



Department  
for Education

# **Excellence in Reception Teaching Framework**

**June 2026**

# Contents

Acknowledgements	3
Foreword	4
Introduction	5
Guidance for providers	6
Excellence in Reception Teaching Framework	8
One – Child Development	9
Two – Classroom Practice	14
Three – Inclusive Practice	18
Four – Effective Partnerships	22
References	25

## Acknowledgements

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Molly Devlin	Ark Start
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Claire Williams	Alexandra Park Primary School

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## Foreword

**From the Minister for Early Education, Olivia Bailey MP and the Best Start in Life Champion, Sue Robb OBE**

Reception is a vital foundation year that sets children up for success throughout primary school and beyond and must be given the attention and importance it deserves. That is why we are making sure schools have access to the right tools and tailored improvement for reception as part of [Giving Every Child the Best Start in Life](#), and why the early years is a central part of our approach to special educational needs and disabilities (SEND), as set out in [Every Child Achieving and Thriving](#).

The responsibility of leading and teaching a reception class is enormous, deserving acknowledgment, support and specific professional development. It is the reception teacher who:

- Inducts the young children into the life and culture of the school
- Builds relationships with families
- Works in partnership with the children's previous early years provision to ensure happy transitions
- And through adaptive teaching supports all children's learning

Teaching reception-aged children is magical, rewarding, and hard work both physically and mentally. Understanding child development, the unique pedagogy and practice of reception is vital to successful teaching. This framework outlines the key elements that reception teachers should master to be successful in their teaching and care.

The evidence is clear – successful foundational learning in the reception year is key for children's future success: professional development is the vital ingredient in delivering high quality teaching. This framework brings these two key strands together to support the professional development of reception teachers.

It guides the understanding, and knowledge growth on key aspects of reception pedagogy and practice building on the best evidence of successful early learning and child development. Responses to the framework will guide reception teachers' critical reflection of their practice to ensure they are the best they can be in giving every child a strong start in school.

Never has there been a time with so much focus on reception, and I sincerely hope that this framework results in reception teachers having access to appropriate, quality professional development they deserve.

**Olivia Bailey MP**



**Sue Robb, OBE**



## Introduction

Reception teachers play a vital and distinctive role in shaping children's early educational journeys. The quality of children's experiences during the reception year has a profound and lasting influence on their development and future success. This formative year represents a unique period in a child's education, during which the care, support, and high-quality teaching they receive enable them to develop the learning behaviours, dispositions, and foundations essential for lifelong learning. Reception teachers expertly bridge the transition between the Early Years Foundation Stage (EYFS) and the National Curriculum, building upon and securing the strong foundations that underpin future learning, achievement, and well-being.

The Early Years Foundation Stage framework sets out core principles that underpin high-quality reception teaching:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

This course aims to develop their practice by building the knowledge, skills, and professional behaviours required to provide the highest-quality reception year for all children. Teaching young children is a complex and highly skilled endeavour. Children arrive in reception with diverse experiences, needs, and characteristics. Effective teaching relies on a secure understanding of child development and an appreciation of the varied rates at which children learn and develop, enabling practice to be adapted responsively and appropriately. Central to this approach are the three characteristics of effective learning, which underpin how children engage with their learning and develop as confident, motivated learners:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Reception teachers should recognise and respond to these characteristics of effective learning within everyday decision-making about adapting practice to secure each child's learning.

This content framework is underpinned by a clear ambition to support reception teachers in delivering high-quality provision that secures strong outcomes in line with the Early Years Foundation Stage (EYFS) statutory framework. The framework emphasises promoting effective teaching and learning approaches that support progress across the EYFSP, with a particular focus on the prime areas of communication and language, personal, social and emotional development, and physical development as the foundations for all future learning. To strengthen teachers' understanding of how these areas support children's readiness to learn and contribute to a Good Level of Development (GLD), we have emphasised developmentally appropriate, evidence-informed practice, which should be implemented as an ongoing process that adapts to the contextual factors within reception classes. This course is not designed to focus on developing phonics practice. The [DfE's Reading Framework](#) makes it clear that all children should be taught phonics from the start of reception, and as such it is assumed that reception teachers are already teaching phonics with fidelity. Where schools and teachers need support with phonics teaching, they should draw on validated systematic synthetic phonics programmes and the support available through [English Hubs](#).

