# DfE Reception Teach-In

## Understanding RISE and the Wider Support offer

The government's Opportunity Mission is focused on breaking down barriers to opportunity.
In the DfE our mission priorities are:

| Best start in life | Every child achieving and thriving | Skills for opportunity and growth | Family security |
|---|---|---|---|
| High-quality early education; early-child health; home-learning environment; family support | High school standards with a broad curriculum; excellent teachers and targeted interventions; mental health support; access to arts, culture and sport; youth services and provision | A strong skills offer; pathways into work including the youth guarantee, work experience and careers advice | Removing underlying barriers to opportunity, including:<br>• Tackling child poverty and improving housing<br>• Keeping children safe |

These missions inform the four national priorities of RISE:

**RISE** The regional improvement for standards and excellence (RISE) programme aims to break the link between young people's backgrounds and their future success.

**Attainment**

**Attendance**

**Inclusive Mainstream**

**Reception**

# RISE provides support at 2 levels:

## Targeted

- This support is tailored to schools facing the greatest challenges.
- RISE advisers engage with eligible schools and their responsible body to agree an improvement plan, backed by resources to reduce barriers to improvement.
- Schools are supported to improve over 12 to 24 months and are monitored by regular Ofsted inspections

## Universal

The universal support offer on Reception Year Quality includes:

- Conferences
- Webinars
- Online resources e.g. data tools
- Networks

These are available to all schools.

## The next RISE Reception Year Quality Webinars are:

| | | | |
|---|---|---|---|
| Reception Year Quality webinar; Good level of development (GLD) reports to support reception improvement. | Virtual | Wednesday 4 November 2026<br>4pm to 5pm | Sign up to attend |
| Reception Year Quality webinar; SEND and what is inclusive practice? | Virtual | Wednesday 2 December 2026<br>4pm to 5:30pm | Sign up to attend |

