



@risereceptionnetworkmarnelinf



Welcome to the Reception Network

Lead School – Marnel Infant School in Basingstoke



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@marnel_infant_school



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, please go to the Marnel Infant School website and click on the Best Start logo and it will be in the resources section. If there is anything from today's session you would like please pop in the chat and we will upload it to the website.

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

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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**

A screenshot of the 'EYFS profile assessment support' webpage from the Department for Education. The page has a blue header with the DfE logo and navigation links: 'Help for early years providers', 'Home', 'Support for practitioners', 'Areas of learning', and 'Health and wellbeing'. Below the header, the breadcrumb trail reads 'Home > Support for practitioners > EYFS profile assessment support'. The main heading is 'EYFS profile assessment support' in bold. Below this is a sub-heading 'Find EYFS profile guidance, bite-sized videos and case studies.' To the left is a sidebar titled 'EYFS profile assessment support' with an 'Overview' section. The overview lists: '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', and a list of Early Learning Goals (ELGs): Speaking, Self-Regulation, Gross and Fine Motor Skills, Word Reading, Writing, Number, and Natural World. To the right of the sidebar is a large image of a young child in a white shirt sitting at a table, looking at a worksheet. On the table are several colorful, cartoonish figures representing the ELGs: a blue figure for Speaking, a green figure for Self-Regulation, a yellow figure for Gross and Fine Motor Skills, and a red figure for Word Reading. Below the image is a paragraph of text: 'Children's early years are crucial to their future development, health and life chances. This assessment support is designed to build further confidence and consistency in the early years foundation stage (EYFS) profile assessment and good level of development (GLD) measure.' Below this is a section titled 'The EYFS profile' with a paragraph: '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).'

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?



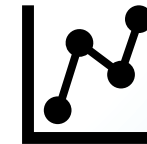
In September 25, DfE published the first iteration of the 'Compare your GLD data' reports...

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:

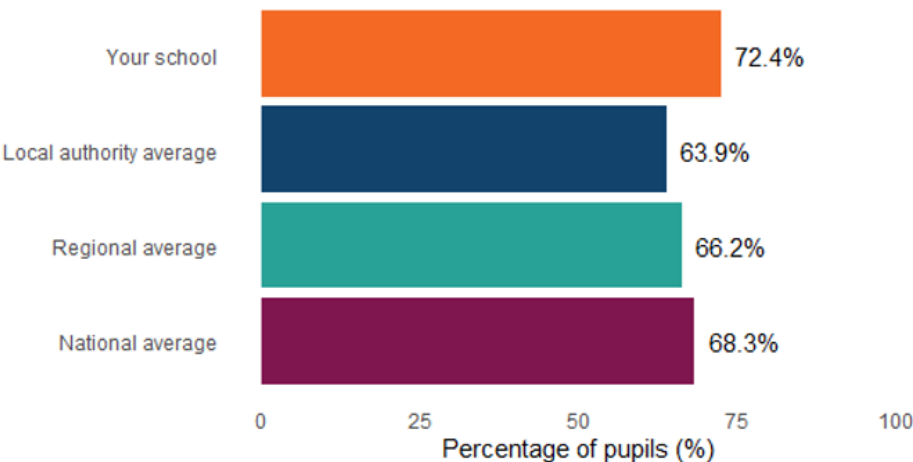
- 2024/25 EYFSP data
- RB contextual GLD score
- Expanded annexes so RBs can see more of their data
- A third LA report to cover all schools (inc. academies) in their geographical area.

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.