This framework represents government's first step in delivering its ambition, set out in [Every Child Achieving and Thriving](#), to bring forward a new teacher training entitlement (TTE) to ensure that every teacher and leader can access high-quality professional development opportunities to keep learning and developing. It forms part of government's ambition to drive greater inclusion in mainstream education, with a clear emphasis in the framework on inclusive practice to support more children to achieve and thrive throughout their learning.

## Guidance for providers

In collaboration with an Expert Drafting Group, we consulted extensively with the sector to design the content framework for Excellence in Reception Teaching. This has included invaluable input from teachers, school leaders, academics and experts who specialise in reception and early years education.

This framework sets out two types of content. Within each area, key evidence statements ("Learn that...") have been drawn from current high-quality evidence from the UK and overseas. This evidence includes high-quality reviews and syntheses, including meta-analyses and rigorous individual studies. In addition, the framework provides practical

guidance on the skills that reception teachers should be supported to develop. Practice statements (“Learn how to...”) draw on both educational research and on additional guidance from the Expert Drafting Group and other sector representatives. The EEF has independently reviewed the framework to ensure it draws on high-quality evidence and that this evidence has been interpreted with fidelity. References for evidence underpinning each section are provided at the end of the framework. The framework content has also been reviewed by a wide range of sector bodies including unions and early years experts.

The framework statements should be read in the context of this preamble section, which explains how the statements were devised and how they should be incorporated in the design of curricula.

Excellence in Reception Teaching providers will ensure that all participants have the opportunity to engage in an ambitious curriculum that allows them to develop expertise in reception pedagogy informed by the content framework. The content framework is not a curriculum. Providers will deliver courses based on the evidence about what makes effective professional development, including the principles set out in the [Standard for Teachers’ Professional Development](#). They should:

- Design a curriculum that supports participants to develop their practice, drawing on and bringing together sections from across this framework as appropriate. For example, content on effective parental engagement or working with other staff in the classroom to support children’s learning underpins statements across multiple domains.
- Consider how to focus participant time on the knowledge and skills which will have the greatest impact in improving confidence in their practice.
- Support participants to plan how they will integrate their learning around the ‘Learn that...’ and the ‘Learn how to...’ statements into their practice.



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# Excellence in Reception Teaching Framework

## One – Child Development

Learn that...	Learn how to...
<p>1.1. Teachers with a good knowledge of child development are crucial in determining the quality of children's early education.</p> <p>1.2. High-quality early education and care has a long-term positive effect on children's life chances, particularly for children from disadvantaged backgrounds.</p> <p>1.3. Experiences in infancy and early childhood critically shape child and adult development, including physical and emotional health.</p> <p>1.4. The rate of learning development for children is higher in the period from birth to five years old than any other time in their lives.</p> <p>1.5. Children develop and learn at different rates and require different levels and types of support from practitioners and teachers to succeed.</p> <p>1.6. Children make better all-round progress when adults form warm, attuned and responsive relationships with them, providing children with a secure emotional base that may have a significant impact on their future emotional and social development.</p>	<p><b>Recognise children's progress and needs and support all children's development, including by:</b></p> <p>1.a. Working with colleagues to ensure that children's education is informed by the best available research evidence.</p> <p>1.b. Ensuring developmentally appropriate practices and approaches are used consistently and support is adapted for children's stage of development, enabling them to progress towards independence and mastery.</p> <p>1.c. Developing warm and responsive relationships between staff and children that ensure children feel safe and secure to interact with others, explore their environments and access opportunities.</p> <p>1.d. Creating environments, routines and interactions that promote engagement, understanding, attention and self-regulation to support development of executive functioning skills.</p> <p><b>Establish and sustain effective personal, social and emotional development to support children's learning, including by:</b></p> <p>1.e. Forming supportive relationships with children that put the child's experiences at the centre of their thinking.</p> <p>1.f. Helping children develop self-regulation skills through co-regulation with responsive adults. Using effective co-regulation to provide calm, consistent support and guidance to help a child understand and manage their emotions and behaviour in the moment, while gradually fostering increasing independence, helping them to have confidence in their own abilities, develop a positive sense of self and form new close relationships.</p>

