of the world. They practise, consolidate and extend their ideas, develop executive function and self-control, become independent thinkers, inquirers and learners themselves and begin to understand the need for school systems and structures, complying with them and internalising them as a natural aspect of the social life of the classroom. They are offered the opportunity to think creatively and to innovate, both alongside other children, with the guidance and support of adults and in individual pursuits. They are encouraged to communicate and demonstrate their learning in different ways, independently and with others as they investigate and solve problems, explore resources and develop their ideas over time. Our practice enables children to gain confidence in their own abilities, recognise that each has different strengths, to collaborate with their peers and to find meaning in their own learning. Through inquiry-based learning, we are best placed to observe children demonstrating the Characteristics of Effective Learning throughout the EYFS, a key element indicative of the stages of children's early learning and also required as a reported feature of the EYFS Profile at the end of the Reception Year.

6 Inclusion in the EYFS

- 6.1 We believe that all of our children are capable people in their own right and plan together to provide opportunities as far as possible to help all children to work toward the achievement of their potential. We support them do this by planning to meet the needs of all children with special educational needs and disabilities, of children who are more able, those with specific gifts and/or talents, of children from all social and cultural backgrounds, of children from different ethnic groups and those from diverse linguistic backgrounds including EAL children.

In the EYFS, we set realistic and challenging expectations tailored to the needs of each child, so that most achieve the National Expectation of a good level of development (the 'expected' level) identified by the achievement of the 17 Early Learning Goals by the end of the Reception Year. Some children will progress beyond this point in some of the areas of learning, indicating that the child is beginning to demonstrate learning beyond their chronological age and stage of development and will be supported accordingly to extend their learning

- 6.2 We intend to meet the needs of all of our children through:
- planning learning experiences and opportunities that build on and extend the children's prior and current knowledge, passions, experiences and interests
 - using a variety of learning and teaching strategies that are based upon children's learning needs and responses;
 - providing a wide range of learning opportunities to motivate and support children and to help them learn effectively;
 - offering a safe and supportive learning environment, in which the contribution of all children is valued;
 - employing a wide variety of natural materials and high-quality learning resources that reflect diversity and that avoid discrimination and stereotyping;
 - planning challenging activities for children whose ability and understanding are in advance of the expectations for children of their age and stage;
 - observing, recording and monitoring individual children's progress and the progress of groups, classes and cohorts;
 - collaborating with external multi-skilled agencies and liaising with them as necessary

7 The EYFS curriculum

- 7.1 Our curriculum for the EYFS reflects the 7 areas of learning (and the Characteristics of Effective Learning) identified in the statutory EYFS Framework and Foundation Stage Handbook (2026) and through which children learn and develop toward the end of Reception Year national expectations of the Early Learning Goals. Our learning approach enables children to develop competency and skills across all of the learning areas. The 7 areas of learning provide the basis for planning for learning throughout the EYFS, laying secure foundations for children's future learning. There are three prime (developmental) areas: Personal, Social and Emotional Development; Physical Development and Communication and Language. The four specific (skills based) areas are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

7.2 Prime areas of learning and their associated ELGs (Early Learning Goals, please note that these goals are intended to be met by the end of the Reception Year, following completion Reception Year)

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

-

Write recognisable letters, most of which are correctly formed;

- Spell words by identifying sounds in them and representing the sounds with a letter or letters;

- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;

- Subitise (recognise quantities without counting) up to 5;

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- Know some similarities and differences between different religious and cultural

communities in this country, drawing on their experiences and what has been read in class;

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
 - Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

7.3 During the Reception year the children experience learning in mathematics and literacy daily. All Reception children are taught phonics and writing through the Read,Write,Inc. programme, consisting of an hour long teacher led session at group ability level each morning.

7.4 Teachers design long term planning for learning that outlines the different general themes and/or contexts for inquiry to be covered throughout the year. Our medium-term planning is completed half-termly and indicates how the planned learning ensures coverage of all seven areas of learning.

Weekly/daily planning identifies the key learning foci and the main learning activities to be covered, including differentiated activities to ensure both extension and additional support for identified children and/or groups. All EYFS teachers collaborate on all areas of planning, using their specialisms where appropriate to design engaging learning tasks.

Resources

- 7.5 We plan for and resource a learning environment, both indoors and outdoors, that encourages inquiry, exploration, and a positive attitude towards learning. We offer age and stage appropriate materials and equipment that reflect both the community the children come from and the wider world. We encourage the children to make their own selection of the activities on offer and to initiate their own learning, as we believe that this encourages independent learning.