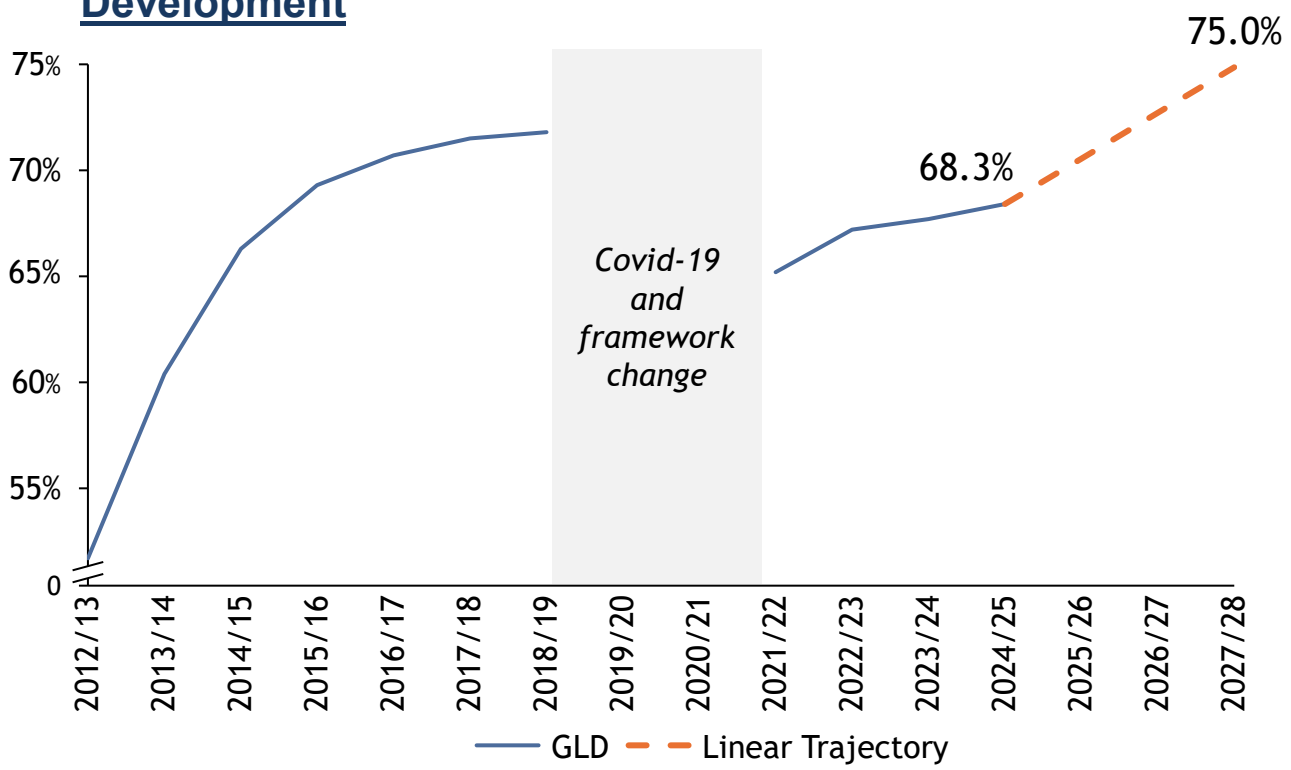
# RISE RECEPTION YEAR QUALITY

Reception year is critical to children's development – as the last year of the Early Years Foundation Stage (EYFS) and first year of school.

To achieve our mission objective of closing the opportunity gap, this government has set a milestone of a **record proportion of children starting school ready to learn**.

We will measure our progress through **75% of 5-year-olds reaching a good level of development** (GLD) at the end of reception year by 2028. This is an increase from 68.3% currently and would mean an additional ~40,000 children a year hitting developmental goals.

## Percentage of children reaching a Good Level of Development




GLD Reports for AY 25/26 were published 22 October 2026.

# DfE Reception improvement offer

## Spreading of excellent practice

**New:** Reception Networks - national initiative to improve the quality of reception year through 45 Reception Network Lead Schools, running network sessions and opening for visits.

**New:** EYFS profile assessment support – DfE online training and LA-run sessions to build confidence in making assessments at the end of Reception

RISE Reception webinars: recordings from the Autumn 2025 and Summer 2026 available via our webinars page – more webinars in Autumn 2026.

## Teaching & leadership development

**New:** Excellence in reception teaching course - national professional development (NPD) course for both new and experienced reception teachers.

Early Years National professional qualification (NPQ) courses – free professional development course for those wishing to progress to leadership in EY.

Early Years Child Development Training - free online training aimed at building and strengthening the knowledge and understanding of early years educators in key areas of child development.

## School support

**New:** English Hubs **Reception support** focused on Early Language and Literacy available from Autumn 2026.

**Expanded:** Maths Hubs **support** focused on Reception available from Autumn 2026.

Nuffield Early Language Intervention (NELI) programme - available to all state-funded schools with a reception class.

Recent letters to schools encouraging engagement – summer term and September.

New: **Ofsted inspection letters via RISE**

## Valuable data & insight

**New:** Compare your good level of development report personalised data report for every school, Trust and LA, designed to help interpret EYFSP and reflect on data to support school/Trust/LA planning.

**New digital version now available, with updated data and revised GLD reports published today. (22/10)**

**Next:** From late Autumn 2026, school-level GLD to be shared with Ofsted for informing inspection (in IDSR).

## Supporting school readiness

Getting children ready for reception: supporting effective transition provides guidance on how schools and early years settings, including childminders, can work together with parents and carers to support children's transition into reception.

Early Education Partnerships - strengthening relationships between early years settings and schools to support children's transition to reception.

Work with **Kindred2** and **MC Grammar Rap**.

RISE reception improvement offer information available on our GOV.UK page.

# Reception Networks Programme Overview

The Reception Networks programme forms part of our RISE universal offer of support to share excellent reception year practice across schools. Lead Schools bring schools together to discuss and share evidence-informed practice and host visits to their provision.

## Programme Aims

- The aim of the programme is to help schools enhance the quality of their reception year by **signposting effective practice and creating accessible, meaningful opportunities for schools to learn from one another.**
- Intended outcome is to support **more children to achieve a Good Level of Development (GLD)** and establishing strong foundations for success throughout primary school and beyond.
- We particularly want Lead Schools to **engage proactively with school leaders,** ensuring they have a clear place to go for support in prioritising **Reception as a key school improvement priority.**
- Lead Schools engage and motivate schools to share and improve reception practice, while directing those needing extra support to specialist hubs and programmes.

## Key information:

- The Reception Networks programme is **unfunded**.
- Reception Network Lead Schools will be accredited until **31 August 2028.**
- These networks are not intended to replace any existing local or regional networks: they seek to understand, amplify and complement local offers.