Learn that...	Learn how to...
<p>1.7. Self-regulation skills are important for ensuring children can effectively manage their thoughts and behaviour, and are consistently linked to successful learning.</p> <p>1.8. Supporting children’s personal, social and emotional development (PSED) helps them to build positive relationships, manage their feelings and engage confidently in learning. This can have a positive impact on behaviour and lead to stronger social interactions and greater motivation.</p> <p>1.9. Strong relationships between children can be promoted by setting a clear and adaptive approach to supporting children to understand the importance of respecting rules and routines and behaving correctly towards others.</p> <p>1.10. Focusing on language and communication is especially important for young children and will support the development of a range of early literacy skills as well as their wider knowledge and understanding.</p> <p>1.11. Communication and language approaches consistently show positive benefits for young children’s development, including their spoken language skills, their understanding of language, and their early reading skills. These are particularly important for children from disadvantaged backgrounds.</p>	<p>1.g. Providing children with guidance on how to look after their bodies e.g. through healthy eating and managing personal needs independently.</p> <p>1.h. Modelling how to resolve problems and supporting interactions between children.</p> <p>1.i. Understanding the impact of social and emotional teaching strategies on children’s behaviour, social interactions, attitudes to education, and education itself.</p> <p>1.j. Understanding the responsibilities for managing and responding to children’s behaviour in an appropriate way, as outlined in the EYFS.</p> <p>1.k. Ensuring that a positive, responsive, predictable and safe environment is maintained consistently across all areas accessed by children. Establishing clear boundaries and routines which are age-and stage-appropriate and enable children to understand the importance of rules and routines and behaving positively towards each other.</p> <p>1.l. Supporting children to express their emotional and physical needs and access support, for example by describing how they feel, asking for help when something hurts, or seeking reassurance from a trusted adult.</p>

Learn that...	Learn how to...
<p>1.12. Physical development approaches may benefit children's cognitive development and support attention, thinking, communication and emotional well-being.</p> <p>1.13. Physical development in the early years is essential for health, confidence and learning.</p>	<p><b>Establish and sustain effective communication and language approaches to support children's learning, including by:</b></p> <p>1.m. Modelling new language for children, validating their attempts by rephrasing emerging vocabulary and grammar, extending and explaining new words, and supporting them to express their ideas in clear, well-formed sentences.</p> <p>1.n. Providing extensive opportunities for quality talk and listening, including through the sharing and elaboration of ideas, back and forth conversations between adults and children, conversations between children and supporting other forms of non-verbal communication. Allow children time to process their thoughts and formulate their response.</p> <p>1.o. Supporting children to listen attentively, understand what is being said, and follow instructions confidently and accurately in a range of everyday situations.</p> <p>1.p. Developing and extending children's language through careful, deliberate planning in each area of teaching, with opportunities built in for plenty of repetition and enjoyment.</p> <p>1.q. Strengthening children's language comprehension and sound awareness by placing a strong emphasis on singing, using songs alongside rhymes and poems to help children hear, recognise, and play with the sounds in words.</p> <p>1.r. Teaching and modelling social communication skills by explicitly demonstrating and explaining verbal and non-verbal strategies (such as gestures, facial expressions and language). Adapting strategies to different contexts, and using responsive practice like imitation, labelling and commenting to support children's understanding and use.</p>

Learn that...	Learn how to...
	<p>1.s. Ensuring evidence-based diagnostic tools and interventions are available for those children that have communication and language barriers to their learning.</p> <p><b>Establish and sustain effective physical development approaches to support children’s learning, including by:</b></p> <p>1.t. Promoting and creating plentiful opportunities for indoor and outdoor play and learning that balance structured adult-directed activities with child-initiated play and ensure children engage in regular physical activity.</p> <p>1.u. Explicitly teaching and consolidating fundamental movement skills in children by providing opportunities for children to focus on and practice specific skills.</p> <p>1.v. Thoughtfully varying the level of difficulty, giving verbal and physical direction and using playful or motivating contexts. Combining structured teaching time alongside less structured opportunities.</p> <p>1.w. Providing many opportunities to develop fine and visual motor skills through a range of purposeful activities, alongside modelling, feedback, and goal-setting. Adapting approaches to children’s stages of development to build the strength and control needed for later writing</p>

