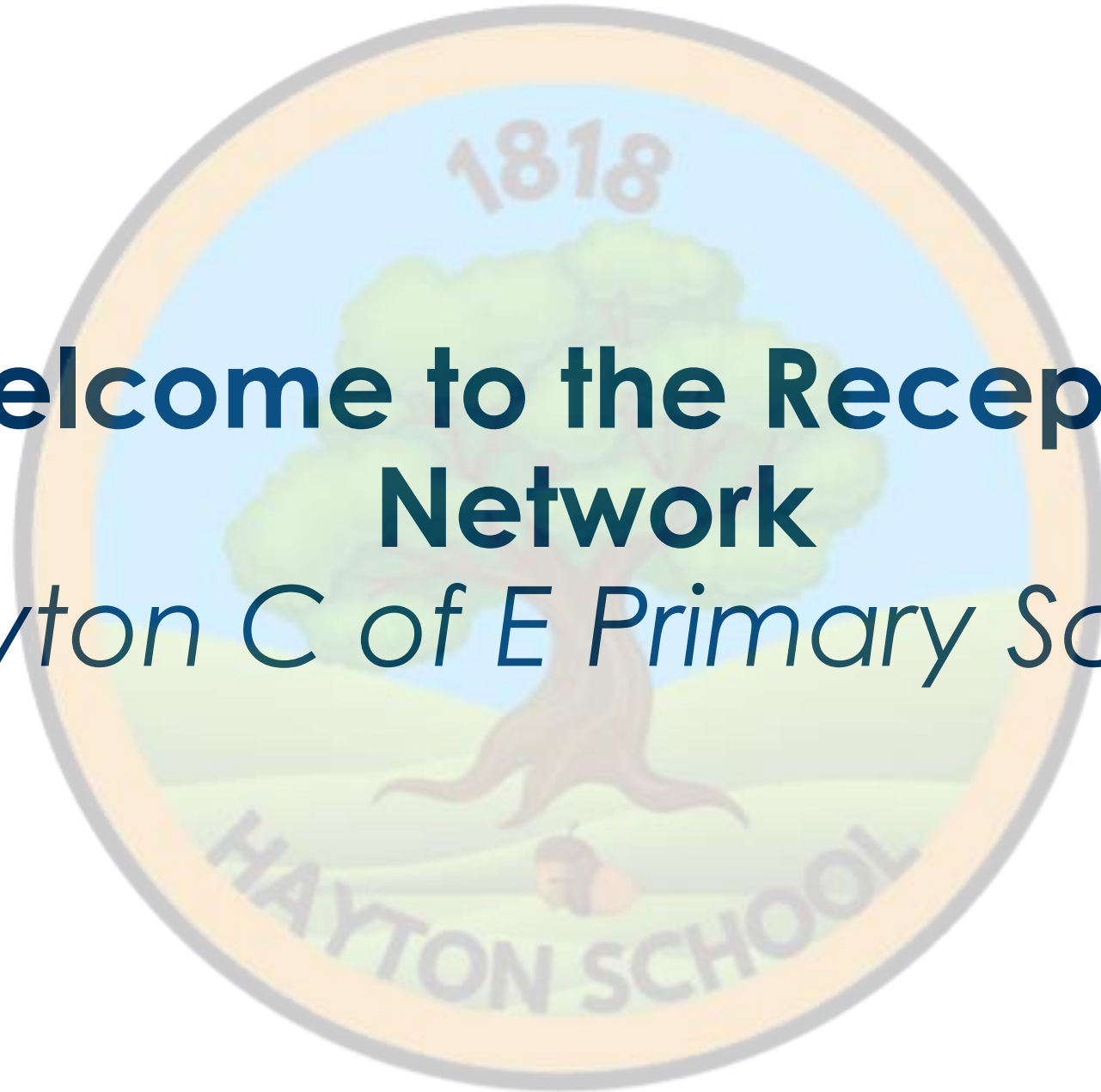


Welcome to the Reception Network

Hayton C of E Primary School



Welcome and Introductions

- Sarah Threlkeld-Brown – Head Teacher & Associate General Adviser / English Consultant
- Dee Grant – Early Years Leader & RISE Reception Lead



Housekeeping:



Please keep microphones muted unless speaking.



Turn cameras on where possible.



Use the chat to contribute throughout or raise your virtual hand.



There will be time for questions at the end.



