



Co-op Academy
Glebe

Reception Network

RISE | 
Department
for Education



Transition in the Early Years

Thursday 21st May 2026

Before we start...

Getting to know our network:

To help us understand who is in the room, please introduce yourself in the chat and share:



School name



Your role

Housekeeping



Mute Microphones

Please keep microphones muted unless speaking to minimize background noise.



Cameras On

Turn cameras on where possible to help us feel more connected.



Engage & Participate

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



Q&A Session

There will be dedicated time for questions at the end of the presentation.



Today's Agenda

Welcome and Introductions

Network purpose and expectations

Glebe 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

Network purpose and expectations



Purpose

- Support strong, inclusive reception practice across schools.
- Create a safe space for sharing challenges and successes.
- Focus on practical evidence-informed improvement.



The Network Is...

- ✓ Supportive, collaborative and school-led.
- ✓ Focused on improving outcomes for children.

And Is Not...

- ✗ An accountability or inspection forum.



What we offer

- Share practical approaches and peer reflection.
- Explore key priorities for reception.
- Signpost useful resources and examples.

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

DfE, March 2026

Expectations of schools in the network



Active Contribution

- Commit to half-termly meetings and open, professional dialogue.
- Engage in collaborative problem-solving and honest reflection.



Practical Application

- Trial new approaches and align network activity with your school/trust's EY strategy.
- Translate shared practice into specific local improvement priorities.



Collaborative Learning

- Participate in Lead School visits to observe and adapt best practices.
- Share both successes and challenges to support peer growth.



Strategic Impact

- Move beyond discussion to tangible action and planning.
- Ensure sustained impact through coherent, evidence-based change.



Co-op Academy
Glebe

Our School Context

Lead School Introduction

Our School Context:

- Primary school with a Nursery in Fenton, Stoke-on-Trent, Staffordshire
- Glebe is located in Fenton in Stoke-on-Trent and sits in an area according to the Local Deprivation Indices (2025) which is more deprived overall than 90% of neighbourhoods nationally.
- On average 60% of our pupils are classed as disadvantaged
- 30% of our pupils have a Special Educational Need
- 21 different languages spoken in school
- ¼ of our pupils have English as an additional language
- ⅓ of our pupils have not attended any setting prior to joining us
- Less than 10% of pupils are working in line with age related expectations on entry in Nursery or Reception
- Progress as an 8 year primary journey - from low starting points we ensure that by the end of Year 2 pupils are at least in line with national standards and by the end of KS2 pupils are exceeding national standards.
- 2024 OFSTED judgement as outstanding
- Everyone has their part to play and high expectations, high challenge and shared accountability underpin this.

T	H	R	I	V	E
Togetherness	Hunger to Learn	Resilience	Inspiring Individuals	Valuing all	Excel and Enjoy

Lead School Introduction

Our EYFS:

- We are a single form entry primary school with a Nursery class and a Reception class.
- We promote independence in our children through the learning opportunities and environment that we provide.
- Within our provision we aim to create a balance between child-initiated play, adult led learning and time for observation and assessment.
- We place emphasis on how a child learns and not just what they create.
- We follow Read Write Inc as our program to teach phonics.
- We create an atmosphere where all children can thrive.



BEST
START
IN LIFE





Reception at Glebe



Glebe Academy Year FS2 Weekly Timetable

	8:30-9	9-9:15	9:15-10:15	10:00-10:15	10:30- 11:15	11:15-12:30	12:30-12:35	12:35-2:15	2:20-2:35	2:35-2:45	2:45-2:55
Mon	Phonics	Lesson- Literacy Rainbow Challenges		Toilet and snack time	Handwriting	Lunchtime routine Hall 11:35	Register	Lesson- Maths Rainbow Challenges	PSHE	Class Read	Home time routine
Tues	Phonics	Lesson- Literacy Rainbow Challenges			Handwriting	Lunchtime routine Hall 11:35		Lesson- Maths Rainbow Challenges	RE	Class Read	Home time routine
Wed	Phonics	Lesson- PE Rainbow Challenges			Handwriting	Lunchtime routine Hall 11:35		Guided Reading in line with phonics	Music	Class Read	Home time routine
Thurs	Phonics	UTW/EAD			Handwriting	Lunchtime routine Hall 11:35		Lesson- Maths Rainbow Challenges	UTW <u>or</u> EAD	Class Read	Home time routine
Fri	Celebration Assembly	Lesson – Literacy Rainbow Challenges			Phonics	Lunchtime routine Hall 11:35		Lesson- Maths Rainbow Challenges	Rhymes / Poetry	Golden Time	Home time routine

Weekly Rainbow Challenges



Independent challenges in writing, maths and phonics.