Learn that...	Learn how to...
	<p>1.x. Providing frequent and varied opportunities to support children's gross motor development by strengthening core stability, balance, coordination, and whole-body control through purposeful indoor and outdoor physical activities, alongside clear modelling, encouragement, feedback, and goal-setting. Adapting approaches to children's stages of development to build secure foundations in fundamental movement skills.</p>

## Two – Classroom Practice

Learn that...	Learn how to...
<p>2.1. Teacher expectations can affect child outcomes; setting goals and activities that challenge and stretch children from their starting points is essential.</p> <p>2.2. Teachers have the ability to affect and improve the well-being, motivation and behaviour of their children.</p> <p>2.3. The disadvantage gap already exists in reception classes but can be reduced through high-quality early education.</p> <p>2.4. Ensuring children master foundational concepts and knowledge before moving on is likely to build children's self-efficacy and help them succeed.</p> <p>2.5. Targeted teaching and support through one-to-one or small group interventions can have a positive impact on children's outcomes, depending on their age, especially for those from disadvantaged backgrounds.</p> <p>2.6. Effective formative assessment, clearly linked to a planned curriculum, is critical to early years education and care because it provides practitioners and teachers with information about children's understanding and needs.</p> <p>2.7. Formative assessment is of value when practitioners and teachers use information from assessments and observations to inform the decisions they make.</p>	<p><b>Plan and deliver high-quality early education to ensure all children progress and learn, including by:</b></p> <p>2.a. Planning for and delivering an engaging, high quality curriculum that is grounded in the overarching principles of the EYFS and is responsive to children's needs and interests to enable children to master foundational concepts, experience success and build confidence.</p> <p>2.b. Using effective teaching approaches that are designed to be inclusive for the whole cohort. Adapting levels of support and content depending on children's stage of development, until children can master activities independently.</p> <p>2.c. Developing an understanding of children's contexts, backgrounds and prior experiences to identify strengths and barriers early. Using this knowledge to plan high-quality teaching and appropriate learning opportunities for all children alongside timely, targeted support for those who need it most.</p> <p>2.d. Developing approaches to work with children to identify their individual goals, and provide appropriate support, challenge, and guidance to help them make progress towards these.</p> <p><b>Ensure curriculum planning, pedagogy and curriculum delivery are underpinned by effective assessment, including by:</b></p> <p>2.e. Using proportionate assessment to understand and support each child's progress and identify specific capabilities and difficulties, so that it informs further practice across the reception year, including targeted support where required.</p>

Learn that...	Learn how to...
<p>2.8 Early literacy skills provide fundamental knowledge; reading comprises two elements: word reading and language comprehension.</p> <p>2.9 Early literacy approaches, including activities that aim to develop and integrate letter/sound knowledge and phonological awareness, can have a positive effect on early learning outcomes for all children.</p> <p>2.10 Dedicated time regularly teaching specific mathematical concepts and skills in the early years and using early mathematics and numeracy approaches, including the use of manipulatives, can have a positive impact on teaching for all children.</p>	<p>2.f. Understanding that assessment can be based on professional expertise, interaction with children and observations shared by parents and carers, and should not require excessive paperwork or physical evidence that cause prolonged breaks from child interaction.</p> <p>2.g. Using different forms of assessment (including formative assessment, targeted observations, understanding of their unique personal circumstances) to gather a holistic picture of each child.</p> <p>2.h. Considering information about a child, such as their month of birth, alongside effective use of assessment, to determine which children may need more support, identify barriers or potential barriers to their learning and avoid further gaps forming.</p> <p><b>Establish and sustain high-quality play-based teaching, including by:</b></p> <p>2.i. Designing continuous provision that offers open-ended, meaningful and appropriately challenging opportunities across all areas of learning.</p> <p>2.j. Planning environments that encourage children to revisit experiences, test ideas, solve problems, collaborate and engage in sustained periods of involvement.</p> <p>2.k. Appropriately balancing child-initiated play, adult-guided experiences and intentional teaching to support progression in knowledge, skills and dispositions for learning.</p>