Agenda



Agenda Item:
Welcome and Introductions
Network purpose and expectations
Lead School introduction and context
Network school introductions
The DfE offer- support to strengthen reception practice
Transitions and summer planning
Transitions- reflection and discussion
Questions and reflections
Closing and next steps



Network purpose and expectations

Why the Reception Network exists

- To support strong, inclusive reception practice across schools.
- To create a safe space for sharing challenges and successes.
- To focus on practical evidence-informed improvement.

What the network is (and isn't)

- ✓ Supportive, collaborative and school-led.
- ✓ Focused on improving outcomes for children.
- ✗ Not an accountability or inspection forum.
- ✗ **Not a replacement for the Cumberland LA EY Team**

What the network will offer

The network will aim to:

- Explore key priorities for reception together
- Share practical approaches that can be adapted to different contexts
- Create space to reflect with peers and learn from one another
- Signpost useful resources and examples to support your work.



Expectations of schools in the network

Participation in the reception network is designed to support schools in strengthening the quality and consistency of their reception provision.



We expect schools to:

- Engage openly and professionally in all network activity
- Respect the range of starting points and contexts across participating schools
- Attend and contribute to half-termly virtual network meetings
- Take part actively in discussion, reflection and collaborative problem solving
- Engage with shared practice and consider how it can inform your own improvement priorities
- Trial ideas and approaches in your own setting where appropriate
- Share experiences with peers, including what is working well and what is more challenging
- Where possible, participate in visits or open days hosted by Lead Schools, using these opportunities to observe practice, reflect and identify clear next steps
- Ensure there is a clear 'so what?' from network participation, leading to reflection, planning and action

Hayton C of E Primary School



Who are we as the Lead School

- Brief overview of our school context
- Our journey so far...
- Why we value collaboration and shared learning – our positive experiences



Our role within the network

- To coordinate and host network sessions, ensuring meetings are purposeful, well structured and focused on shared priorities.
- To facilitate discussion rather than provide all the answers, creating space for schools to share experience, challenge thinking and learn from one another.
- To bring together ideas, themes and questions from across the network and help shape future sessions in response.
- To learn alongside your, recognising the expertise that exists across schools and shape the network together over time.
- ****LA and our shared context****



Other Lead Rise Reception Network Schools in the North West Region:

- *All Souls Church of England Primary School (Rochdale Local Authority)*
- *Evelyn Street Primary Academy and Nursery (Warrington Primary Academy Trust)*
- *St Thomas's CofE Primary School (Westmorland and Furness Local Authority)*
- *Rimrose Hope CofE Primary School (Sefton Local Authority)*



Network school introductions



Getting to know our network:

To help us understand who is in the room and surface shared priorities, let us all introduce ourselves:

- **School name**
- **Your role**
- **One word or short phrase describing your current focus in reception**
(for example: transitions, communication, independence, parental engagement)

There are no right or wrong answers — this is simply a way to get to know one another and identify common themes across the network.



The DfE offer- support to strengthen reception practice



Reception is a national priority within RISE, with free DfE support to help schools improve provision and contribute to the ambition for **75%** of children to reach a Good Level of Development (GLD) by 2028. The full DfE reception offer can be found here: <https://www.gov.uk/government/publications/reception-improvement-offer/reception-improvement-offer>

What support is available from DfE?

Universal support- for all schools

- **Reception Networks:** opportunities to connect with other local schools, share practice, and learn together, led by accredited Lead Schools.
- **National webinars and training materials** focused on Reception priorities.
- **'Compare your GLD data' reports** to help schools reflect on strengths and areas for development.

Targeted and specialist support – where needed

- **Nuffield Early Language Intervention (NELI)** – fully funded early language support for Reception children.
- **English Hubs Reception offer (from September 2026):**
 - Reception-focused audits of early language, reading and writing
 - CPD and intensive specialist support for schools with greatest need.
- **Maths Hubs Reception support:**
 - Mastering Number (Reception & KS1)
 - Specialist Knowledge for Teaching Mathematics (SKTM)
 - Intensive one-to-one support where required.

