



@risereceptionnetworkmarnelinf



Welcome to the Reception Network

Lead School – Marnel Infant School in Basingstoke



beststart@marnel-inf.hants.sch.uk



@marnel_infant_school



Today's Agenda



Agenda Item

Time

Welcome and Introductions

Network purpose and expectations

Lead School introduction and context

Network school introductions (chat activity)

The DfE offer- support to strengthen reception practice

Transitions and summer planning

Transitions- reflection and discussion

Questions and reflections

Closing and next steps



Welcome and Introductions

- Thank you for making time to join today's network meeting.
- This is the first of many sessions designed to support reception practice across our region. We are offering two different times for each half termly network so you can choose which works best for you!
- Today is about connection, clarity and setting shared foundations.



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.



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.

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.

Lead School introduction and context



Who are we as the Lead School

- Brief overview of our school context
- Our experience of leading and developing reception practice
- Why we value collaboration and shared learning

Our role within the network

- To co-ordinate 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.



Network school introductions (chat activity)



Getting to know our network:

- To help us understand who is in the room and surface shared priorities, please introduce yourself:
- **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>



Summary for Parents...



Marnel
Infant School
Learning • Growing • Together

Best Start in Life

A great Start in Life for every child

Reception Transition at Marnel



Best Start in Life
South East Region
RISE Reception Network
#risereceptionnetworkmarnel





Our aim at Marnel

To ensure every child has a **positive, confident start** to Reception, feels a strong sense of **belonging** from day one and builds foundations for **communication, independence** and wellbeing.

1

Relationships first – always

Transition starts with people, not paperwork.

- Build strong, trusting relationships with families early
- Be visible, welcoming and approachable
- Prioritise face-to-face contact wherever possible



If families feel confident, children settle faster.

2

Transition starts early and builds over time

This is an ongoing process.

- Early engagement with families (nursery, community, siblings)
- A planned sequence of transition events (not one-offs)
- Maintain connection over the summer (messages, videos, prompts)



3

Strong partnerships with feeder settings

We are part of a wider early years community.

- Visit settings and speak directly with key workers
- Share information that goes beyond data
- Align expectations (routines, language, behaviour approaches)



Our goal: continuity for children, not a fresh start from zero.

4

Know our children before they arrive

We need a full picture of each child.

- Identify needs early (SEND / emerging needs / gaps in experience)
- Use home visits or strong alternatives where possible
- Work closely with SENCO and external professionals



Early planning = smoother starts in September.

5

Focus on what children need on entry

At Marnel we prioritise:

- Communication and language
- Emotional security and relationships
- Independence (toileting, routines, self-care)
- Confidence to explore and engage



Not "academic readiness" first – readiness to belong and learn.

What this looks like in practice

With Families

- Clear, simple communication (no jargon)
- Support with key concerns: toileting, behaviour, separation
- Opportunities to ask questions and feel heard
- Use consistent, strengths-based language



Think: "What does this family need to feel confident?"

With Children

- Gradual, supportive introduction to: staff, environment and routines
- Use of visuals, stories and familiar activities
- Build excitement and confidence over time



Build excitement, not overwhelm.

Transition Activities at Marnel

- Stay-and-play sessions
- Nursery visits / staff visits out
- Home visits (where possible)
- Welcome materials (photos, videos, social stories)
- Summer communication to maintain connection



Every child. Every family. Every opportunity to connect.

Key considerations for our context

- Transition is a dual process (children AND parents)
- Some families will need more support to engage
- Avoid long staggered starts – aim for quick, confident settling
- Attendance habits start in Reception



The first weeks at Marnel

- Strong key adult relationships
- Clear, predictable routines
- Emotional wellbeing and regulation
- Language-rich interactions

Learning will:

- Build on prior experiences
- Be play-based and purposeful
- Include short adult-led moments (phonics, stories, talk)



What we need to do as a team

- Plan transition as a whole-school priority
- Share information effectively across staff
- Work closely with families and settings
- Be flexible and responsive to children's needs
- Keep the focus on belonging, not just readiness



Marnel takeaway

A strong start isn't about getting children ready for school – it's about getting school ready for our children.



Respect
We care for ourselves, each other and our school.



Kindness
We are kind, helpful and inclusive.



Ambition
We aim high and achieve our best.



Curiosity
We love to learn and ask questions.



Together
We achieve more when we work together.



Summary for Parents...

OFFICIAL

Best Start in Life

A Great Start in Life for every Child

Reception Transition at Harestock Primary

Be Resilient Be Curious Be Creative Be Compassionate

South East Region
RISE Reception Network
#risereceptionnetwork

Our aim at Harestock Primary

To ensure every child has a **positive, confident start** to Reception, feels a strong sense of **belonging** from day one and builds foundations for communication, independence and wellbeing.

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If families feel confident, children settle faster.

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 Together: We achieve more when we work together.

Best Start in Life

A Great Start in Life for every Child

Reception Transition at Botley Primary School

South East Region
RISE Reception Network

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We are stronger together for every child.

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Transitions- reflection and discussion

Reflective questions

- What transition practices are working well in your school?
- What has felt particularly challenging over the last few years? Is this looking the same or different this year?
- How early do you start transition conversations with families and early years settings?
- 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 this activity will work:**
- Use the time to share key ideas and reflections, rather than 'perfect' practice! Sometime we learn as much if not more from the things that didn't go well!



Summary for Parents...





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Summary for Parents...



What this looks like in practice



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Summary for Parents...



✓ Key considerations for our context

- Transition is a dual process (children AND parents)
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♥ The first weeks at Marnel

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✓ What we need to do as a team

- Plan transition as a whole-school priority
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Summary for Parents...



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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- 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

- To help turn learning into action, 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.
- Please capture these reflections and revisit them as part of your wider Early Years and reception planning, considering how transition activity aligns with your overall strategy and priorities.



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 messaging 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.

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 with **[NAME]** and **[email address]**.

Our next virtual meeting will take place on **[DATE and TIME]**

Following today's session, we will share the slides *[plus any other materials Lead Schools want to share]*.

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

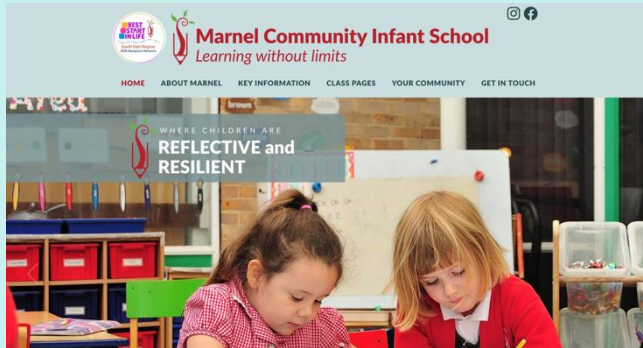
Please remember to read and use the transitions guidance and EYFSP materials in the next few weeks!



Thank you – please follow us on Instagram and check out of website!



@risereceptionnetworkmarnelinf



www.marnel-inf.hants.sch.uk