Learn that...	Learn how to...
	<p><b>Establish and sustain pedagogy to support early literacy development, including by:</b></p> <ul style="list-style-type: none"> <li>2.i. Reading aloud stories and talking with children about them to build familiarity and understanding and exploring vocabulary in wider contexts once children know a story well.</li> <li>2.m. Maximising opportunities for adults to read with and to children and for children to engage. Cultivating child-led responses, for example, asking children to predict what may come next in a story.</li> <li>2.n. Ensuring children have access to a wide range of stimulating, appropriate and diverse texts both in the classroom and to take home. Including reading materials that support inclusion and challenge gender and other stereotypes.</li> <li>2.o. Supporting children to read unfamiliar words by saying the sounds corresponding to the letters in the words and then blending the sounds together.</li> <li>2.p. Focusing on developing children’s composition skills through play-based, language-rich experiences such as shared storytelling, oral rehearsal and collaborative talk that build confidence in expressing ideas clearly and creatively.</li> <li>2.q. Supporting children to begin to develop secure letter formation and transcription skills through explicit daily handwriting instruction and regular, purposeful practice and that they are consistently provided with appropriately pitched and suitably challenging opportunities to apply these skills.</li> </ul>

Learn that...	Learn how to...
	<p><b>Establish and sustain reception pedagogy to support early mathematical development, including by:</b></p> <ul style="list-style-type: none"> <li>2.r. Ensuring the curriculum includes a regular amount of time dedicated to developing early numeracy, including approaches that develop specific mathematical skills and knowledge. For example, planning activities which develop a deep understanding of numbers within 10, including subitising and counting, and activities involving spatial reasoning, including shape, measure and pattern.</li> <li>2.s. Providing children with high-quality opportunities and experiences for mathematical development including through play, their environment and their interactions with adults and each other.</li> <li>2.t. Developing children’s mathematical understanding by strengthening spatial reasoning skills across all areas of the reception maths curriculum, using explicit teaching to introduce key concepts, and embedding numeracy meaningfully into everyday routines and experiences.</li> <li>2.u. Providing a wide range of manipulatives, including mathematically structured manipulatives such as cubes and number plates, as well as those linked to children’s interests, to stimulate their exploration of mathematical ideas and expose the structure of mathematical concepts.</li> <li>2.v. Helping children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections and ‘have a go’.</li> </ul>

## Three – Inclusive Practice

Learn that...	Learn how to...
<p>3.1. The first priority for supporting children with additional or special educational needs is to strengthen the quality of classroom teaching. High-quality classroom teaching supports all children, although some children may also require targeted support.</p> <p>3.2. Adapting teaching and care in a responsive way, including by providing targeted teaching to children who are learning at different rates, is likely to improve children’s outcomes.</p> <p>3.3. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of children or to set lower expectations for particular children.</p> <p>3.4. Specialised teaching in early years, especially for language and communication skills, can benefit children from disadvantaged backgrounds and those for whom English is an additional language (EAL).</p> <p>3.5. A predictable and secure environment benefits all children but is particularly valuable for many children with SEND.</p> <p>3.6. Seeking to understand children’s needs, including their different levels of prior knowledge and potential barriers to learning, is an essential part of education and care.</p>	<p><b>Ensure all children experience success, including by:</b></p> <p>3.a. Prioritising high-quality, inclusive classroom practice for all children, while recognising when individual children may need targeted support and putting this in place effectively.</p> <p>3.b. Maintaining high-quality teaching and high expectations for all children while making reasonable adjustments or adaptations to ensure that children with SEND can engage independently and meaningfully in activities and learning.</p> <p>3.c. Understanding and taking account of children’s unique starting points, with particular attention to identifying barriers to learning and taking action to remove barriers within the school environment.</p> <p>3.d. Enabling flexible grouping and regularly reviewing children’s progress.</p> <p>3.e. Creating calm, well-structured and purposeful learning environments that meet individual needs. This includes considering factors such as noise levels, avoiding cluttered spaces including too many wall and ceiling displays, and access to resources to ensure all children can engage with and access the intended learning.</p> <p><b>Meet children’s individual needs, including by:</b></p> <p>3.f. Identifying children’s needs early by working collaboratively with professionals, parents and carers, using a secure understanding of each child’s strengths and needs to inform timely referrals and appropriate support.</p> <p>3.g. Ensuring that evidence-based diagnostic tools are used to identify children who need further support.</p>

