Welcome to the Reception Network

Hayton C of E Primary School

Agenda

Agenda Item
Welcome and reminders
Embedding Reception in School Improvement Planning
What strong practice looks like: Reception in the school improvement plan
Using EYFSP and assessment to inform priorities
What support is available (DfE, local and national)
Questions and reflections
Closing and next steps

Welcome and reminders

- Welcome and thank you for joining.
- These virtual sessions are a regular space for colleagues across our region to come together, share practice, and strengthen reception provision.
- These sessions are designed to support connection, provide clarity, and build shared foundations to improve outcomes for our youngest learners.

Reminder on 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.

If you were unable to attend our first virtual network meeting, you can download it from our school website. The session included useful information about why the network exists and what to expect.

Embedding ‘Reception’ in School Improvement Planning

What we’re focusing on:

- How reception is positioned within your school improvement plan (SIP)
- Ensuring EYFS is seen as a key driver of whole-school success
- Identifying practical ways to strengthen reception’s role in improvement priorities

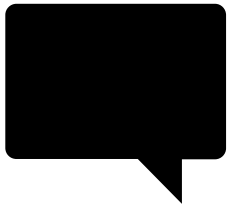
Why this matters:

- Strong Reception provision lays the foundation for all future learning
- Early gaps in communication, language and development can widen if not addressed early
- High-quality EYFS practice has a direct impact on outcomes in KS1 and beyond
- Ensures equity by prioritising early support for disadvantaged pupils

Opening Activity

Where is Reception currently positioned in your school priorities?

- A core priority
- Partially included
- Not a current focus



Use one of the options above and type it into the chat to reflect where 'your' Reception currently sits within your school priorities.

There is no judgement — this is an opportunity to reflect honestly, listen to others, and identify shared strengths and challenges.

What strong practice looks like:

‘Reception’ in the School Improvement Plan

Reception is a **clear whole-school priority**, not an add-on or afterthought

Priorities reflect **EYFS pedagogy** – play-based learning, high-quality interactions, and enabling environments

Focus on **impact for children**, e.g. communication and language, early reading, independence and self-regulation

Includes **specific, measurable outcomes** (progress from baseline, GLD, narrowing gaps for key groups)

Strong **links to KS1 and wider school priorities**, ensuring continuity and progression

Explicit focus on **disadvantaged pupils and early identification of need**

Supports **staff development**, coaching and consistency in reception practice

Backed by **clear actions, monitoring and review** to ensure improvement is sustained

Reception as a priority:

Hayton C of E Primary School: Strategic Improvement Plan			
Priorities 2025-26			
Enquiring Minds (EM) **ASPIRATION** ***'Optimism'***	**Personal Values (PV)** **JOY** ***'Adaptability'***	**Lifelong Learners (LL)** **LOVE** ***'Kinship'***	**Global Citizens (GC)** **WONDER** ***'Service'***
LL1 / EM1 Developing Confident Communicators and Writers from Nursery to Year 6 LL2 / EM2 Increasing Greater Depth Outcomes Across the School	LL4 / PV1 / GC3 Developing Outdoor Learning across the whole school GC2 / PV2 Developing Character Through the Mighty OAKS Curriculum PV3 SMSC, SIAMS and Religious Education	LL1 / EM1 Developing Confident Communicators and Writers from Nursery to Year 6 LL2 / EM2 Increasing Greater Depth Outcomes Across the School LL3 / GC1 Developing and Embedding the Quest Curriculum LL4 / PV1 Developing Outdoor Learning	LL3 / GC1 Developing and Embedding the Quest Curriculum GC2 / PV2 Developing Character Through the Mighty OAKS Curriculum LL4 / PV1 / GC3 Developing Outdoor Learning across the whole school

Reception as a priority:

LL1 / EM1

- Developing Confident Communicators and Writers from Nursery to Year 6

LL2 / EM2

- Increasing Greater Depth Outcomes Across the School

LL3 / GC1

- Developing and Embedding the Quest Curriculum

LL4 / PV1 / GC3

- Developing Outdoor Learning across the whole school

GC2 / PV2

- Developing Character Through the Mighty OAKS Curriculum

PV3

- SMSC, SIAMS and Religious Education

Reception as a priority:

LL1 / EM1

Developing Confident Communicators and Writers from Nursery to Year 6

Objectives

1. Develop children's communication and language from Nursery onwards through high-quality interactions, storytelling and sustained shared thinking.
2. Secure strong foundations in physical development, fine and gross motor control, drawing and mark making to prepare children for successful writing.
3. Embed a coherent whole-school writing curriculum from Nursery / Reception to Year 6 through the Hayton writing framework.
4. Improve grammar, spelling, handwriting and sentence construction through explicit teaching, purposeful application and the Hayton Grammar Gang.
5. Increase writing stamina, independence and Greater Depth outcomes through ambitious teaching and high expectations.
6. Ensure pupils write confidently across the curriculum for authentic purposes and audiences.

Reception as a priority:

LL2 / EM2
Increasing Greater Depth Outcomes Across the School

Objectives

1. Develop ambitious learners from Nursery to Year 6 through consistently high expectations.
2. Provide appropriate stretch from the earliest years through rich vocabulary, sustained talk and high-quality texts.
3. Embed mastery approaches which deepen thinking rather than accelerate content.
4. Increase Greater Depth outcomes across reading, writing and mathematics.
5. Ensure challenge (Reach for the Stars) is evident in every classroom every day.

Reception as a priority:

LL3 / GC1
Developing and Embedding the Quest Curriculum

Objectives

1. Ensure a coherent curriculum progression from Nursery to Year 6.
2. Strengthen curriculum sequencing so that knowledge, vocabulary and disciplinary thinking (knowledge, skills, worldiness, excellence) build over time.
3. Embed clear progression in communication, reading, writing and vocabulary across every subject.
4. Ensure curriculum drivers are evident from the earliest years onwards.
5. Strengthen transition between Nursery, Reception, Saplings and Oakwood through carefully sequenced curriculum planning.

Reception as a priority:

LL1 / EM1

Developing Confident Communicators and Writers from Nursery to Year 6

Objectives

1. Develop children's communication and language from Nursery onwards through high-quality interactions, storytelling and sustained shared thinking.
2. Secure strong foundations in physical development, fine and gross motor control, drawing and mark making to prepare children for successful writing.
3. Embed a coherent whole-school writing curriculum from Nursery / Reception to Year 6 through the Hayton writing framework.
4. Improve grammar, spelling, handwriting and sentence construction through explicit teaching, purposeful application and the Hayton Grammar Gang.
5. Increase writing stamina, independence and Greater Depth outcomes through ambitious teaching and high expectations.
6. Ensure pupils write confidently across the curriculum for authentic purposes and audiences.

Reception as a priority:

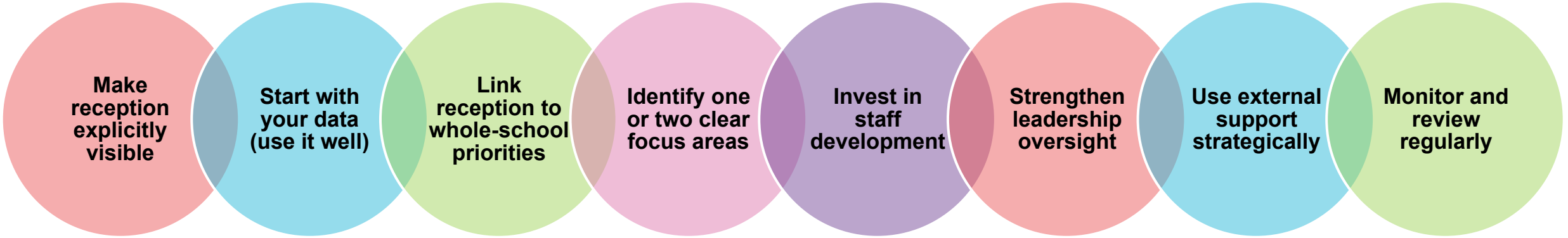
1. Develop children's communication and language from Nursery to Year 6.					
Actions	**Success Criteria**	**Monitoring & Evaluation**	**Lead**	**Timescale**	**Resources**
a) Embed high-quality adult-child interactions across EYFS. b) Introduce explicit vocabulary instruction across all curriculum subjects. c) Develop storytelling, Drawing Club and book talk within Nursery and Reception. d) Continue to develop the writing curriculum through trialing additional resources alongside Literacy Counts and monitor the impact e) Specific 'grammar' lesson openers using the Hayton Grammar Gang and our Perfect Sentences (FFS) f) Provide staff CPD explicit grammar teaching, vocabulary acquisition, Writing Framework, Oracy and thinking strategies and activities	Children demonstrate increasingly confident spoken language. Vocabulary acquisition continues to accelerate. High-quality classroom dialogue evident across school. Writing outcomes improve across the whole school (see individual targets) Grammar outcomes improves across the whole school	Learning walks pupil voice EYFS observations lesson observations vocabulary monitoring Book Looks Termly assessment and monitoring Governor visits & reports	HT English Lead EYFS Lead	Throughout year	CPD - Drawing Club High-quality texts Access to a range for support planning resources

