

Excellence in Reception Teaching Programme

Participant workbook

Cohort 1 November 2026

Please download and save your workbook. Ensure that you have it open whilst you complete your study on Prism.



Department
for Education



**NATIONAL
INSTITUTE
of Teaching**

Content	
<u>Welcome</u>	Page 3
<u>How to use this workbook</u>	
<u>Programme Introduction</u>	Page 4
<u>My diagnostic results</u>	Page 10
<u>School personas</u>	Page 12
<u>Module A: Fundamental Foundations</u> <u>Chapter 1:</u> Personal, social and emotional development (PSED) <u>Chapter 2:</u> Characteristics of Effective Learning <u>Chapter 3:</u> Routines including transitions	Page 19
<u>Module B: Curriculum</u> <u>Chapter 1:</u> Physical Development <u>Chapter 2:</u> Environment <u>Chapter 3:</u> Curriculum Design	Page 29
<u>Module C: Inclusive Practice</u> <u>Chapter 1:</u> Inclusive Classrooms <u>Chapter 2:</u> Adaptive Teaching <u>Chapter 3:</u> Early Identification	Page 39
<u>Module D: Early Literacy</u> <u>Chapter 1:</u> Communication <u>Chapter 2:</u> Language including Subject Specific Vocabulary <u>Chapter 3:</u> Early Reading and Writing	Page 50
<u>Module E: Classroom Practice</u> <u>Chapter 1:</u> High-quality play-based learning <u>Chapter 2:</u> Numeracy <u>Chapter 3:</u> Preparing for Year 1	Page 60
<u>Module F: Working With Others</u> <u>Chapter 1:</u> Working in Partnership with Parents <u>Chapter 2:</u> Classroom Leadership <u>Chapter 3:</u> Working in Partnership with Professionals	Page 72

Welcome

Welcome to Excellence in Reception Teaching (ERT) Programme from the National Institute of Teaching.

Who are the NIoT?

Founded by four of the country's most respected school trusts, The National Institute of Teaching is a teacher and leader training and development provider.

Our professional development programmes are delivered across England through our NIoT campuses and a growing network of Associate Colleges: successful school trusts that help us bring high-quality professional learning to schools in every region.

Our aim is to boost the quality of teacher and leader development by generating and interpreting research, applying the insights to the design and delivery of our programmes, and sharing this with the sector.

Why do we exist?

We exist because of a powerful fact: the quality of teaching is the biggest in-school factor influencing children's educational success. This effect is even greater for children experiencing the highest levels of disadvantage.

But quality teaching is not evenly distributed across the English school system. The sector doesn't know enough about the best ways to develop it, and it is hampered by persistent challenges with teacher retention and recruitment.

In practice, this means that the children whose lives can be most positively affected by great teaching too often miss out. The National Institute of Teaching exists to change this. Our research will help us get closer to the classroom, give voice to multiple perspectives from within the school system, and help do what all teachers and leaders want: deliver what works for children.

How to use this workbook

You will know from your Introduction Seminar that much of your learning on this programme is self-study and completed on Prism.

This workbook is a key resource and an integral part of your study. Ensure that you download a copy and have it open at the relevant chapter each time you study.

You'll use it to record your diagnostic outcomes. You can refer back to these later on and monitor how your understanding and confidence have improved across different areas of the programme curriculum.

You will also use it to record the changes that you will make to your current practice in order to implement the learning from the Excellence in Reception Teacher Programme. This is found in the Planning and Implementation section of your study on Prism.

In your final live seminar, you will need to have this workbook open in order to share your notes and reflections from the programme with peers.

If you're not familiar with how to add notes to a PDF file, there is a video below to support you.



Click here to view the clip: [Using Adobe PDF toolbar to make notes](#)

Programme Introduction

You may have taught in the Early Years for many years. You may be returning to Reception or moving into it from another phase. Wherever you are starting, this programme recognises the professional knowledge and judgement that Reception teachers already bring. Many of the approaches you encounter may feel familiar. The invitation is to use evidence to confirm, question and sharpen your thinking, and to notice where a small refinement might make a difference for children.

Across the programme, you will explore important aspects of Reception practice, draw on evidence, consider examples from different school contexts and reflect on the decisions you make every day.