We also incorporate teacher challenges and focussed tasks around our continuous provision



Magic Story Box initiative

☀️ What:

🐛 Why:

Vocabulary

Purposeful Facilitation

Host structured, high-impact sessions focused on shared priorities.

Collaborative Dialogue

Create space for peer-to-peer sharing and constructive challenge rather than just 'giving answers'.

Responsive Planning

Synthesise network themes and questions to shape future agendas.

Shared Expertise

Learn alongside the network, recognising and scaling the expertise within the group.

What are your
current priorities
in Reception?

To help us understand shared priorities, please type in the chat or raise your virtual hand to share:

What's one word or short phrase that describes what you're focusing on in reception right now?

(e.g. transitions, communication, independence, parental engagement)

No right or wrong answers here - it's just a way for us to get to know each other and spot common themes across the network.

The DfE Offer

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

Transition

Why this matters

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

Transition in the early years

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.

Transition in the early years

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.



The Glebe Transition Offer

- Parents are invited to look around our setting.
- We hold a transition evening inviting parents of children offered a place into school.
- Initial conversations at the event allowing staff to and parents to lay the foundations for the relationships that we build.
- Staff attend our local authority transition event to gather information about children new to our school
- Staff carry out home visits for all children new to our school as an opportunity to begin building relationships with families.
- We make contact with previous settings from which our children come to us.
- We hold stay and play sessions where new children are invited into our setting with a familiar person over a series of sessions.

The Glebe Transition Offer

Resources that we provide:

- Key information about the school
- Uniform information and where to purchase
- Information around funding
- Curriculum information
- How we can support children with SEND or concerns around this
- Toilet training expectations and how we can support
- Timetable information e.g. staggered start days and times



Home visit information:

- Attended by the class teacher and our Family Support Worker who is also our DSL.
- Each child receives a gift for them to keep.
- Opportunity to begin to build trust with the child and their families which allows families the chance to share any important or relevant information.
- Staff complete a questionnaire to gather important information that we need to know

All About Me!

What makes your child happy?

What does your child like playing with at home?

Where do you and our child like to visit?

What makes your child feel frightened or sad?

Are there any important things happening at home?

Is there anything we can do to help ease transition?

NAME: _____
D.O.B: _____

Co-op Academy Glebe - Induction Questionnaire

Name of child:		Date:	
Staff present:		Family members present:	

1. Has your child got any medical conditions that we need to be aware of? i.e. wears glasses / asthma / allergies etc. Have you got their red medical book? Do we need to contact the health visitor to discuss anything?

Is a care plan needed?

2. If your child is staying for the full day – do you have any preference for your child's lunch arrangements?
We do not have a fridge for the food to be kept in. No nuts and no sesame, no fizzy pop, no sweets, healthy school/lunch box, pay for dinners on line via parentmail in advance, Currently dinners cost £2.80 or £14.00 per week for FS1

3. Has your child got any special dietary requirements? Do they have/will need a care plan?
We often have food as part of our learning so ensure no allergies even if simply touching.

Is a care plan needed?

4. Does your child wear any jewellery? -Discuss stud earrings only and to be removed by parents for PE.
5. Has your child been to any pre-school setting? e.g. playgroup, day nursery, children's centre etc
6. Is your family involved with any external agencies- such as Speech and language, Social care, Hospital consultants?
7. Who will generally be collecting your child from school? – Discuss - *school must be informed via phone call in advance if someone different will be collecting, otherwise the child will not be allowed to leave the premises*
8. At what stage is your child at in their toilet training? *Parents to ensure they send to school spare clothes, nappies etc. Emphasize we do lots of messy play including outdoors so spare clothes for all children need to be sent into school*

Intimate care plan filled out for anyone still in nappies (can be changed in September if no longer needed)

9. Does your child have any specific religious or cultural beliefs that you wish us to be aware of? *Happy to make Christmas cards etc*

10. Does your child have any specific worries, fears or phobias that we should be aware of?

11. What are your child's current interests / favourite activities / characters?
 (Ask if they have completed the 'All about me.' sheet – discuss)

Reminded about:

- Bag for spare clothes on the peg at school.
- P.E kit. Day to be confirmed via class newsletter each half term.
- Check know about play and stay sessions
- Check ok with school uniform and know where to buy it from.

Give the 'Welcome postcard' and ensure parents know the information about play and stay sessions.