Reception as a priority:

2. Secure strong foundations in physical development, fine and gross motor control, drawing and mark making to prepare children for successful writing.					
a) Audit EYFS provision against the Writing Framework (July 2025). b) Continue to develop progressive fine and gross motor provision. c) Embed Drawing Club across Reception. d) Continue to enhance The Secret Garden to support communication and early literacy. e) Ensure daily opportunities for purposeful drawing and early literacy experiences f) Continue to strengthen transition between Nursery, Reception and Year 1.	Improved physical readiness for writing. Sustained and Increased GLD in Physical Development, Communication & Language and Literacy. Children demonstrate increasing independence and confidence in early writing.	EYFS moderation Provision audits Learning walks Pupil observations GLD tracking	EYFS Lead	Autumn implement - Review termly	Secret Garden Fine motor resources Outdoor provision

3. Embed a coherent whole-school writing curriculum from Reception to Year 6 through the Hayton Writing Framework.						
a) Trial resources to enhance and further develop the Hayton Writing Framework in every classroom – and evaluate the impact regularly. b) Ensure progression maps are embedded from Nursery/Reception to Year 6 c) Display Grammar Gang characters d) Consistently model writing daily using high-quality texts. e) Ensure writing opportunities are planned across the wider curriculum. f) Moderate writing regularly across phases.	Consistent teaching approaches across school. Modelling of writing is the norm – whatever the subject Children confidently use grammatical language independently. Writing demonstrates clear progression across year groups. Staff have a shared understanding of expectations	Book Looks Writing moderation planning scrutiny lesson observations pupil voice Assessments	English Lead	Throughout year	Trial Resources High-quality texts Release & planning time	

Practical steps to strengthen Reception in your School Improvement Plan



Keep the Focus on Impact for Children
All improvement work should lead to meaningful changes for reception children. It's not just about what you introduce—but the difference it makes.

Always ask:
What impact is this having on our reception children?

Look for evidence of impact:
Are gaps closing? Are children becoming more independent? Is language improving? Are children more engaged in their learning?

The goal:
To ensure every action in your school improvement plan leads to stronger outcomes and better experiences for children.

Discussion: Where is 'Reception' in your School Improvement Plan?

In groups, discuss:

- Where Reception currently sits in your School Improvement Plan
- How it links to whole-school priorities
- What evidence informs this

Consider:
- Is it explicit or implicit?
- What is working well?
- What needs strengthening?

How this activity will work:

- We'll now have a short, focused discussion.
- Use the time to share key ideas and reflections.
- Talk about what is working, and what's been challenging.

Turning reflection into action

Now that you've explored the key messages and discussed where 'Reception' sits within your SIP, consider your next steps:

Identify:

One thing to do now

One immediate action to strengthen reception within your SIP
What can you adjust, introduce, or prioritise straight away?
How will this make Reception more visible and explicit in your school's planning?

One thing to do in the future

A longer-term priority to build into your improvement planning

Be specific, realistic, and strategic

Focus on actions that can be built into your school improvement plan, implemented consistently, and reviewed for impact over time.

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Using EYFSP and assessment to inform priorities

The government's Plan for Change announced a target of 75% of children aged 5 achieving a Good Level of Development (GLD) by 2028 in the EYFSP assessment.

What is the EYFS profile assessment?

The EYFS profile is a statutory assessment of child development at the end of the academic year in which children turn 5. It summarises children's development against 17 early learning goals (ELGs).