*I just wanted to say thank you for hosting the RISE network meeting last night. Your enthusiasm for Year R and for building a friendly, supportive network—where we can share best practice and work towards the best outcomes for children—was really inspiring, and I'm excited to be part of it.*

*Thank you so much - I've missed this connection to like-minded, magical EYFS practitioners!*

*I am very much looking forward to visiting your school in June. Thank you again for such a valuable and thoughtfully organised meeting.*

# 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 and their organisation** – it will not be accessible to Ofsted.
- It allows schools to **compare their GLD data** locally, regionally and nationally across key Early Learning Goals and key pupil groups – and provides it data that **controls for some context.**
- 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 you **identify schools with particular strengths** to share with others, or **schools in need of particular support**
- The report is accessible through **View Your Education Data**, alongside other key reports.
- It is important to **triangulate data** with other qualitative information.
- From the end of 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.

## What have we delivered so far?



**In September, we published our first iteration of the 'Compare your GLD data' reports…**

We published two sets of reports using 2023/24 EYFSP data:
i) School reports (all state primary schools)
ii) Responsible Body (RB) reports



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



**In November, we 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.

# English Hubs Reception Offer

English Hubs

**34 Hubs located across England offer support and CPD to** strengthen systematic synthetic phonics, early reading and early language in Reception and KS1. Their remit now also includes reading fluency into KS2, support for struggling readers in KS3 and the Reception offer outlined below. Support includes diagnostic audits, action planning, intensive in-school support, coaching and modelling and follow-up visits to sustain improvement. Visit the English Hubs website here: https://englishhubs.net/

## Language and Literacy focused audits to review Reception practice

- **Reception audits** reviewing early language, reading and writing to determine support needs
- **Early language and literacy specialists carry out targeted audits** to assess level of support needed by schools
- **Audit outcomes guide support-** schools may receive Enhanced, Intensive or a combination of both

## Enhanced offer – Nurturing Language and Literacy in Reception - CPD

- **CPD** Six module CPD programme facilitated by Hubs, including a dedicated headteacher session.
- CPD develops expertise in language and literacy, especially writing, handwriting and composition through evidence-based practice; stronger subject knowledge; effective handwriting and transcription teaching and high-quality language development.
- **Aim for a cohort of 20 schools for each hub (~680 schools) to** access this in 26/27.

## Intensive Offer Language and Literacy Specialist support

- **Targeted,** support for Reception staff in schools with the highest level of need, delivered by trained Language and Literacy Specialists, through coaching, modelling of effective practice, follow-up visits and tailored support focused on early language or writing.
- Match funding for handwriting programmes.
- **Aim to reach approximately 500** schools in 26/27

# Nuffield Early Language Intervention

We are continuing funding for the NELI programme from AY25/26 to all schools. Around 11,000 schools are currently registered with over 50,000 children being supported

## What is NELI?

A 20-week intervention to build children's vocabulary, listening and storytelling skills through targeted small group and individual sessions.

## Who is it for?

Reception-aged children:

- Children with lowest language levels highlighted by LanguageScreen
- Approx. 4-6 children per group

## How is it delivered?

Classroom assistant led Intensive 20-week programme:

- 3 small group session per week (30 mins)
- 2 1:1 sessions per week (15 mins)

## What support is available?

1. **Training:** comprehensive CPD to deliver the intervention.
2. **Resources:** Scripted materials (pack of resources)
3. **Screening and Assessment (Language Screen):** digital assessment administered at the beginning and end of the intervention to assess children's speaking and listening skills and impact (not mandatory)

In addition, Nuffield offer regular webinars and refresher training for all trained NELI practitioners.

**How effective is the NELI programme?**

- Several trials from the Education Endowment Foundation (EEF) have found that NELI improves both children's oral language and early literacy skills.
  - +2 months early word reading
  - +4 months average pupils' progress
  - +3 months EAL pupils
  - +7 months FSM pupils

**Register here: Sign-up for NELI | Nuffield Early Language Intervention (NELI)**

# Maths Hubs Reception Offer

40 Maths Hubs, co-ordinated by the NCETM, offer free face to face and online teacher and school professional development from Reception to A-level, to all state funded schools and colleges in England. Programmes offer school-to-school support, collaboration and sharing of best practice among a community and network of peers.