Programme structure

Live sessions

You'll attend two 60-minute webinars, one each term and delivered by experts in the Reception teaching field. You will have a choice of which one you feel most meets your current needs or interests.

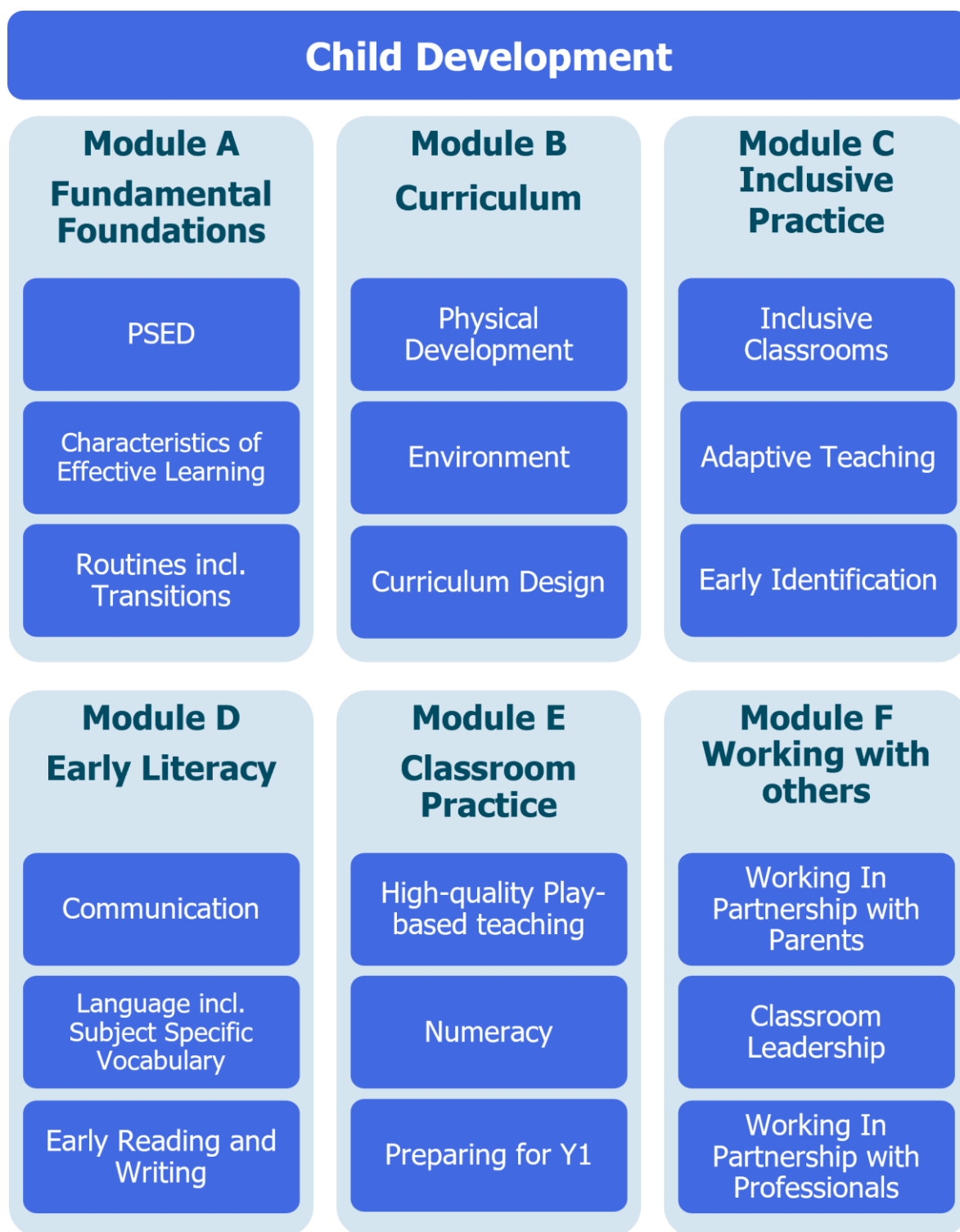
Webinar 1	Option A: Maximising adults' impact during free play	Option B: Developing pupils' executive function
Webinar 2	Option A: Developing subject-specific vocabulary across the curriculum for all pupils	Option B: Supporting school readiness through partnership working

You will also attend an Introduction and Closing webinar at the start and end of the programme where you'll collaborate with your colleagues.