Learn that...	Learn how to...
<p>3.7. The SEND Code of Practice (2015) and Equality Act (2010) state that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.</p> <p>3.8. The SEND Code of Practice sets out four areas of need (communication and interaction; cognition and learning; social, emotional and mental health difficulties; and physical and/or sensory needs). Considering these primary needs is a useful first step, but a more detailed understanding of an individual child is required for action to be beneficial.</p> <p>3.9. Practitioners and leaders should recognise that a delay in learning and development in the early years may or may not indicate that a child has SEND. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND.</p> <p>3.10. Care should be given when identifying children as having SEND; multiple components can affect a child's development or behaviour, such as environment and changes in routine.</p>	<p>3.h. Taking a careful, holistic approach when identifying children as having SEND by considering a range of influencing factors, such as changes in routine, classroom environment, emotional wellbeing, language exposure, or temporary developmental differences (for example, behaviour changes following transitions, inconsistent attendance, or differing expectations between home and school), before considering the most appropriate referral.</p> <p>3.i. Utilising specialised early years teaching approaches to strengthen children's language and communication skills, particularly for children from disadvantaged backgrounds and those who speak English as an additional language (EAL), for example through targeted small-group language sessions, explicit vocabulary teaching, structured talk activities, visual supports, modelling rich language, and opportunities for repeated oral rehearsal across everyday routines and play.</p> <p>3.j. Improving children's language and communication by delivering targeted support through skilled and well-trained practitioners. Ensuring that children who need additional help, such as those from disadvantaged backgrounds, receive increased and appropriately tailored support.</p> <p>3.k. Effectively assessing children with EAL to ensure that support can be targeted to need.</p> <p>3.l. Creating opportunities for all children and especially those experiencing social-economic disadvantage, identified as having SEND or who speak English as an additional language to have meaningful, sustained interactions with adults and other children.</p>

Learn that...	Learn how to...
<p>3.11. Working with leaders to identify needs accurately and then putting the right provision in place is important to give children with additional needs and SEND the best opportunity to fulfil their potential; however, identifying needs at an early age offers little value if action is not taken to address them.</p> <p>3.12. High quality teaching for children with SEND is underpinned by positive interactions between children, their teachers, teaching assistants and their peers.</p> <p>3.13. Effective deployment of teaching assistants includes approaches to promote children's independence through carefully scaffolded support and delivery of structured interventions linked to classroom learning.</p>	<p>3.m. Planning and delivering targeted interventions which: are timely and closely aligned with the reception curriculum; minimise time away from the classroom; include clear measures of success; enable children to apply their learning effectively within the main class; and are regularly reviewed to ensure impact.</p> <p>3.n. Ensuring that classroom routines are predictable and appropriate for children's stage of development.</p> <p>3.o. Ensuring barriers such as sensory differences are well understood by all practitioners in the classroom and the curriculum and environment are adapted to reflect current needs. Recognising that one environment will not be optimal for all children and that some children will require environmental adaptations or alternative environments to support regulation.</p> <p>3.p. Ensuring that if a child has additional needs or SEND, action is taken promptly to support them. Adaptations to aspects of the child's education such as the routine of the day, the environment or adult support should be implemented effectively and in a timely way. Where adaptations are needed, these should be reviewed regularly and in consultation with the child, parents and carers.</p> <p>3.q. Deploying teaching assistants and other adults in the reception classroom to support and enhance the quality of all aspects of a child's education including providing adaptations and adjustments for those children who need them.</p>

Learn that...	Learn how to...
	3.r. Ensuring teaching assistants support children's developing independence by helping children to pay attention, and scaffolding learning.