Teacher assessment

For each ELG, children are judged as either meeting the 'expected' level or 'emerging' if they do not yet meet the 'expected' level. Teachers should use the best-fit model, based on professional judgement, to consider if a child can meet most of the ELG descriptors, most of the time.

GLD

Children have reached a GLD at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (**communication and language; personal, social and emotional development; and physical development**), plus the specific areas of **mathematics** and **literacy**.

The EYFS profile handbook

You can find non-statutory guidance for completing the EYFS profile assessment in the EYFS profile handbook.

In March 2026, DfE published new EYFS profile support and guidance…

The EYFS profile support

Includes:
- training materials on HfEYP website
- funded LA-facilitated assessment support to develop practitioners' and leaders' knowledge.

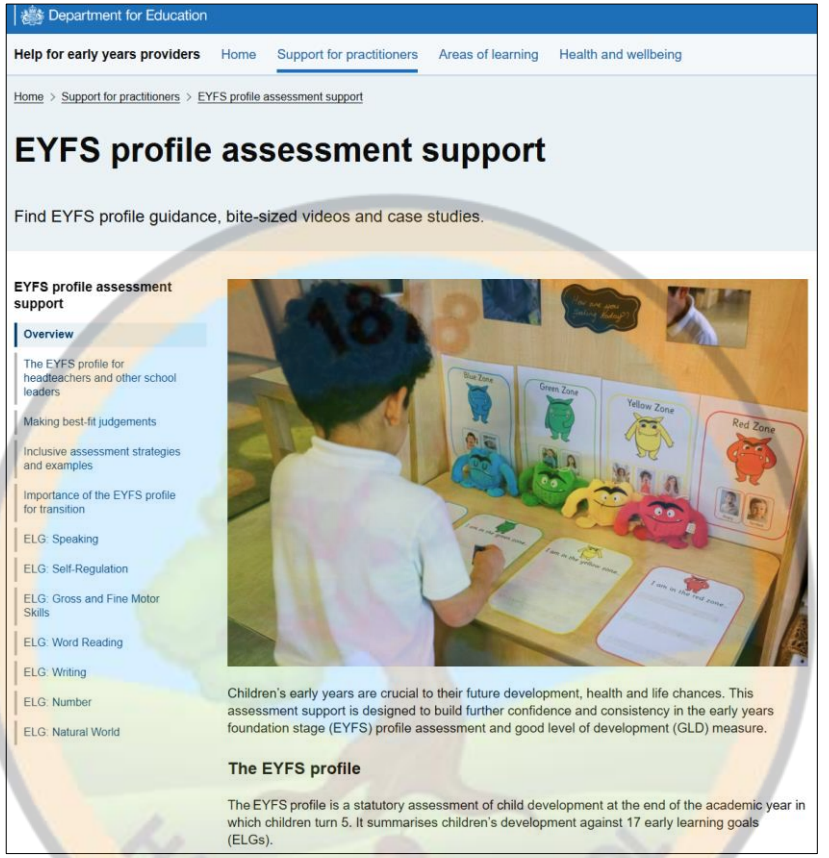
And it aims to:
- address common misconceptions
- improve the reliability of the EYFS profile assessment data
- strengthen assessment practice.

Doing this will:
- help improve judgements to be more accurate and consistent.
- support children's successful transition to year 1
- encourage professional dialogue between EY colleagues.

The training materials on HfEYP website

Includes:
- **Short written information** on key areas of the EYFS profile assessment, including the role of the headteacher and senior leaders; and inclusive assessment
- **Bite-size online videos** (each no longer than 5 minutes), for example, covering how to assess some ELGs
- **Case studies** for example children, to show assessment in practice

There is also new EYFS profile content added to Module 7 of the online **early years child development training**



Good level of development data tool

What is the 'Compare your GLD data' report?

- The 'Compare your GLD data' report is a **tool only for schools, trusts and local authorities.**
- It allows schools to **compare their GLD data** locally, regionally and nationally across key Early Learning Goals and key pupil groups – and provides a 'contextual GLD' that **controls for some context.** This is an estimate of a school's GLD, considering pupil characteristics such as FSM, SEND and age of cohort.
- It is intended to help leaders have **meaningful conversations** within their organisation about the quality of early years, including reception:
  - As a school, it can help identify where you are **currently doing well and where you could do better**, or areas of curriculum or teaching to focus on
  - As a trust or LA, it can help **identify schools with strengths** to share with others, or **schools in need of support**
- It is important to **triangulate data** with other qualitative information.
- From autumn 2026, Ofsted will use this academic year (2025-26) EYFSP data in its Inspection Data Summary Report as a starting point for conversation on inspection.
- The report is accessible through **View Your Education Data**, and you will need to first log in or created a DfE sign in account. Any queries can be sent here: Home - Customer Help Portal.