Self-directed study

The Programme has six modules and each module contains three chapters which will form your self-directed study on the learning platform, Prism. Each chapter takes up to 60 minutes to complete and you should aim to complete one per week, although you can do more if you wish. You don't have to complete a whole chapter at one time; your progress will be saved as you go and this will help you manage your study around your workload.

Here's a reminder of each module and their chapters:



The Excellence in Reception Teaching Framework underpins your study and provides a shared professional thread throughout the programme. You will see relevant framework statements referenced in each chapter. They help connect the evidence, practice examples and professional decisions you will consider.

You can read the full framework [here](#).

Child Development

Child development will be a key focus across all 18 chapters.

You'll know that young children's experiences can have a lasting influence on their physical, emotional and later development. The years from birth to five are also a period of particularly rapid learning and development. Yet children do not all develop in the same way or at the same rate.

Children arrive in Reception with different experiences, strengths and needs. Some may need more time, modelling, repetition or adult support. What helps one child feel secure, communicate or manage a new routine may not be enough for another. This makes understanding child development central to Reception teaching.

The aim is not to learn a list of developmental milestones. It is to think more closely about what children's responses may be telling you and how this can inform the support you provide.

How the chapters are structured

Each chapter will follow the same four-section structure. This repeated pattern is designed to help you know what to expect and focus your attention on the learning.

Section 1: What's stayed with you since last time?

You will begin by returning to key ideas from the previous chapter. This is an opportunity to retrieve important learning and consider what you may have noticed in your own practice since completing it.

Your first knowledge check will appear in Chapter 2.

Section 2: Putting evidence into action

You will engage with scenarios and consider how the evidence-informed approaches have been used. You will be encouraged to draw on your own experience and test your thinking as you consider what it may mean for professional decisions.

Section 3: Inside the classroom

You will then see how the evidence can look in Reception practice. These examples are not intended as models to copy. You should look for the research-led principles behind the practice; the decisions adults make and what children's responses may be showing them. The analysis will help guide you in doing this.

Section 4: Planning and implementation

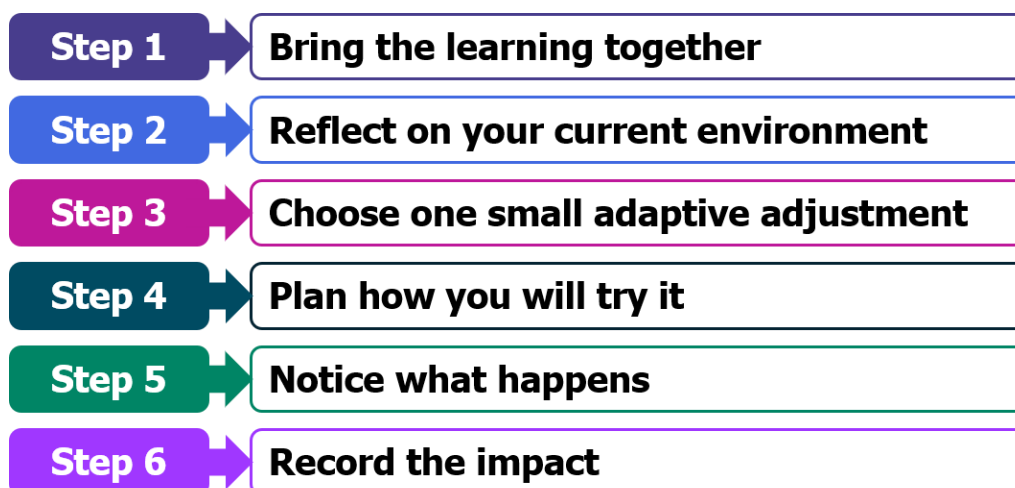
Finally, you will connect the learning for the chapter with your own context using our six-step model as a framework.

You may decide to retain an existing approach but adopt a more critical lens to the notice the impact and observe how the evidence is applied. You may wish to identify

one manageable adjustment to test. Remember, the aim is not to create additional work but for this to be integrated into what you're already doing every day.