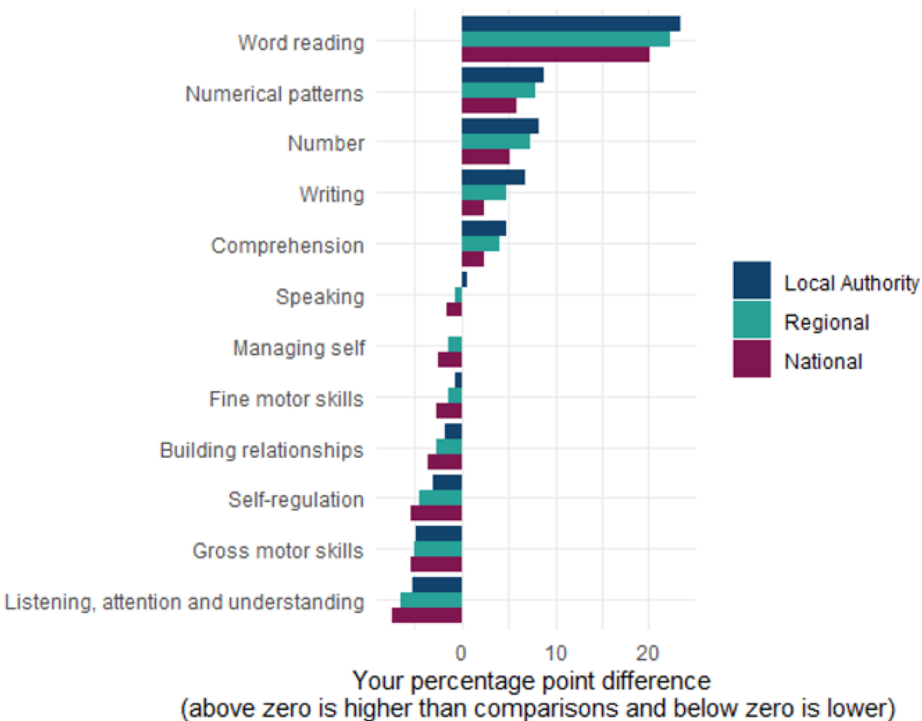


Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

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.



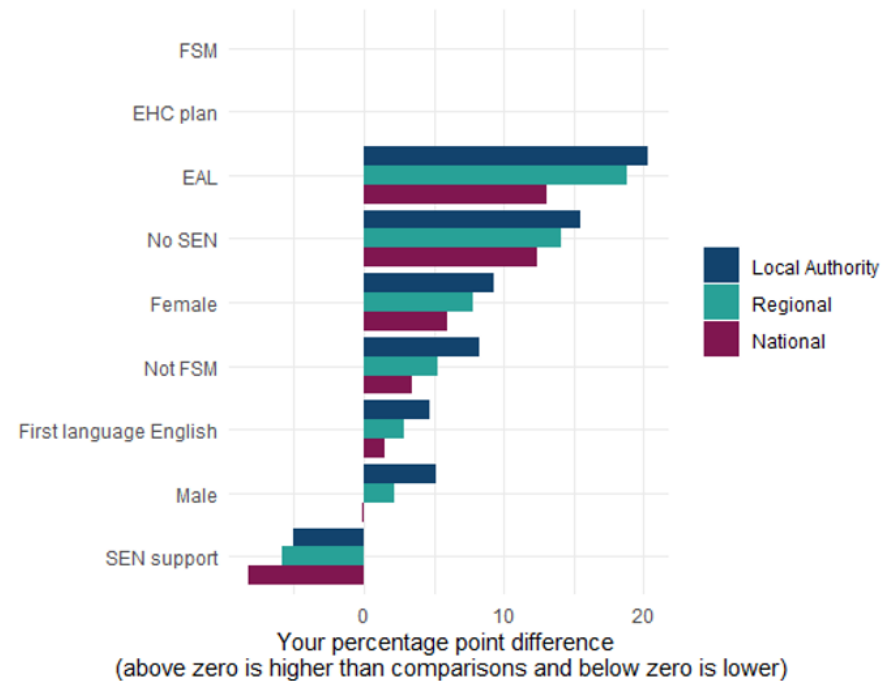
Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

Examples from a report

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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](https://www.gov.uk/government/publications/the-writing-framework-for-primary-schools)

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.