Additional notes/observations:

Future actions:

Does the child need a care plan - yes / no (food allergy/ medical condition)

Does the child have an intimate care plan filled in: yes / no

Family support worker involvement :

Starting Reception

- The 'Starting Reception' Guide - providing parents with a clear, explicit definition of what school readiness looks like in practice.
- Helps manage parental expectations and align the home/school approach
- New release from [DfE - Getting Children ready for reception](#)



Steps for School campaign

To help your new starters get the Best Start in Life, we're sharing the Steps for School campaign toolkit. It's packed with ready-to-use resources to help you engage families and support children's readiness for reception.

Ways to use the toolkit:

- **Family Engagement:** Share tips directly with parents to ease the transition to school.
- **Communications:** Drop toolkit materials into your school newsletters or social media.
- **Transitions:** Use the guides to spark helpful conversations during induction meetings.

View the toolkit here: [Steps for School campaign toolkit](#)



Road to Year One

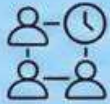


Bridging the gap to Year 1



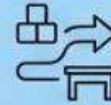
Emotional Readiness

Is key to a successful
transition.



Routines & Relationships

Maintain familiar
structures and bonds.



Pedagogical Continuity

Eases the move into
Year 1 with consistent
approaches.

Research Findings & Benefits



Developing EYFS practices in Year 1
benefits PSED, Speaking & Listening,
and Writing.



Fosters dispositions that promote learning:
Curiosity, Cooperation, and Creativity.

Date of Meeting		First names only will be used throughout the document for GDPR reasons. This document will not be printed and will be saved on Google Drive. CPOMS stores any safeguarding information.
Signed by EYFS Teacher		
Signed by Y1 Teacher		

Children eligible for PP	Known to social care	Children on the SEND register (previously or remain on)	Children with medical needs	Children with hearing/ sight impairment (detail any important info here e.g. how often they should wear glasses etc)	Early Helps (ongoing/closed)	Children with EAL (These children will go onto NASSFA Track(s))	Children that did not reach GLD

Most up to date documents that will be shared electronically and saved in the Handover folder during transition meeting. Hard copies may also be given at the end of the year. Date the box and link in any relevant information next to it when shared.

Phonics Assessments		Reading / book level		Lowest 20% who need additional reading		Data overview of who has achieved GLD
Key Information Document: allergies/photo permissions etc.		Maths Assessments		Pencil Grip Assessments (Identify those who require fine motor intervention)		Speech and Language Information

	Signed that information has been passed over
Which children didn't achieve in what areas of the curriculum and why?	
What do they need in place in Y1 to help them to make accelerated progress? For example: precision teaching/certain equipment/continue quality first teaching.	
What interventions have these children already had? Which areas of the environment have they been targeted in?	

WellComm/NEU/Any other C&L intervention tool:

Which children were assessed as needing this in EYFS?	Who still needs these interventions to continue in Year One?

Information sharing into Y1

Time needs to be given to staff to effectively share relevant information:

- what do they still need to learn
- EYFSP data
- are there any barriers? SEND? social care involvement etc
- how can we ensure this is fully inclusive?

Reflections

Breakout Rooms



Successes

What transition practices are working well in your school?



Challenges

What feels particularly challenging?



Partnership

How early are we connecting with families, and is the information we share useful for the next setting?



Wellbeing

How are you supporting children's confidence and emotional security?

Practical actions you can take



Early Planning

Start transition planning early in the summer term, with clear sequencing of activities.



Family Communication

Strengthen communication with families through meetings, visits, or regular updates.



Feeder Collaboration

Work closely with feeder early years settings to share key information and build continuity.



Familiarisation

Offer opportunities for children to become familiar with adults, spaces and routines.



Strengths-Based Support

Use strengths-based information to plan support for children's wellbeing and learning.



Continuous Adaptation

Continue transition support into the first weeks of Reception, adapting provision responsively.

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.

- What resonated most with you today?
- What specific themes or challenges should we tackle in our next session?

Questions are welcome and expected!

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

Any Questions



Closing and feedback

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.

Your Feedback

We welcome your ideas on what worked well and what we might change. Please use the [feedback form link](#).

Next Meeting

Virtual: Thursday 2nd July, 3:30-4:30pm
Face-to-face: Thursday 25th June, 9-11am

Following today's session, we will share the slides to our website.

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

Links and contact details

Website Resources

Access full details of all events and additional network resources here:

[Visit our website](#)

Julian Grenier - [Effective Transition in the EYFS powerpoint](#)

Get in Touch

Contact the Glebe Reception Network Team for any queries or support:

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Empowering practitioners through evidence-informed collaboration and high-quality professional development.



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**Thank
you**