Professional development for leaders and teachers

- Reception-focused training and resources
- Expanded early years content within NPQs
- A new national Reception teacher training course (from autumn 2026)

Supporting strong transitions

- National guidance, resources and examples to support transition into Reception
- Focuses on:
 - Early and purposeful planning
 - Strong partnerships with families and early years settings
 - Inclusive, strengths-based approaches for all children

Focus for today- transitions and summer planning



Why this matters

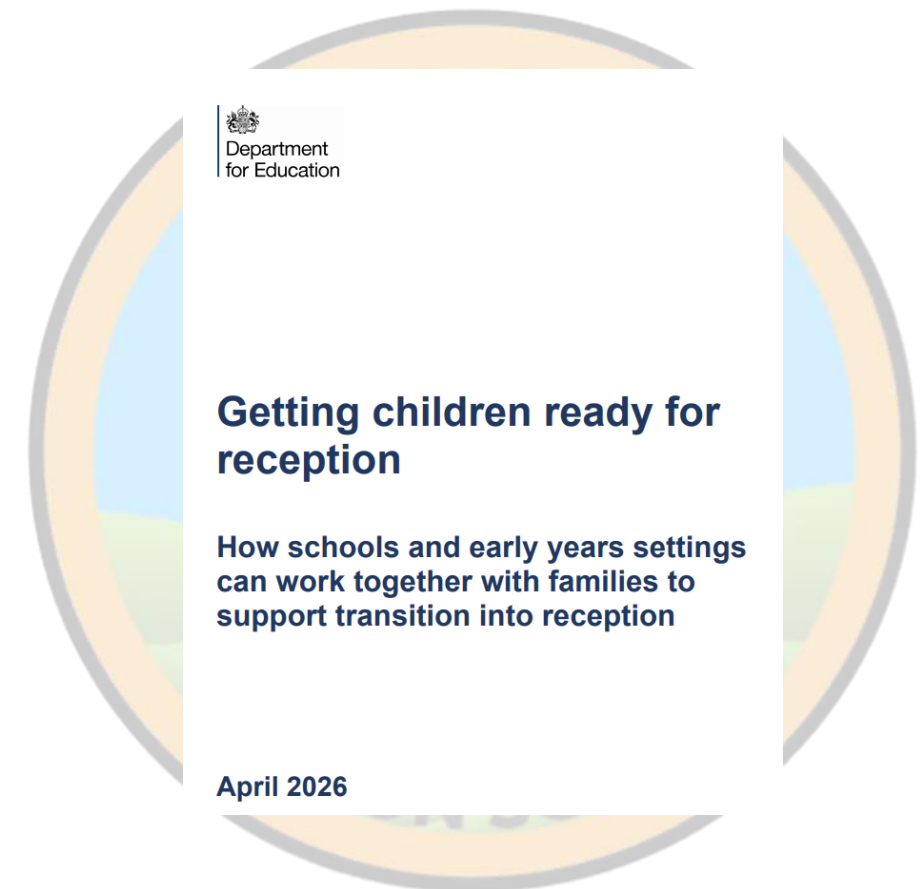
- Supporting children's emotional and academic readiness
- Ensuring continuity across reception and into year 1
- Strengthening communication with families

DfE published guidance ***Getting children ready for Reception: supporting effective transition*** on 16 April 2026.

Full guidance:



<https://www.gov.uk/government/publications/getting-children-ready-for-reception-supporting-effective-transition>



Transitions guidance- core principles

Transition is a process, not a single event

- Transition should begin early, build through the summer term and continue into the first weeks of Reception.
- Gradual, well-planned transitions help children feel secure, confident and ready to learn.

Targeted and specialist support – where needed

- Children settle best when families feel known, supported and confident.
- Clear, consistent communication throughout the summer reduces anxiety for children and parents.

Partnership with early years settings is essential

- Close working with nurseries and childminders helps children feel recognised and understood.
- Information sharing should be purposeful, strengths-based and focused on wellbeing and learning.

Transitions guidance- core principles

Reception is a continuation of the EYFS

- Transition should avoid a 'reset' in September, and should build on what children already know and can do.
- Familiar routines, language and approaches help children feel safe and ready to engage.

School readiness is broader than academic skills

- Focus on confidence, communication, independence, relationships and emotional security.
- Everyday routines and experiences play a key role in helping children feel ready.

Inclusive and early planning supports all children

- Early identification of additional or emerging needs (including SEND) allows for smoother transitions.
- Inclusive planning benefits all children, not only those with identified needs.