In accordance with 2026 EYFS statutory guidance, screen-based activities are strictly managed and do not replace active play, physical outdoor experiences, practical exploration, or face-to-face interaction. Screen use is limited and purposeful to ensure high-quality learning and responsive social engagement.

8 Assessment

- 8.1 The Early Years Foundation Stage Profile is the national statutory assessment framework, detailing criteria for progress in learning across all 7 areas for children from 0-5. Against these criteria, teachers record their observations during child initiated and adult led learning, of children's ongoing progress in learning through photographs, anecdotal evidence, narrative, samples of learning, children's comments, progress within the Characteristics of Effective Learning and contributions chosen by the child, each reflecting significant moments of achievement. This progress record is known as the child's own 'Learning Journey' and is individual to each child. Early Years Educators and other adults involved with the children are encouraged to add to their journey. For children in Early Years, teachers identify individual next steps that are recorded, reviewed and assessed and shared each term with parents.

At Knightsbridge School, this process continues throughout the Reception Year, when teachers summarise the children's progress as a 'best fit' judgement against the Early Learning Goals. The daily regular assessments of children's learning are also used to inform daily and weekly planning in each class to ensure that the 'next steps in learning' are noted and provided for. Overall progress for each class and the cohort is recorded on an electronic progress tracker via our Excel, enabling teachers and leaders to maintain an overview of children's learning and development.

8.2 Principles (Early Years Foundation Stage Profile 2026)

- every child is a **unique** child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships

- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. This covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

8.3 **Learning Journey**

The Learning Journey will be passed onto the Reception teachers (for children moving from KS Nursery to Reception). Children entering KS in Reception will start their Learning Journey in Reception. These Learning Journeys provide specific evidence of the child's learning and progress over time. The whole 'Learning Journey' in Early Years at KS will have comments and quotes added throughout. Comments and quotes from both adults and children.

EYFS Marking Guidelines and Learning Journey feedback

Children's work is annotated where necessary, giving the context to the piece of work and/or recording the 'voice of the child' which supports practitioners in the assessment of the child's overall understanding and attainment. When it is a 'child's voice' staff annotate with a speech bubble or quotation marks.

Annotation and verbal feedback is always positive focusing upon the evidence of what the children can actually do independently and supports their next steps.

All evidence within each child's learning journey is marked as 'supported' if the piece of work has been completed with the support of an adult. 'S'

All evidence within the children's learning journeys is dated.

All work is linked to the Early Years Foundation Stage Development Matters age bands. This supports the tracking of individual children's progress and is used to inform the planning for the children's unique next steps.

The entries into Learning Journeys will be dated and linked to the appropriate area of the EYFS in order to indicate a child's progress in their learning and development.

Please see 'Early Years feedback' for further details within the Marking and Feedback Policy 2026-27.

8.4 **Assessment**

The Early Years Foundation Stage Profile is the national assessment framework against which teachers record their observations in the EYFS and is used to summarise their pupils' ongoing progress towards the Early Learning Goals. It covers each of the 7 areas of learning contained in the curriculum guidance for the EYFS underpinned by the characteristics of effective learning. Teachers make regular assessments of children's learning through observation, involving both the teacher, child and other adults as appropriate (recording this through photos, narratives and anecdotal comments made during child initiated and adult focused activities) and direct assessments and this information is used to ensure that future planning reflects identified needs as well as adapting planning to match the children's interests. Each child has their own unique learning journey which is called a 'Special Moments' book. This record celebrates the most

significant moments of his/her learning. Each class teacher has their own class Excel data grid using the Birth to 5 ranges which then leads into 'Emerging ELG' and 'ELG.' The Learning Journey tells the story of your child's progress, the unique experience of his/her learning, social interactions with friends and the learning and play activities he or she enjoys sharing with others. These are moments that are unique to your child and indicate 'key points' in their journey. Throughout the year we carefully observe and notice each child's access to independent learning, the ideas pursued and the choices that he/she makes because it helps us to understand and support their individual well-being and development and to plan accurately for their next steps. We get to know the children as unique people with special skills, interests and ideas.

On entry to the school, children will be *informally* assessed against the stage appropriate developmental learning guidance of the EYFS. Results are used to inform planning, set targets and aid early identification of special educational needs. A summative assessment of children's progress will be made towards the end of each term where the Head of EYFS analyses data and uses this data to take learning forward across the cohort.

Documentation sharing with parents:

There are three types of documentation shared with parents throughout the academic year as detailed below.

- Individual Next Steps Meetings

Parents are invited to discuss individual targets and progress through a 'Next Steps' meeting in the Autumn and Spring Term. In the Summer Term parents are invited to have a 'Transition to J1' meeting. Class teachers will share targets for J1 and talk about J1. If a child is a Summer born birthday their targets are linked towards the end of the EYFS Early Learning Goals as those goals are age appropriate assessments.