Writing Progression

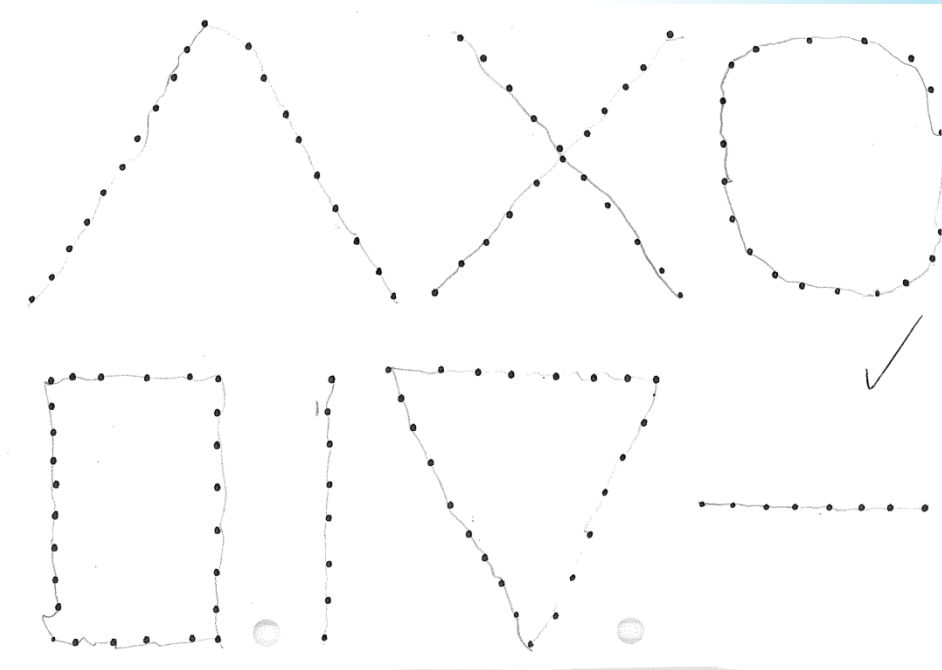
- **Intent:** to ensure that all children are taught how to write effectively following a progressive structure, which links to our chosen SSP, Little Wandle Letters and Sounds Revised.
- **Implementation:** from Day 1, from any starting point, for any child in conjunction with our tools for writing (Writer's Pack).
- **Impact:** All children can communicate in a written form within the context of a sentence.



Where we start...

- **Pre-Writing Shapes**

- Assessment on entry
- Teach and practise
- Opportunities in and around the provision
- Discrete teaching



Word building...

- Always in the context of a sentence

- Start with initial sounds
- Introduce final sound
- Practise both

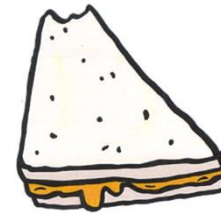


WALT: stretch the sounds in a word G



w.b. 29/9/25

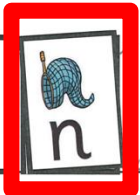
Dear Aunt Lucy,



It was d elicious.

stretch the sounds in a word.