Transitions- reflection and discussion

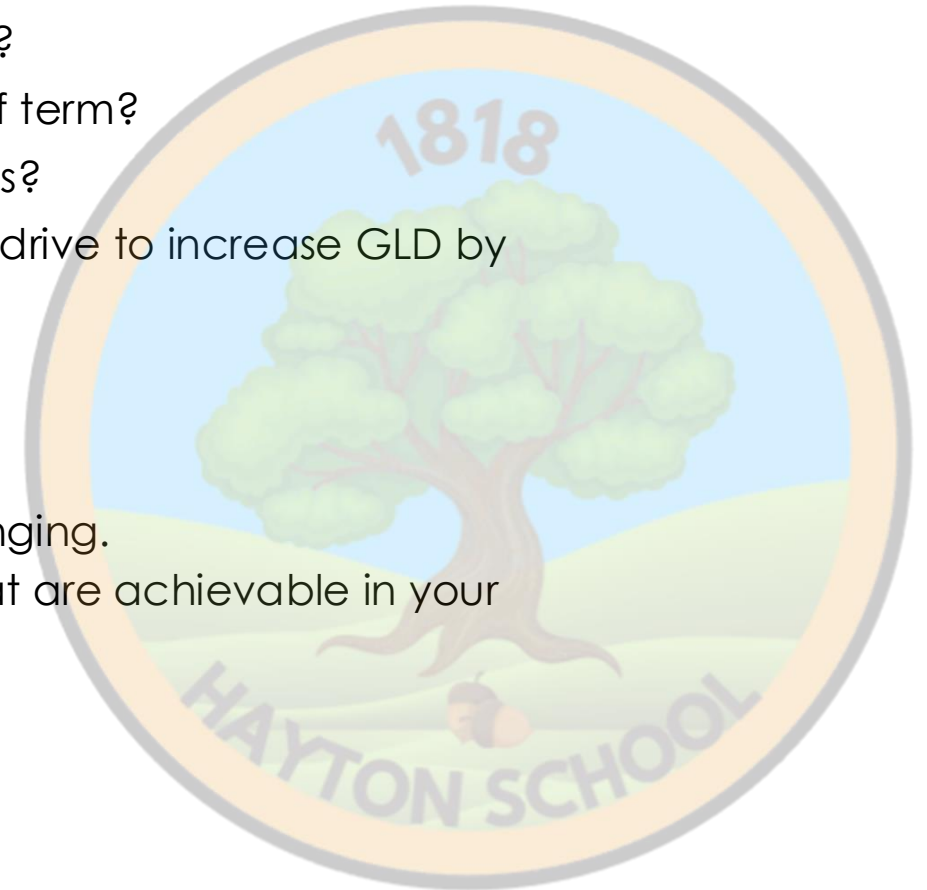


Reflective questions

- What transition practices are working well in your school?
- What feels particularly challenging this year?
- How effectively are you sharing information across settings?
- How are you supporting children's confidence and emotional security?
- How do you ensure transition continues beyond the first day or week of term?
- How are you identifying and planning for additional or emerging needs?
- How can summer transition planning and activity further develop your drive to increase GLD by end of Reception within your own school setting?

How this activity will work:

- Talk about what you've tried, what's worked, and what's been challenging.
- Keep contributions practical and realistic, focusing on approaches that are achievable in your context.
- Be prepared to capture one or two ideas to take away and build on.



Some of our practical examples of transition:



- Nursery visits (where appropriate)
- Nursery phone calls
- Open morning
- Transition mornings as requested/ where needed
- Stay and Play
- Parent information meetings
- Welcome packs
- Videos
- Photo books of classroom and teachers into the Nurseries or sent home.
- Children's Speech and Language Therapy Advice Service 01228 608177
CumbriaCommunicates@ncic.nhs.uk
- Toilet training advice from Cumberland LA <https://padlet.com/CumberlandEYteam/cumberland-early-years-team-fd8slgorze56enlg/wish/pRxDZ4PejNbbZ183>
- ERIC The toilet train https://eric.org.uk/all-aboard-the-toilet-train-get-ready-for-school/?_cf_chl_tk=dvGnwLSGxMm5G7VAi.RG4dMnYT..sJNPqX2iCf4xAI-1778837576-1.0.1.1-23Nidl8VmB_loruYZEbc_GKRF0bD.EAK2up_tcxUAKY



Transitions- practical actions schools can take this summer



- Start transition planning early in the summer term, with clear sequencing of activities.
- Strengthen communication with families through meetings, visits, or regular updates.
- Work closely with feeder early years settings to share key information and build continuity.
- Offer opportunities for children to become familiar with adults, spaces and routines.
- Use strengths-based information to plan support for children's wellbeing and learning.
- Continue transition support into the first weeks of Reception, adapting provision responsively.