What has DfE delivered so far?

In September 25, DfE published the first iteration of the 'Compare your GLD data' reports…

This included two sets of reports using 2023/24 EYFSP data:
i) School reports (all state primary schools)
ii) Responsible body (RB) reports

DfE hosted a RISE webinar explaining how to use the tool and the data available to drive improvement in reception teaching.

In November 25, DfE published the second iteration of reports…

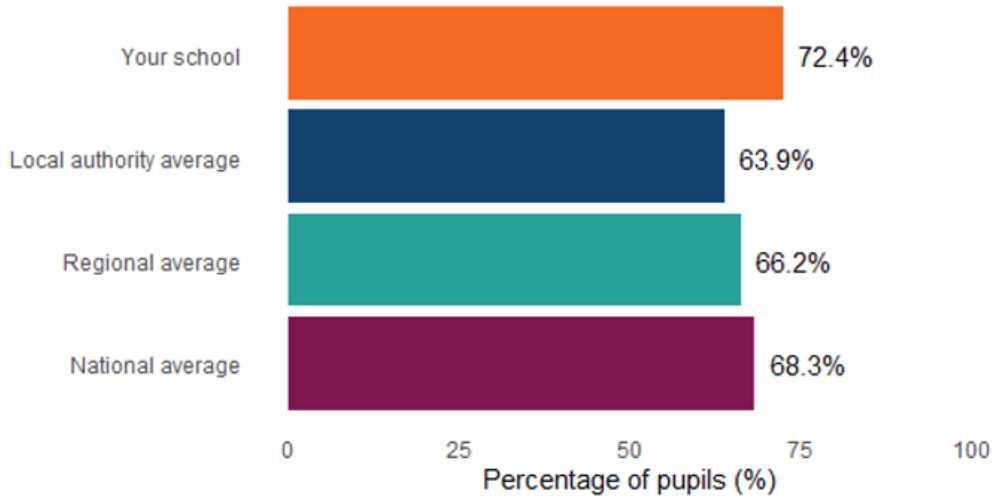
These updated reports included:
- 2024/25 EYFSP data
- RB contextual GLD score
- Expanded annexes so RBs can see more of their data
- A third LA report to cover all schools (inc. academies) in their geographical area.

Examples from a report:

Your good level of development (GLD) data

Children with a good level of development

Figure 1: Overall percentage of children with a good level of development in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.