You'll be guided to complete Steps 1-5 on the learning platform, Prism and we recommend that you make notes on your reflections on each step as go. You will record your reflections for Step 6 in this workbook.

Take a look at the model:



Using the scenarios and evidence

Across the programme, you will read scenarios based on Reception teachers working in three different school contexts. You can read a summary overview of each setting in this Programme Workbook and also on Prism.

The scenarios you'll encounter in each chapter are not problems with one hidden correct answer. They're typical challenges that you might face every day. As you read them, notice what is already working well. Then hold the teacher's focused question or challenge in mind as you read the analysis and examine how they have used evidence-informed approaches. You may want to consider:

- What confirms or challenges your initial thinking?
- What makes you reconsider an assumption?
- What might you advise the teacher to keep, strengthen or adapt?
- What does the evidence make you notice about your own practice?

Diagnostic

At the start of the programme, you'll complete an online diagnostic that will help you identify aspects of Reception pedagogy that you may want to explore more deeply. You should this, alongside your own context and professional priorities, to decide where to prioritise where you focus your attention.

It's not an assessment of your practice but a proxy to help you to understand where you might wish to develop your professional understanding further. The results are

for you only. The diagnostic will be formed of 10 statements and you'll rate your current understanding and confidence against each.

You will revisit the diagnostic questions again at the end of the programme. This will help you reflect on your journey of professional learning across the course of your study.

You will record your reflections on what the diagnostic tells you in this workbook.

Support in your schools

Information about the programme will be shared with the school leaders to help them support your study.

This will ensure they have an insight into what you'll be studying and how you will implement the learning. Your school leader won't be monitoring your engagement but supporting your professional development journey and ensuring you have time to complete your study.

They'll also explore how you might be able to share insights and learning with peers across your school. The aim is to create a deeper whole-school understanding of pedagogical approaches and the curriculum in Reception, and why these are so fundamental to long-term learning and success for pupils.

[Click to return to Content page](#)

My Diagnostic Results

You will complete your diagnostic three times during the programme. Record your insights and reflections here. You will revisit this over time to review your progress and consider the changes you have made to your practice as a result of your learning.

<u>Diagnostic 1</u>	<u>Diagnostic 2</u>
----------------------------	----------------------------

Start of programme – Diagnostic 1

What did the initial diagnostic reveal about your current professional development needs? Note any gaps in your knowledge, understanding or confidence that you would like to develop as you work through this programme.

Summarise the knowledge, skills or understanding that you would like to strengthen:

[Click to return to Content page](#)

Endpoint diagnostic – Diagnostic 2

What did the final diagnostic reveal about the progress you have made towards your current professional development needs?

How far have you been able to close the gaps in your knowledge, understanding or confidence that you would like to develop as you work through this programme?

Summarise the progress and any impact on outcomes you have noticed below. You may wish to refer to the Planning and Implementation sections of each chapter to support you in this.

[Click to return to Content page](#)

School personas

Throughout the Excellence in Reception Teaching Programme, you will use a scenario-based learning approach in your study. For this, you'll encounter three fictional school settings over the course of the programme. You first met these schools in your Introduction Seminar but here is a reminder of each of them.

Click the link to select a school.

<u>School A: Riverbank Primary Academy</u>	<u>School B: Harbour View Infants School</u>	<u>School C: St. Cuthbert's Church of England Primary School</u>
--	--	--

School A: Riverbank Primary Academy

Read the information below or click [here](#) to listen to the teachers introduce themselves and their school.

School profile

Riverbank Primary Academy is a two-form entry primary school in a large urban area. It is part of a multi-academy trust and serves a diverse local community. Many children speak more than one language, and a significant proportion of families have moved into the area recently. Some families live in temporary or shared accommodation, which means the school works carefully to build relationships quickly and maintain communication when children join or leave during the year.

Riverbank does not have Nursery provision on site. Children join Reception from a range of private, voluntary and independent early years settings, childminders and home contexts. This means the Reception team places particular importance on transition conversations, family knowledge and early observations during the first weeks of school.

Community context

Riverbank is located in a densely populated urban area. Families include long-established local families, families who have recently arrived in the area, and families who may move during the year because of temporary accommodation, housing pressures or changes in family circumstances.