Transitions- action planning



Take a few minutes to reflect on your own transition practice and identify:

- **One thing to keep**

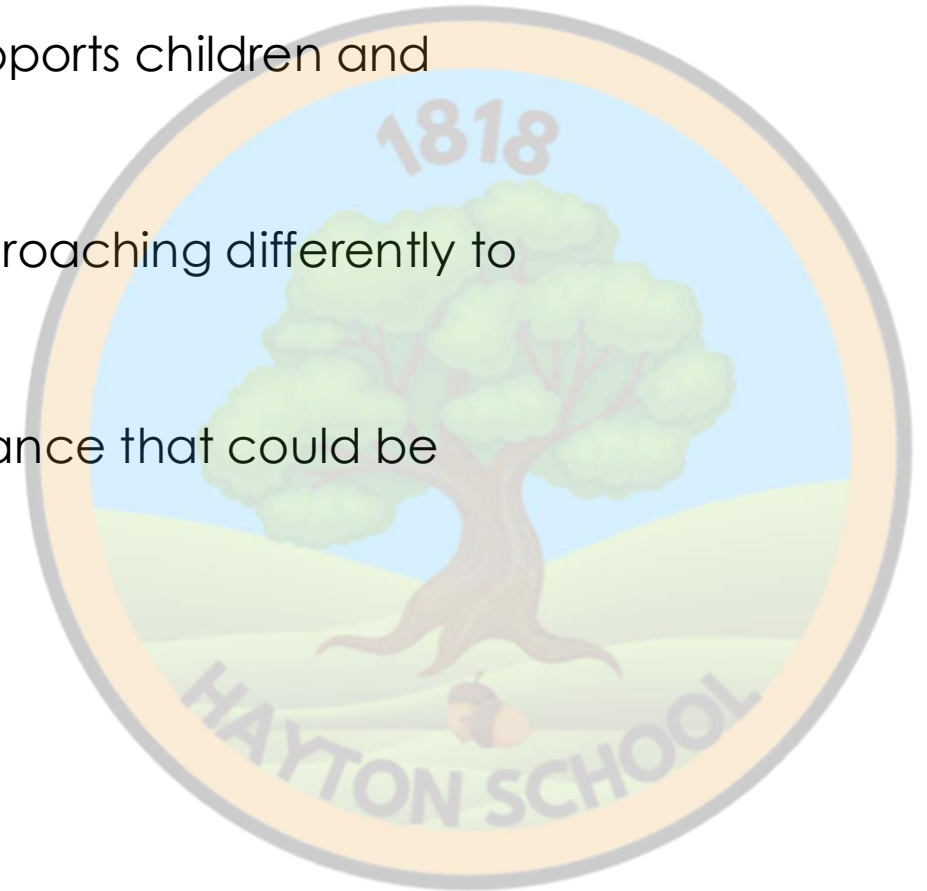
An aspect of current practice that is working well and supports children and families effectively.

- **One thing to adjust**

An element that may need refining, strengthening or approaching differently to better support children's transition into reception

- **One new thing to try**

A realistic change or new approach inspired by the guidance that could be trialled in the next transition cycle.



Transitions- summary



In summary, effective transition is.....

Early

Planned and purposeful, starting well before September and building across the summer term so children and families have time to become familiar with people, routines and expectations

Relational

Grounded in strong relationships with children, families and early years settings, so children feel known, safe and confident as they start school.

Inclusive

Designed for all children, with early identification and thoughtful planning for additional or emerging needs, ensuring no child is left feeling unsupported.

Joined-up

Built on clear communication and partnerships between schools, early years providers and families, with shared information, consistent messages and aligned approaches.

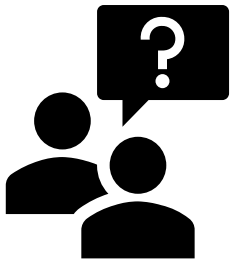
Small changes can have a big impact when they are well-sequenced, thoughtful and focused on what helps children feel secure, confident and ready to learn.