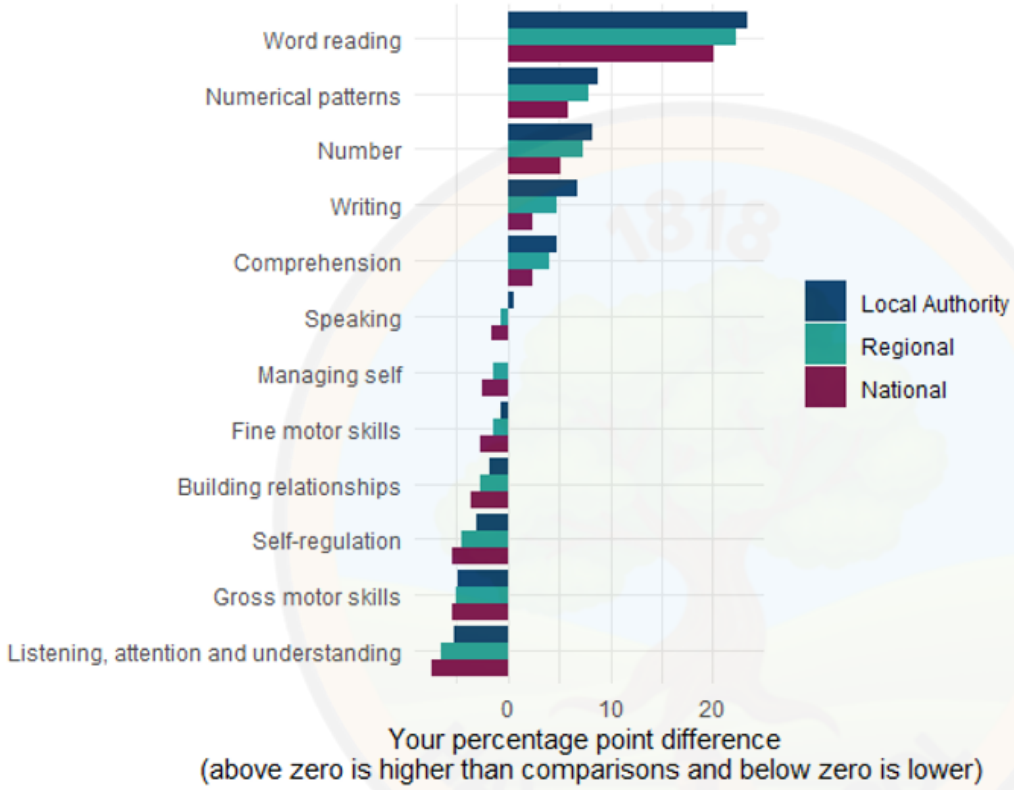


Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

Your school had 72.4% of children at a good level of development in the 2024 to 2025 academic year. This is compared to the [local authority] average of 63.9%, the [region] average of 66.2% and the national average of 68.3%.

Children reaching each early learning goal (ELG)

Figure 3: Percentage of pupils reaching each early learning goal (ELG) in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.

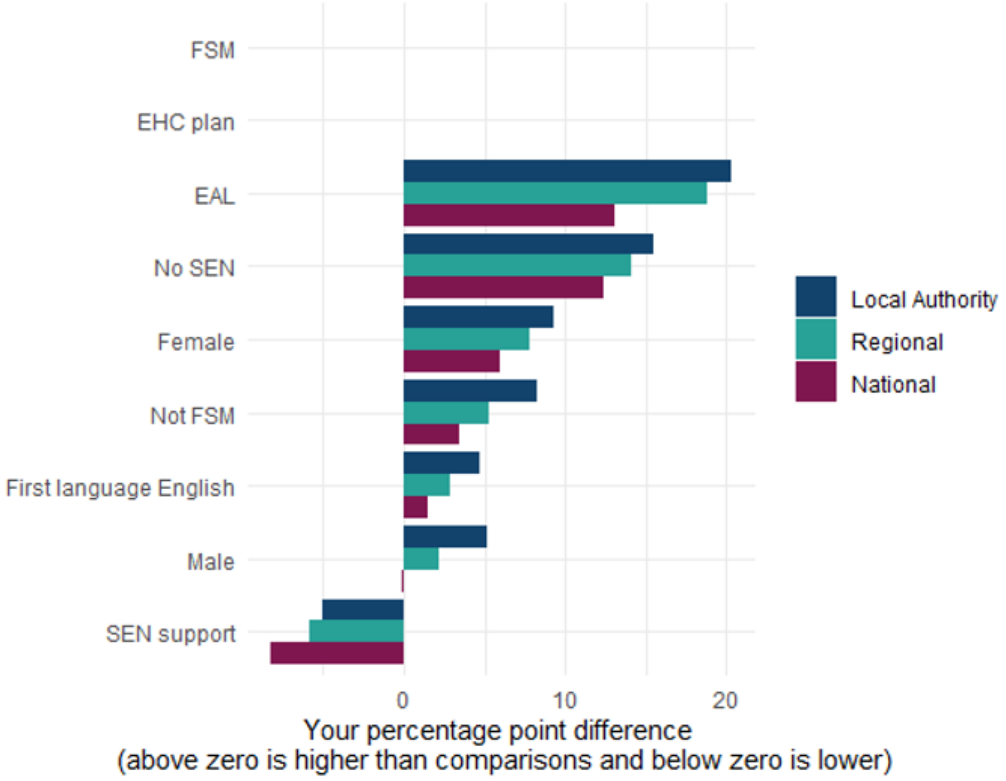


Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

Examples from a report:

Different pupil groups reaching a good level of development

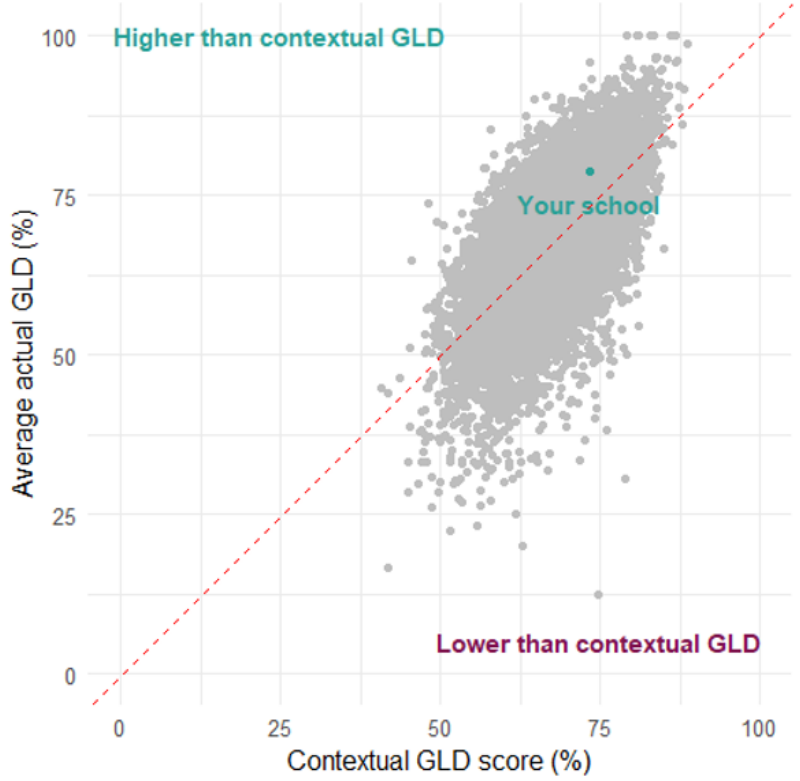
Figure 4: Graph showing the differences between your good level of development percentage for specific pupil groups in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.



Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

Your contextual good level of development (GLD) score

Figure 5: Graph showing your contextual good level of development score compared to your actual good level of development score. Actual GLD percentage is an average over a maximum of three years, 2022/23 to 2024/25. Contextual percentage GLD is also based on averages across this time period.



Sources: Early Years Foundation Stage Profile results from 2022/23 to 2024/25 alongside contextual GLD score data from the DfE.

DfE Writing Framework

Published: July 2023

The DfE Writing Framework provides national guidance to support high-quality writing across primary schools, including clear expectations for practice in Reception. It emphasises the importance of building strong foundations to enable children to become confident and capable writers over time.

The writing framework - GOV.UK

Key messages:

Language development is central

Children need rich opportunities to develop vocabulary, talk, and understanding before they are ready to write independently.

Mark-making is a crucial early stage of writing development

Early writing behaviours should be recognised and valued as part of children's progression towards more formal writing.

Reading, talk, and writing are closely connected

High-quality interactions and exposure to rich texts play a key role in supporting children's development as writers.

Strong foundations are essential

Focus is on building strong foundations in the early years—particularly in communication, physical development, and purposeful opportunities to write.

Interpreting the writing ELG – the Writing Framework clarifies:

The writing ELG…

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

What this means in practice…

To meet the writing ELG:

- Sentences and phrases **can be transcribed** rather than independently composed
- Sentences and phrases can **be simple** and do not need to be in extended form
- Sentences and phrases **must be readable**, but **may contain some mistakes** in letter formation
- Sentences and phrases **do not need to contain punctuation or capital letters**
- **Not all words** need to be correctly spelt

The development of **core strength, stability, balance and spatial awareness, alongside gross and fine motor skills,** are critical to meeting this.

Taking stock: assessment practice in your setting

In groups, use these questions to reflect openly on your current assessment practice. Focus on sharing experiences and learning from each other, rather than making judgements—this is an opportunity to explore what is working well and identify areas for development together.

Reflective questions:

- How is assessment working in your setting?
- Have your senior leaders, teachers and wider staff engaged with the new DfE assessment materials?
- Are professional dialogue conversations about assessment a priority in your setting? How could you prioritise them further?
- Has your school engaged with DfE funded local authority facilitated assessment support yet?
- Have you downloaded your GLD report? If so, what did it tell you? Was there anything that surprised you? Who could you share it with?
- How can you use the Writing Framework to strengthen writing in your Reception provision?