Some families have limited availability for school events because of work patterns, caring responsibilities or travel across the city. Other families are highly engaged but may be unfamiliar with the English school system. The school works hard to create accessible, respectful communication, including visual information, translated

messages where possible, informal conversations at the gate and short practical suggestions for learning at home.

Because there is no school Nursery, the Reception team builds relationships with several private, voluntary and independent early years settings and childminders. Transition information varies in format, timing and detail. Some children arrive with rich transition information, while others arrive with less formal information, particularly if they have moved recently, attended more than one setting, or had limited prior early years' experience.

Class structure and cohort

Reception is organised as two classes with around 60 children across the year group.

The school has limited outdoor space, so the Reception team gives careful thought to how physical development, role play, construction, talk and exploration can be supported indoors and outdoors. There is a shared indoor provision and a small outdoor area. Phonics is part of daily classroom practice and is treated as an established routine.

The Reception team has developed a curriculum that combines adult-led teaching, adult-initiated learning and child-led exploration. Stories, songs, mathematical routines and carefully chosen knowledge-rich themes are used to build children's language, confidence and curiosity. Adults use multilingual knowledge of families and children to support communication and belonging.

Riverbank's strengths include warm relationships, inclusive routines, a language-rich environment and creative use of limited space. The team is currently reflecting on how to strengthen children's independence during transitions, increase purposeful physical development opportunities, use transition information effectively from different early years settings, and make sure adult interactions are consistently effective across both Reception classes.

When you meet Riverbank during the programme, you will be invited to consider how evidence-informed practice could help the team refine provision while building on what is already working well.

Cohort features

- Many children speak more than one language
- Several children are at an early stage of acquiring English
- A few children join after September
- Children have arrived from a wide range of private, voluntary and independent settings, childminders and home contexts
- Some children have experienced consistent early years provision, while others have had more disrupted or varied prior experiences

- Transition information is useful for some children, but incomplete or delayed for others
- Summer-born children include some who need additional support with attention, independence and fine motor control
- A small number of children have identified SEND or are being carefully monitored

Support and leadership

The school has access to:

- An early years phase leader
- A SENCO
- A trust early years network
- Occasional support from speech and language services
- Internal moderation and shared planning across the two Reception classes

This gives Riverbank more structural support than smaller settings, but consistency across adults and across both classes remains a realistic implementation issue.

Because Riverbank has no Nursery, there is less internal early years transition knowledge than in settings with Nursery provision. The team therefore needs effective systems for working with external early years providers and for using family knowledge during transition.

Staff

Teacher A: Mr Rahman

Mr Rahman teaches one of the two Reception classes at Riverbank Primary Academy. He is an experienced Key Stage 1 teacher who is new to teaching in Reception. He brings strong knowledge of early reading, mathematics and curriculum progression, and is developing his confidence in applying this through play, adult-guided learning and continuous provision.

Teacher B: Mrs Okafor

Mrs Okafor teaches the second Reception class at Riverbank Primary Academy. She is an experienced Reception teacher who informally supports planning across the two-class unit. She has strong knowledge of early years routines, provision, child development and how children learn through play and adult interaction.

Support staff

The year group has between 1.5 and 2 full-time equivalent teaching assistants, although deployment varies during the week.

[Click to return to Content page](#)

School B: Harbour View Infant School

Read the information below or click [here](#) to listen to the teacher introduce the school setting.

School profile

Harbour View Infant School is a small, single-form entry infant school in a coastal town. It is local authority maintained and serves children from Nursery to Year 2. The school serves a community with significant economic disadvantage. Some families experience seasonal employment, shift work, transport barriers or limited availability for school events.

Harbour View's strengths include warm relationships, strong knowledge of children's interests, purposeful use of local context and a nurturing infant-school ethos. The teacher is currently reflecting on how to make targeted support manageable with limited adult capacity, how to support communication and language through everyday routines, and how to engage families in ways that fit their lives.

When you meet Harbour View during the programme, you will be invited to consider how evidence-informed practice can support realistic, manageable refinements in a smaller infant setting.

Community context

Harbour View serves a coastal community shaped by seasonal employment, lower-paid work, transport challenges and some family instability linked to housing or employment. Some parents and carers work shifts in hospitality, care, retail or local services. This can make attendance at workshops, stay-and-play sessions or school events difficult.