## Four – Effective Partnerships

Learn that...	Learn how to...
<p>4.1. Building effective relationships and collaborating with parents, carers and families can improve children's attainment and is especially important for children with SEND. Supporting parents and carers to use practical age-appropriate strategies at home can effectively engage them in improving their child's learning.</p> <p>4.2. Clear, appropriately timed and personalised communication with parents fosters a positive two-way dialogue that can help improve children's learning, behaviour and attendance.</p> <p>4.3. Sustained effort to reduce barriers to engagement can help all parents, carers and families participate in their child's education.</p> <p>4.4. Collaboration and data sharing between education settings and with external services (e.g. health, social care) is key to supporting pupils, especially at times of transition. This is likely to be even more important for children with SEND or additional vulnerabilities.</p>	<p><b>Work in partnership with parents and carers, including by:</b></p> <p>4.a. Recognising that valuing parents' and families' knowledge of their children enriches teachers' understanding and practice, and that welcoming, inclusive classrooms help parents feel respected, confident and positively engaged in their child's learning.</p> <p>4.b. Communicating carefully to encourage positive, two-way dialogue about learning, focusing on building parents' and carers' efficacy and avoiding stigmatising, blaming, or discouraging parents and carers, and ensuring other practitioners communicate in the same way.</p> <p>4.c. Developing communication channels with parents and carers that support understanding of the importance of school readiness, what parents and carers can do in preparation for their child starting school and how to access support if needed.</p> <p>4.d. Providing practical approaches to support parents and carers to help their children with learning at home including: encouraging families to chat, play and read with their children; and helping them to manage their time, effort, and emotions.</p> <p>4.e. Building strong communication strategies with parents and carers to support the early identification of children with SEND.</p> <p>4.f. Supporting parents and carers to understand the vital importance of good attendance, predictable routines and engagement with school life.</p>

Learn that...	Learn how to...
	<p><b>Support a positive transition into reception, working in partnership with pre-school settings, other professionals, parents and carers, including by:</b></p> <ul style="list-style-type: none"> <li>4.g. Having clear systems to enable information gathering from all professionals involved with a child, their previous setting, parents and carers.</li> <li>4.h. Undertaking specific transition activities such as home visits and opportunities to visit school, ensuring that the time and location is convenient, that relationships are built on trust and the environment is informal and welcoming.</li> </ul> <p><b>Work in partnership with agencies and services, including by:</b></p> <ul style="list-style-type: none"> <li>4.i. Understanding the full range of organisations around the school and how they interact with the school and know how to share information.</li> <li>4.j. Building positive and collaborative relationships with other professionals working with a child and family to support the development and wellbeing of the child.</li> <li>4.k. Working with the school SENCO to facilitate joint working with education, health and care professionals to communicate a child's additional and special educational needs and disabilities to support a tailored transition (e.g. from nursery into reception).</li> </ul>

Learn that...	Learn how to...
	<p><b>Support a positive transition into Year 1, working in partnership with school colleagues, other professionals, parents and carers, including by:</b></p> <ul style="list-style-type: none"> <li>4.l. Ensuring pedagogical approaches are thoughtfully aligned and gradually evolve to build children’s learning, enabling children to move from the EYFS into Key Stage 1 with continuity, consistency, and appropriate levels of support.</li> <li>4.m. Collaborating effectively with Year 1 colleagues by sharing routines, teaching approaches and expectations, including through reciprocal visits to deepen understanding of each phase and curriculum to plan purposeful transition activities that support all children and identify appropriate adaptations for some.</li> <li>4.n. Ensuring that communication between phases includes information on each child’s interests and strengths, whether they have met the Good Level of Development including the judgements on each Early Learning Goal, friendships and social interactions, additional needs and any support already in place.</li> </ul>

## References

The following reference lists are made up of the evidence related to the '*Learn that...*' statements in each section, it does not constitute a list of expected reading for participants.

### Introduction

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### Child Development

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