Turning assessment reflection into action

Now that you've explored the key messages and discussed how assessment is working in your setting, consider your next steps.

How will you strengthen assessment as part of your school improvement planning?

Identify:

One thing to do now

An immediate action to strengthen assessment practice in Reception
(e.g. improving professional dialogue, using assessment materials more consistently)

One thing to do in the future

A longer-term priority to further develop assessment and its use in your setting
(e.g. embedding moderation, refining use of GLD data, strengthening leadership oversight)

Be specific, realistic, and strategic

Focus on actions that can be built into your school improvement plan, implemented consistently, and reviewed for impact over time.

What support is available (DfE and local)

There is a wide range of support available to schools to strengthen Reception provision.

As a network, we can:

- Share awareness
- Discuss and reflect on experiences
- Help each other engage with relevant support

Schools can access both:

- DfE support
- Local support

In the next few slides, we will explore some of these sources of support in more detail.

The DfE offer- support to strengthen Reception practice

There is a wide range of support available from the DfE to help strengthen reception provision. This may be a valuable focus within your school improvement plan, depending on your school's specific needs. 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

Local support

Cumberland Early Years Padlet: https://padlet.com/CumberlandEYteam/cumberland-early-years-team-fd8slgorze56enlg

https://www.youtube.com/playlist?list=PLW0D-hEq1jVTkIYVbyEsbVVTCAvjSIPWv: DFE videos including the importance of Data for leaders and strategic leadership of the Early Years as supported by EEF evidence.

On the padlet there are specific headings such as Raising Attainment as well as specific areas of learning support.

Raising attainment includes information on data but also on gap analysis in the Autumn term which could be useful to look at in advance. It also has an English Hub Early Language Audit which could be useful

There is a section for subject leaders which shows what each subject might look like in the Early Years. This could be a good baseline if you are writing full progression for each subject through from Nursery.

Does anyone have any other local support that they could share in the chat with the group?

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 con love to see examples of how reception improvement features in SIP next year!
- Seek clarification about the network or upcoming sessions.
- Share 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 shape the network together as a collaborative space.
- Consider how we might stay connected between meetings, for example through shared platforms or messaging groups.

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.

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.

We hope you have found the session useful. As this is a learning process, we would really welcome your feedback on what worked well today, as well as any ideas for things we might change or try in future sessions. Please feel free to get in touch:

RiseReception@hayton.cumbria.sch.uk

Our next virtual meetings will take place on:
Tuesday 29th September & Tuesday 24th November – 4pm

Our next Open Morning will take place on:
Wednesday 21st October – 9.30 – 11.30am

Following today's session, we will share the slides on ***the RISE Network area of our school website.***

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

Thank you

Linking support to school improvement

As we've explored the different types of support available, it's important to consider how these aren't just *additional* resources, but tools that can actively drive your school improvement priorities.

A key question for all schools to reflect on is:

Are you making the most of the support available to move your priorities forward?

Effective school improvement is not just about identifying priorities—it's about aligning the right support to those priorities to ensure meaningful impact, particularly in strengthening reception provision.

Take a moment to reflect:

- **What support aligns closely with your current school improvement plan (SIP)?**
- **Are there opportunities or resources you haven't yet engaged with that could strengthen your approach?**

This is about being strategic—ensuring that the support you access directly contributes to your goals, builds staff expertise, and improves outcomes for children.

Action planning: Turning thinking into action

To help embed reception as a clear priority within your school improvement plan, take a few minutes to reflect on your current provision and strategic focus. Identify:

One clear reception priority
What is the most important area to strengthen within your reception provision?
(e.g. language development, early reading, independence, environment, staff expertise)

One key action
What specific, practical step will you take to ensure this becomes part of your improvement work?
(e.g. adapt planning approaches, introduce staff training, refine provision, align monitoring with EYFS)

One source of support to engage with
Which support, resource, or programme could help you implement this effectively?
(e.g. DfE offer, local networks, research guidance)

Be specific, realistic, and strategic
Focus on actions that can be built into your school improvement plan, implemented consistently, and reviewed for impact over time.