- Learning Journey

The children's online learning journey will be sent home via a link every term. End of Autumn, end of Spring and end of Summer. Parents will have a 'one time' code to access the online journey and they will be added as a 'viewer' only.

- EYFS Written Report

At the end of the Summer Term parents receive a full written report which contains comments about the child's progress and learning in the three prime areas (Personal, Social and Emotional Development; Physical Development and Communication and Language) and the four specific areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) as well as languages.

8.5 Principles for good practice for Assessment at Knightsbridge School

Good assessment practice:

- is based upon clear curriculum intentions
- is both formative and summative
- plays an integral part in classroom activities

- is appropriate to the task
- focuses on learning processes as well as learning outcomes
- draws on a wide range of evidence
- indicates strengths and identifies areas for development
- involves children in reflection and review
- informs teachers and parents about individual children's progress

9 Self-evaluation

9.1 The Head, Deputy Head Academic, Assessment Co-ordinator and Head of EYFS will undertake this audit annually in conjunction with other members of the staff. The 'Help children achieve more' outcomes are taken into consideration:

- helping children to be healthy;
- keeping children safe;
- helping children enjoy and achieve;
- helping children make a positive contribution;
- organisation of our setting.

10 Parents as Partners

10.1 We believe that all parents and guardians have an important role to play in the education of their child. We therefore recognise the role that parents have played as the child's first and most enduring educators and their future role in sharing and contributing to the children's learning;

We establish partnership with parents by:

- having extended dialogue with parents about their child, before their child starts in our school;
- requesting that any important and/or confidential information (personal, learning or medical based, including psychologist reports, speech and language programmes, reports from a previous school or setting) that may impact the child's transition into school and affect ongoing progress be shared with us prior to the child's entry into school and that any change in the child's home circumstances, health, learning ability or wellbeing is communicated to us as soon as possible. This is to ensure that we are able to support the child and family in all aspects whilst the child is in our school
- promoting an open- door policy;
- holding a curriculum meeting at the start of the Year and workshops for Reception parents throughout the year;
- offering parents regular opportunities to talk about their child's progress in Reception classes;
- encouraging parents to talk to the child's teacher if there are any concerns with school or home circumstances;
- having flexible admission arrangements and allowing time to discuss each child's learning and care needs;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- an exchange of information through the school prospectus, parent handbook, weekly emails, newsletters and curriculum letters, Parents' Association, parent representatives;

- involving parents in the setting and evaluation of children's individual next steps through termly review meetings.

10.2 SAFEGUARDING

Personal Phones

All staff members who interact and teach with children in the EYFS at Knightsbridge School lock their personal phones away. Personal belongings are also locked away. Class teachers use a Knightsbridge School Google Phone which is tracked that staff use for pictures.

Child on Child Abuse

Children can abuse other children.

This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals

What is a low level concern? The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is not following the school Child Protection; Safeguarding Policy.

Reporting Allegations of Harm & Low-Level Concerns

In accordance with 2026 EYFS updates, allegations made against adults regarding harm (lowered threshold from "serious harm") are reported to relevant safeguarding partners/ISI. All low-level concerns causing unease or doubt must be documented and shared with the Designated Safeguarding Lead (DSL).

Safer Recruitment & Volunteers

Enhanced DBS and barred-list checks are mandatory for all staff and volunteers (16+) working with Reception children. Written references are verified prior to placement.

10.4 Intimate Care (see link to Code of Conduct)

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis and class teachers should inform the Head of Early Years, DSL and Head.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable in accordance with the PSED ELG. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents and the organisation must be negotiated, agreed and recorded.

See Intimate Care Policy 2026-27 for further information.

10.4 Home learning in Early Years:

Home learning is **not** compulsory in EYFS. Class teachers share suggested home learning ideas and tasks. Parents may access this if they wish to and if the child responds positively to it.

Reading diaries are to be signed by parents and class teachers/assistants throughout the school week to maintain active dialogue, guidance and to encourage active reading practices at home.

10.3 To ensure that we fulfil our above commitment to parents, we also schedule regular parent's evenings, a time when parents may view their child's learning and discuss the child's progress with the teacher. This is also an opportunity for parents to share their thoughts regarding their child's progress, both academic and personal, strengthening our partnership and the commitment that we make to all families entrusting their children's earliest school experiences to Knightsbridge School.

Reviewed by: Pam Mundy (EYFS Governor for the Head of EYFS)
Charlotte Edkins (Head of Early Years)

Approved by: Adam Anstey, Head
Date: September 2026