## Reception AMHL

- Every Maths Hub will have a Reception-focused Assistant Maths Hub Lead
- Their role is to coordinate and support the Reception offer across their Maths Hub and share best practice throughout the whole network
- They will support the Reception focused LLME to deliver activity in their area
- They will act as a key contact for support

## SKTM for Reception

- Specialist Knowledge for Teaching Mathematics
- Professional development to improve knowledge and practice of Reception teachers
- TAs may attend alongside their Reception teacher
- Aims to enhance teacher understanding of progression from EY & deepen expertise
- Explores foundational concepts of number, pattern, shape and space

## Mastering Number

- Aims to secure firm foundations in number sense
- Intended for teachers of Reception, Year 1 and 2
- Content covers full Reception curriculum, including all number work to support ELG for maths, pattern, shape, space and measures, and some aspects of KS1 curriculum
- Materials to support the main basis of lessons & support planning of maths integration in other lessons

## Intensive Support

- Aimed at schools in challenging circumstances
- Intensive one to one support from an Intensive Support Partner (ISP)
- ISPs work with school leaders to address barriers to implementation of change that are context specific.
- Follows on EEF implementation guidance and change management research

# National Professional Qualifications

- NPQs are delivered by a range of accredited providers across England, giving participants flexibility in how they access programmes.
- Many programmes are supported by Teaching School Hubs, which play a key role in promoting NPQs locally, supporting recruitment and helping participants access funded places where available.
- This national delivery infrastructure helps ensure leaders can access high-quality professional development regardless of location.

## NPQ Early Years Leadership (NPQEYL)

- Supports early years leaders to strengthen practice and improve outcomes for children.
- Covers evidence-informed approaches to curriculum, pedagogy, assessment, child development and leadership.
- Provides a dedicated leadership development route for early years leaders.
- Supports improvement in early years provision, curriculum and pedagogy.
- Helps drive school improvement through stronger Reception practice and outcomes.
- Funded places available for eligible participants.

## NPQ Headship (NPQH)

- Now includes greater consideration of the role of early years within whole-school improvement and educational outcomes.
- Helps strengthen leadership understanding of the importance of reception as the foundation for later learning and attainment.
- Supports headteachers to understand the contribution of reception and early years to whole-school improvement.
  Encourages leaders to consider school readiness, EYFS outcomes and transition as part of their strategic leadership.

For more information visit National professional qualification (NPQ) courses - GOV.UK

# Excellence in Reception Teaching

Excellence in reception teaching is a national professional development course to help experienced teachers develop their practice and deepen their understanding of the key areas of child development.

**The course is suitable for:**

- teachers who have completed their induction
- experienced reception teachers
- teachers moving into a reception role

The course is designed to fit around your teaching commitments, it:

- takes around 2 school terms to complete
- combines online learning and self-study (minimum 20 hours)
- includes at least 4 hours of live online training

The course covers practical strategies to improve children's outcomes, including how to:

- expertly apply evidence-based approaches in the classroom
- establish effective communication and language skills to support children's learning
- build expertise in identifying and adapting to barriers to learning, including special educational needs and disabilities (SEND)
- improve physical activity to help develop children's well-being and motor-skills
- plan an appropriate curriculum and assessments
- support smooth transitions for children into and out of reception

Funded places are available for participants working in state-funded schools, including academies.
Excellence in reception teaching: check funding eligibility and register - GOV.UK

# Oak Reception: what we're building

**Free, flexible, adaptable teacher-facing curriculum resources for Reception,** commissioned by DfE in November 2025 as part of the Best Start in Life strategy. They replace the resources Oak made for home learning during the pandemic and reflect the latest EYFS guidance.

**75% by 2028**
Supporting the ambition for children reaching a good level of development (GLD)

## What schools will get

- Sequenced curricula across the agreed areas of learning, with communication and language threaded throughout
- Guides for adult-led inputs and adult-guided tasks
- Suggested opportunities for children to explore, revisit and apply learning across their experiences: play and provision; everyday moments; stories, songs, rhymes and poems; wider experiences; and children's lives beyond the setting
- Screen-minimal, with optional supporting visuals

### Designed to complement your support

- Phonics isn't included: literacy works alongside each school's phonics programme
- Doesn't cover continuous or enhanced provision planning, or enabling environments

## When

**Autumn 2026 (now)**
Testing early prototypes with teachers in 10 Reception settings

**Spring 2027**
Publish the Reception curriculum sequence and sample resources

**Summer 2027**
Release full resources, ready to teach from Autumn 1 2027

**From autumn 2027**
Ongoing improvement, shaped by Reception teachers and the wider sector

# Help us test Oak Reception this spring

We're testing more Reception resources with teachers in spring 2027. Your networks can help us reach the teachers and schools who'll use them.

