



Co-op Academy  
Glebe

# Reception Network

**RISE** |   
Department  
for Education



## High Quality Interactions in the Early Years

Thursday 25th June 2026

# Before we start...

## Getting to know our network:

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



School name



Your role

# Today's Agenda

9.00-9.30am

Welcome and Introductions

Network purpose and expectations

Glebe Lead School introduction and context

High quality Interactions focus, Sharing of good practice amongst each other networking -flip chart and post its, answering the 3 questions - slide 12

9.30-9.40

Whole school walk around

9.40-10.00

**FS1-indoors and outdoors Group A KS**  
**FS2-indoors and outdoors Group B SM**

10.00-10.20

**Refreshments and discussions/questions**

10.20-10.40

**FS1-indoors and outdoors Group B SM**  
**FS2-indoors and outdoors Group A KS**

10.40-11.00

Questions and reflections

[https://docs.google.com/forms/d/e/1FAIpQLSeME0zJRMWkOqDOhdJW3uayBZFKZ2D8RfSyoNnREihCf\\_OaSA/viewform?usp=sharing&oid=109897859476535445302](https://docs.google.com/forms/d/e/1FAIpQLSeME0zJRMWkOqDOhdJW3uayBZFKZ2D8RfSyoNnREihCf_OaSA/viewform?usp=sharing&oid=109897859476535445302)



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# 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.



## 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.



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# 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.
- Everyone has their part to play and high expectations, high challenge and shared accountability underpin this.

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

# Lead School Introduction



BEST  
START  
IN LIFE



## 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.



# 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.

What:

Why:

Vocabulary

Literacy Challenge

I can use my phonic knowledge to find the correct sound.

Step up: segment and blend the words

Sort the popcorn images into the correct sound bucket.

Step down: say the initial sound of the object

Literacy Challenge

vocabulary

questioning

## Wellcomm

- We use Wellcomm as our tool to support the assessment of and support of Communication and Interaction.
- It provides us with clear gaps in the child's communication development and clear interventions that we can use to support the child.
- We assess all children in EYFS termly and children in KS1 and KS2 who are on our SEND register for cognition and learning or speech and language.
- The toolkit provides us with a traffic light scoring system which informs us of any next steps.





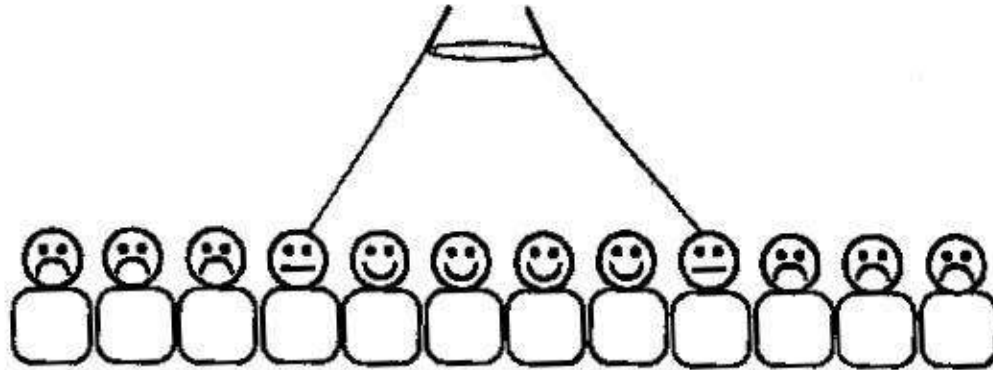
# High Quality Interactions

## Neural Foundations

- ✔ Rapid Growth: 90% of brain development occurs by age 5.
- ✔ Serve & Return: Back-and-forth interactions act as the 'tennis match' of communication.
- ✔ Hard-Wiring: Responsive adult feedback physically builds neural connections for language and social skills.
- ✔ The Buffer: High-quality interactions act as a buffer against toxic stress.



# Importance of Care Width



- Confident, often articulate and ARE children capture adult attention. They often receive the highest frequency of quality social talk naturally.
- Other children may avoid interaction. Evidence shows these children need **intentional, proactive** connection most.

*"High-quality interactions often look effortless, but they require deep intentionality to reach every child." – EEF Guidance*

## Active Tuning In

- › Interact at child level: have relaxed, welcoming body posture. Tune in!
- › Watch, listen, wait: wait for the teachable moment
- › The 10 second rule: Give children essential processing space. Stop filling the silence.
- › Open-ended questioning: Move away from closed, assessment based questions (What colour? How many?) toward shared thinking.



# The ShREC Approach

The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

*“When done well, high quality interactions often look effortless but they are not easy to do well.”*

EEF Guidance Report,  
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.

## Sh



### Share attention

Be at the child's level. Pay attention to what they are focused on.

## R



### Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

## E



### Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

## C



### Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.

## What does the EEF say?



**Adults should ... consider dedicating more of their time to children whose understanding and range of vocabulary is more limited or who are experiencing poverty, and further time still if they are experiencing both risk factors; targeting at-risk pupils has been shown to be effective in narrowing the gap.**

Education Endowment Foundation, 2023



# High Quality Interactions

## Networking and collaboration:

How do you ensure high quality interactions in your setting?

How is this monitored or good practise shared amongst you as an EYFS team?

How do you know if high quality interactions have had an impact?

Group A- SM

Group B-RM

- What one thing will you take away following today's visit?
- How will this impact your reception practice moving forwards?

Questions are welcome and expected!

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

# Any Questions





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Network

**Thank  
you**