Questions and reflections

This is an opportunity to pause and reflect together. Please feel free to:

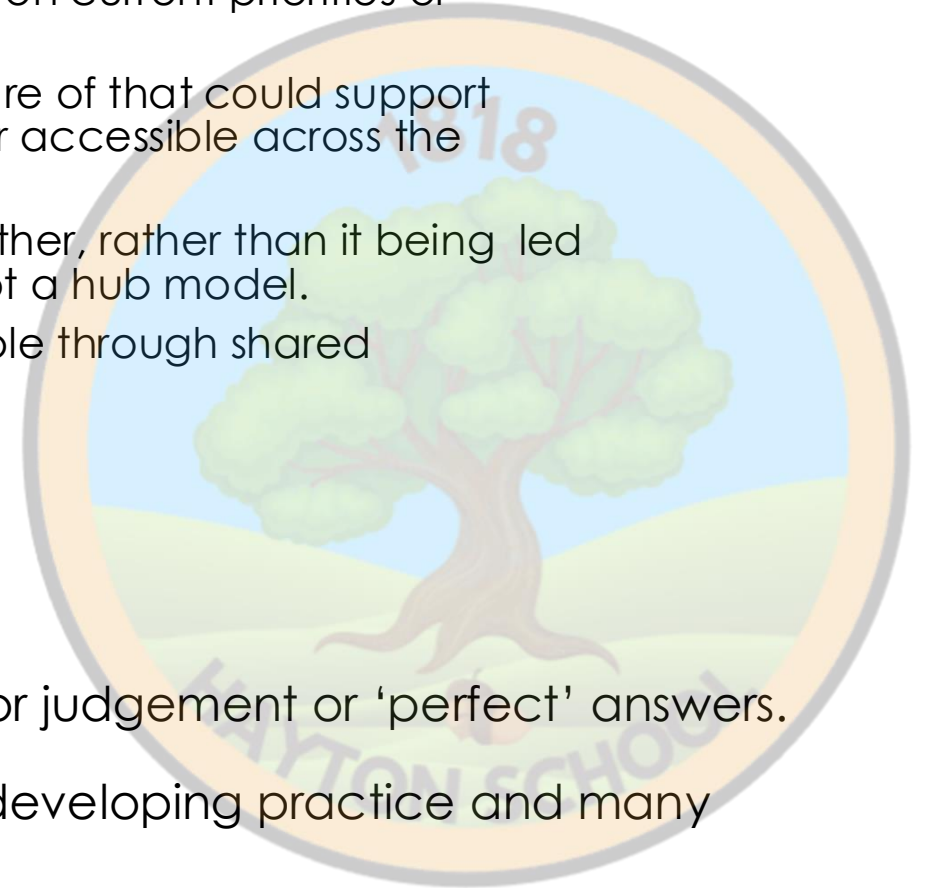
- Ask any questions about today's theme, including how it might apply in your own context.
- Seek clarification about the network, upcoming sessions or how the network will work
- Share initial reflections — what resonated, what surprised you, or what you're still thinking through
- Suggest areas or themes you'd like the network to explore next, based on current priorities or challenges
- Share any existing local support, networks or programmes you are aware of that could support reception improvement, and how we might make these more visible or accessible across the network
- Reflect on how we can co-construct the direction of the network together, rather than it being led by one school— this is a network, a shared space for collaboration, not a hub model.
- Consider how we might stay connected between meetings, for example through shared platforms, messaging groups or information communication.



Questions are expected and welcomed!

This is a supportive learning space, not a forum for judgement or 'perfect' answers.

Uncertainty and reflection are a normal part of developing practice and many questions will be shared across schools.





Collection

RISE Reception Quality Webinar Series



DfE Live Events
8892 followers

Webinar series on assessment and transitions, with practical guidance, real examples and support for confident, inclusive practice.