### Who we're looking for

Reception teachers and schools keen to try new resources with their class and tell us what they think

### What's involved

Using sample resources in the classroom, then sharing feedback with our team, for example in a short follow-up interview

### How you can help

Share this with Reception teachers and schools in your network, and put anyone interested in touch with us

## Get in touch

Email Jayne McGrath, EYFS Curriculum Lead at Oak, to put forward a teacher or school, or to find out more.

**jayne.mcgrath@thenational.academy**

# Strong transitions

## Getting children ready for Reception: How schools can work with families and early years communities during transition into Reception?

## Overview

**We have published** ‘Getting children ready for reception: supporting effective transistion, **and will share best practice** to help schools design intentional, inclusive Reception transition.

**Built around three clear principles:**
1. Working closely with families
2. Strong partnerships with early years settings
3. Early identification of need

**Early Education Partnerships** - strengthening relationships between early years settings and schools to support children’s transition to reception.

**This also includes a stand-alone "*top tips for early years settings and schools*" short document that brings out the key messages for PVIs and childminders, alongside the key messages for schools.**

## Key messages

- Start early – transition is a continuum.
- Get the children in full time as quickly as possible in September.
- Build relationships early with families and EY settings.
- Make communication two-way.
- Use clear, strengths-based language.
- Plan purposeful, sequenced activities.
- Prioritise inclusion from the start.

OFFICIAL – INFORMATION FOR RISE

# Teaching School Hubs

TSHs are a national network of 87 centres of excellence which offer DfE-approved training and professional development for teachers and leaders at all stages of their career. Each TSH serves a designated area of the country, ensuring schools of all types and phases have easy access to support.

**The key activities TSHs undertake are:**

- Initial Teacher Training (ITT)
- Early career training programmes for early career teachers (ECTs) and mentors
- Quality assuring ECT statutory induction as an Appropriate Body
- National Professional Qualifications (NPQs)
- Excellence in reception teaching course
- Signposting other DfE-approved CPD

## Excellence in reception teaching

- See slide 10 for course details.
- TSHs may deliver Excellence in reception teaching, but please note not all TSHs will deliver the course

## National Professional Qualifications (NPQs)

- See slide 9 for details
- TSHs partner with at least one of the organisations designated as a Lead Provider to deliver NPQs.

TSHs are supported by the Teaching School Hubs Council (TSHC), who also work closely with the DfE TSH team.
**This is a voluntary organisation that is not funded by DfE.**

You can **find your local TSH here**.

# Early Years Stronger Practice Hubs

Early Years Stronger Practice Hubs are a national network of 36 hubs with expertise and knowledge of the evidence base on what works to support child outcomes, and experience of delivering effective practice.

**The key activities EYSPHs undertake are:**

- **Maintaining local networks of settings** to share knowledge and effective practice.
- **Proactively sharing information and advice** on evidence-based approaches, for example, through newsletters, blogs and social media.
- **Acting as a point of contact for advice and signposting** to other funded support.

- An Early Years Stronger Practice Hub is an appointed partnership of up to seven early years providers, with a designated lead setting carrying overall responsibility for establishing and developing the Hub.
- Each hub includes a mix of setting types including PVIs and childminders.
- Hubs operate in every region and work closely with local authorities and sector partners to identify local priorities. They provide outreach and support to all types of providers, including childminders,  They help settings adopt evidence-informed approaches and provide direct access to high-quality CPD, resources, and advice.
- Although support is primarily focused on pre-reception settings, some Hubs also work with reception practitioners.

For further information, including the list of hubs, please visit the **Stronger Practice Hubs official website**.
Ambition Institute can also be contacted directly with any queries about the programme: **earlyyears@ambition.org.uk**

# Reception SEND support offers

## SEND In-House training Materials

- Designed to help settings strengthen inclusive practice, support staff development and reduce the time needed to develop training materials locally.
- Informed by Education Endowment Foundation (EEF) guidance and developed by Ambition Institute to support SEND professional development in schools and post-16 settings.
- Free, practical and editable resources, including strategies and tools that settings can adapt.
- Further materials will be published throughout the academic year.