AD I



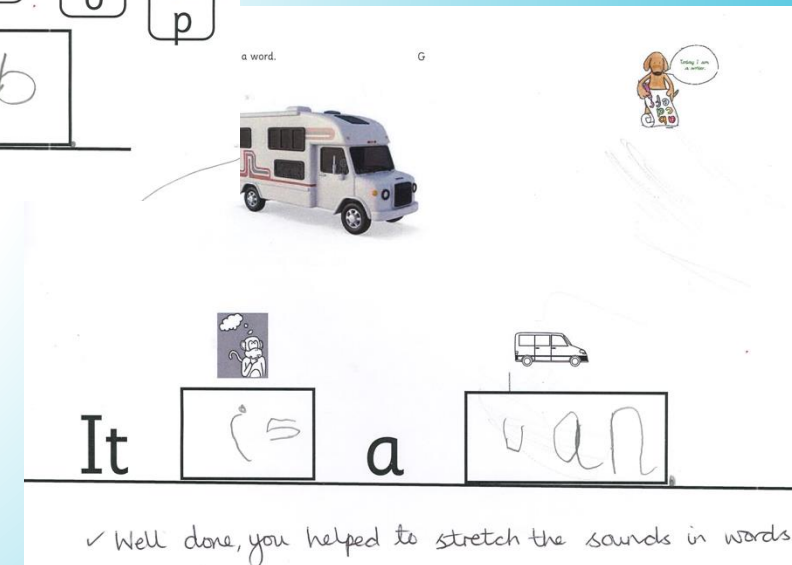
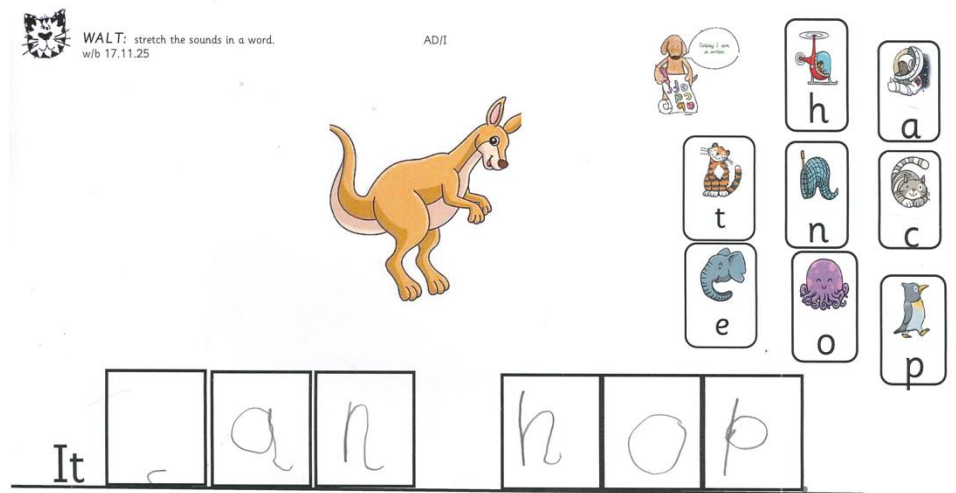
He has a



Next step...

• CVC word building

- With letter tiles or forming letter shapes
- Begin to increase stamina by increasing the number of words to build or sentences.



Widgets...

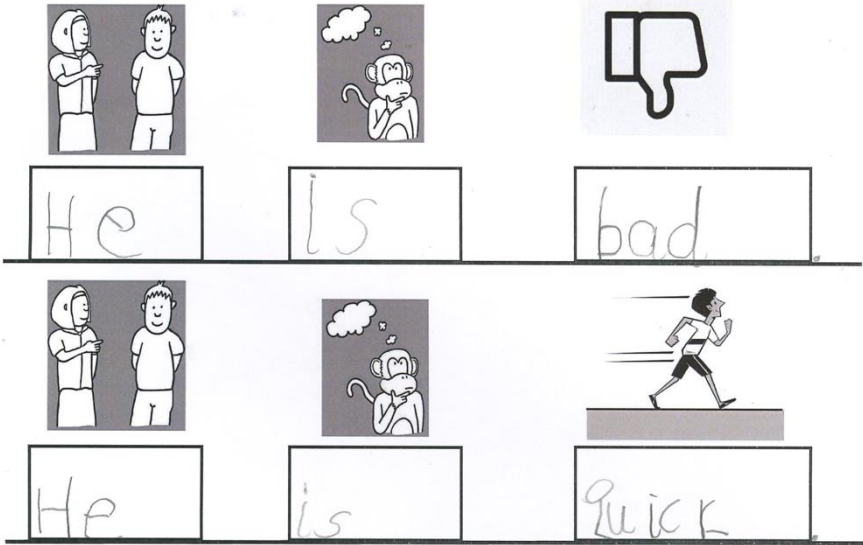
• Supporting 'think a sentence'

- Use widgets to reduce cognitive load and develop sentence construction skills
- Expect the use of capital letters and full stops to start and end a sentence.
- Visually prepare children for the use of finger spaces between words

WALT: stretch the sounds in a word.
w/b 08.12.25

G

Thinking I am the winner



✓ Well done, you helped to think and say a sentence.



Independent writing...

- **Preparing for KS1**
 - Using a clear picture prompt and lines that mirror the learning journey used in KS1, children are able to think, say and write sentences confidently including a capital letter, finger spaces and a full stop.
 - Next step... learning journeys!