Events in this collection



Mastering the EYFS profile assessment

Wed, Jun 10 • 4:00 PM GMT+1

Free



Setting up for Reception success ahead of September 2026

Wed, Jun 17 • 4:00 PM GMT+1

Free



Supporting smooth transitions into Reception

Wed, Jun 24 • 4:00 PM GMT+1

Free



https://www.eventbrite.com/cc/rise-reception-quality-webinar-series-4840915?es_c=B18AC296D1D7C0EA98CAEC5B78B3E1AC&es_cl=168B6E8EBA5B8D0F8A62F3BE7398A0E9&es_id=ph7%c2%a3o1

Early Years Toolkit:

https://startingreception.co.uk/early-years-toolkit/?es_c=B18AC296D1D7C0EA98CAEC5B78B3E1AC&es_cl=AA488CF49ABF4FE9F219EA3D53839C03&es_id=ph7%c2%a3o1

Starting Reception The Children's Toothbrushing Guide The Potty Training Guide Accessibility tools

Starting Reception Home About Early Years Toolkit ▾ Useful links Sign up for updates English ▾

Early Years Toolkit

Support for the sector

Free, ready-to-use assets and messaging to promote Starting Reception.

Making the most of Starting Reception

In this section, find information specifically for professionals working in early years settings, schools and local authorities. All content is free to use and publish. We ask that you [do not change the definition](#) and [credit startingreception.co.uk](#).

Not sure what Starting Reception is? [Read our FAQs](#).



How to share Starting Reception with families

How to share Starting Reception with families

For nurseries, pre-schools, childminders and other early years settings

For schools

For local authorities

For nurseries, pre-schools, childminders and other early years settings +

For schools

- Link to [Starting Reception](#) on your school website (e.g. on your admissions page).
- Include a link to [Starting Reception](#) in email communications to new families and on your social media channels.
- Print the definition ([you can even add your own logo](#)) and hand out copies to families on open days, during welcome evenings, transition visits etc...
- Display our [Starting Reception poster](#) in your school or create your own using our ready-made QR code.
- Discuss Starting Reception with feeder nurseries to align expectations and to increase awareness of any families who may be at risk and need extra support.
- Watch the [60-minute webinar](#) and discover top tips to help strengthen your school readiness.

https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/eyfs-profile-assessment-support/?es_c=B18AC296D1D7C0EA98CAEC5B78B3E1AC&es_cl=4C59AA7EB1300FC67E8488F9E41C5106&es_id=ph7%c2%a3o1

EYFS profile assessment support

Find EYFS profile guidance, bite-sized videos and case studies.

EYFS profile assessment support

Overview

The EYFS profile for headteachers and other school leaders

Making best-fit judgements

Inclusive assessment strategies and examples

Importance of the EYFS profile for transition

ELG: Speaking



https://child-development-training.education.gov.uk/?es_c=B18AC296D1D7C0EA98CAEC5B78B3E1AC&es_cl=A6608534BDEC01F6C2CDDDBAA982C8615&es_id=ph7%c2%a3o1

Early years child development training

This free online training is designed to build and improve your understanding of child development. It provides practical tips and ideas to use in your setting to help children aged 0-5 years.

[Learn more about this training](#)

Who this training is for

This training is for practitioners working with children in any type of early years setting, including:

- childminders
- nursery practitioners
- reception teachers and teaching assistants

The training is for anyone who is new to early years and looking to build their child development knowledge. However, it is also useful for anyone looking to refresh their knowledge.

Modules

There are 8 modules, written by early years experts, that covers key areas of child development.



Module 1: Understanding child development and the EYFS

Factors affecting children's development and effective implementation of EYFS.



Module 2: Brain development and how children learn

Theories of cognitive development, delays in brain development and the importance of a healthy lifestyle for learning.



Module 3: Supporting children's personal, social and emotional development

How secure relationships affect learning and behaviour and why self-regulation is important.



Module 4: Supporting language development in the early years

Factors affecting language development and your role in creating a



Module 5: Supporting physical development in the early years

The typical stages of physical development and how physical skills



Module 6: Mathematics

How to nurture positive attitudes and interests in mathematics and provide early number experiences.



Module 7: Effective curriculum and assessment

Looking at the curriculum as a progression model and different approaches to teaching and learning.



Module 8: Supporting individual differences and needs

The importance of identifying and supporting differences and needs in children's learning and development.

Closing and next steps

Thank you for your engagement and openness today. We really appreciate the time, contributions and reflections you have all brought— this is what makes the network meaningful and helps it work well for everyone.



Our school open day will be on Wednesday 3rd June at 9.30am.

Our next virtual meeting will take place on Tuesday 23rd June at 4pm



Closing and next steps



Following today's session, we will share materials on the Rise Reception area of our school website.

www.hayton.cumbria.sch.uk

Thank you again, and we look forward to continuing the conversation at our next meeting.

Contact:

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admin@hayton.cumbria.sch.uk