## Experts at Hand

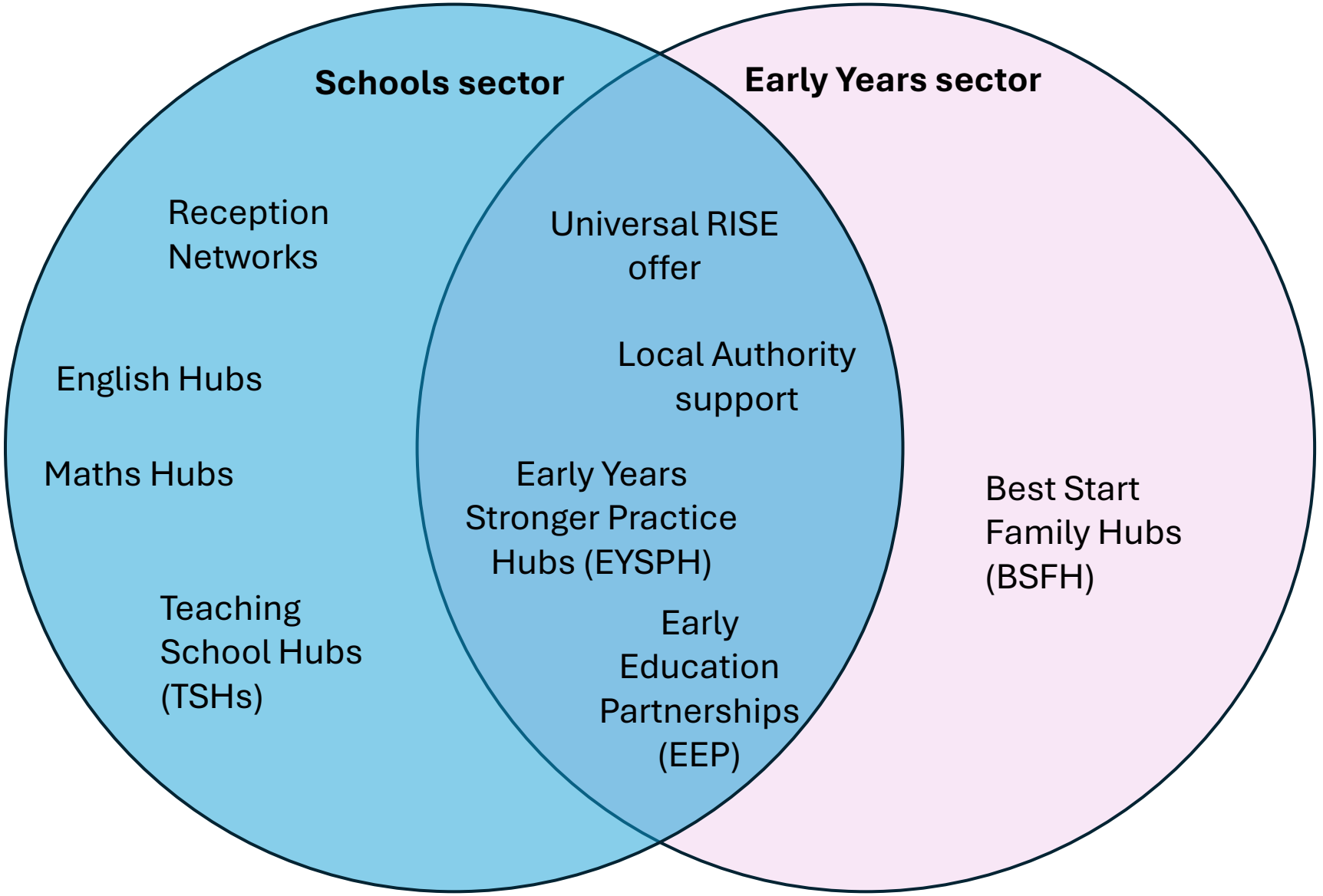
- Provides schools with access to SEND expertise and tailored advice.
- Enables school leaders and practitioners to seek support on specific challenges, including inclusion, identification of need and effective classroom approaches.
- Offers practical guidance to help strengthen confidence and capability in supporting children with SEND.

**RISE Reception Year Quality Webinar: SEND and what is inclusive practice?**
2 Dec 2026, 4–5pm
Sign up to attend

SEND and Inclusion Training for Mainstream Schools

# How reception fits with other offers

- These offers complement and support each other
- Hubs and networks should be aware of and work with other services to point users towards the offer that would work best
- If schools/settings are eligible for specific limited support, this is directly communicated with them. Hubs have also been made aware so that they can prioritise these schools/ settings.
- Schools can receive multiple programmes of support at any one time
- Schools can choose which hubs or networks they work with: they do not have to choose the nearest geographically



# Thank you!