WALT: use a conjunction to join sentences together
w/b 02.03.26

G

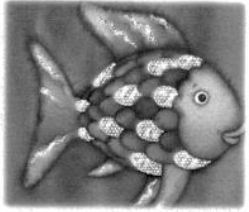


The troll is grumpy
and he is green.

✓ Well done Willow, you
used 'and' as a conjunction.

WALT: stretch the sounds in a word.
w/b 20.4.26

GIAD



Willow says a tickle will
be a muller fish. He had
eighteen scales but he had no
friends. One day a little
fish that had a higher
scale with thirteen fish on his
He went to the school fish
but he kept him so he
went to the school. The muller
says to this higher school
fish. He says to the



Writer's pack...



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.

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



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 paste it into the chat to reflect where 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

Our Example...



School Improvement Plan 2025 – 2026

Early Years



To maintain the levels of attainment at or above the national average for all groups of pupils including for pupils eligible for the Pupil Premium Grant.

Identify (New to the SIP this academic year)	Refine (Formed part of the SIP last academic year)
• Cross reference attendance (See Behaviour and Attitudes) • To enhance the learning environment to ensure that free-flow continuous and enhanced provision is easily accessible to all groups of children. • To create awe and wonder through the use of engaging role play opportunities and using this as a vehicle to uplevel language which is the golden thread of the school's provision which builds children's cultural capital.	• To continue to support the children for whom English is an Additional Language (EAL) and those that are new to the country. This continues to be a growing number of pupils.
Embed (Formed part of the SIP over the last three years)	Sustain (Previously embedded through SIP)
• To continue to enhance the knowledge and understanding of child development and how young children learn best in the adults working within the EYFS. • To embed a writing progression that starts from EYFS and build upon the work started within the SEND provision. This writing progression will also support pupils who are new to English or who have speech and language needs. • To embed the 'Word Aware' programme, approach within the EYFS from 'lessons learnt' last academic year. This promotes the vocabulary development of all children, to provide them with the cultural capital for the future. To embed the methodology of up-levelling children's vocabulary. • To embed the teaching of handwriting to raise standards in presentation, ensuring all pupils receive the appropriate teaching and/or intervention.	• To maintain curriculum evenings which share with parents/ carers what and how the children are learning and how they can support at home. • To maintain providing all staff with high quality continued professional development. • To continue to complete the Baseline assessment in line with statutory requirements. • To sustain and enhance successful transition arrangements to ensure pupils are both ready to start in the EYFS and move to KS1. • To sustain attainment at or above the National Average for all groups of children. Focus on the APS to elevate this to the same percentile as GLD. • To sustain the breadth and depth of the curriculum ensuring that it is not narrowed. • To continue to refine the EYFS assessment milestones using the experience of last academic year and also to reflect the changes to the curriculum. • To maintain the quality of teaching and learning within the SSP Little Wandle Letters and Sounds Revised. • To maintain Governors understanding of the EYFS and any updates. • To maintain initiatives around improving attendance. • To continue to embed the work on 'Closing the Reading Gap. • To ensure that subject leaders and EYFS specialists work together to produce a developmentally appropriate curriculum which lays the foundation for the next stage in their education.

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.

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

Keep up to date through our socials and the website!



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

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. We would 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.



Turning reflection into action

Now that you've explored the key messages and discussed where reception sits within your school improvement plan, consider your next steps:

Identify:

One thing to do now

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

One thing to do in the future

A longer-term priority to build into your improvement planning

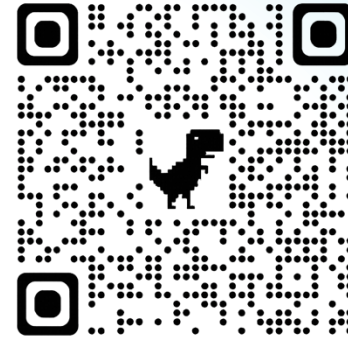
Be specific, realistic, and strategic

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

Thank you for coming...



Link to the RISE Reception
Network Instagram Page



Link to the RISE Resources
on the School Website



@risereceptionnetworkmarnelinf



@marnel_infant_school



beststart@marnel-inf.hants.sch.uk