Some adults may have had mixed experiences of education themselves. A small number may have lower adult literacy confidence. This should be handled respectfully.

Relationships with families often begin early, sometimes through Nursery or informal community links before Reception. This gives the school a useful foundation for transition into Reception, although not all children attend the school Nursery before joining the Reception class.

Class structure and cohort

The Reception class usually has between 24 and 28 children. The class has access to a modest but useful outdoor area and makes good use of local experiences, stories, natural materials and practical routines to support children's language, physical development and understanding of the world.

The curriculum combines adult-led teaching, adult-guided exploration and child-led play. The teacher uses stories, songs, counting routines, practical mathematics and carefully planned continuous provision to help children build secure foundations. Daily phonics is established as part of classroom practice.

Cohort features:

- A higher proportion of children eligible for free school meals
- Several children with speech, language and communication needs
- A group of children who benefit from support with self-regulation and peer play
- A few children with lower prior experience of structured early years provision
- Some children who attended the school Nursery and already know routines
- Some children who joined Reception from other early years settings or from home
- Some summer-born children who need support with independence, attention and fine motor control
- A few children with strong outdoor, practical and imaginative play strengths

Support and leadership

The school has:

- A headteacher who values early years but has many competing priorities, including a 0.2 full-time equivalent teaching commitment
- A SENCO who works across Nursery, Reception, Year 1 and Year 2, and has limited time
- Access to local authority early years advice, but not frequently
- Fewer opportunities for same-year group planning because there is only one Reception class
- Nursery, Reception and Key Stage 1 are on the same site

Staff

Teacher: Mrs Lane

Mrs Lane teaches Reception at Harbour View Infant School. She is an experienced early years practitioner who knows the local community well. She has strong relationships with children and families and is skilled at using stories, routines, outdoor learning and practical experiences to support children's development.

She has taught Reception for many years and has a secure understanding of child development, relationships, routines, play and family partnership.

Support staff

The class has one teaching assistant for part of the day, but support is sometimes reduced because of cover needs elsewhere in the infant school.

[Click to return to Content page](#)

School C: St Cuthbert's Church of England Primary School

Read the information below or click [here](#) to listen to the teacher introduce the school and its community.

School profile

St Cuthbert's Church of England Primary School is a small, rural, faith school.

St Cuthbert's strengths include strong relationships, outdoor learning, peer modelling, familiarity with families and a calm ethos. The teacher is currently reflecting on how to protect the distinctiveness of Reception practice in a mixed-age class, support independence for children with additional needs, and maintain curriculum progression across Nursery, Reception and Year 1.

When you meet St Cuthbert's during the programme, you will be invited to consider how evidence-informed practice can be adapted carefully in a small mixed-age setting.

School and community context

St Cuthbert's serves a rural community with a mix of farming families, professional families, families who travel some distance to school, and families with long-standing links to the school. The school has a faith character and a close community identity.

Family engagement is generally positive, but not simple. Some families are highly available and active in school life. Others face transport issues, work patterns, caring responsibilities or limited access to services. External specialist support may involve longer waits or travel.

Class structure and cohort

The early years and Key Stage 1 class includes Nursery, Reception and Year 1 children learning together. There are around 30 children in the class, with approximately 10 Reception-aged children in a typical year.

Because the Reception cohort is small, individual children's needs can represent a significant proportion of the group. For example, two children with significant additional needs could represent 20 percent of the Reception cohort.

The class includes children with a wide range of developmental stages, including some children with identified SEND. At least one child has an Education, Health and Care Plan. The teacher works carefully with families, the SENCO and other professionals to support inclusion within everyday classroom life.

The class benefits from a close community, older and younger children learning alongside one another, and good access to outdoor space. The curriculum blends adult-led teaching, adult-guided learning and child-led play. The teacher plans carefully so that Reception children experience appropriate early years provision

while also learning in a mixed-age environment. Phonics is part of established daily practice.

Cohort features:

- Mixed developmental stages across three age groups
- Two Reception children with significant identified needs
- One child with an Education, Health and Care Plan
- A small number of children with speech, language and communication needs
- Children who benefit from older peer modelling
- Some children who are very independent because of mixed-age routines
- Some children who need support to access provision without being overshadowed by older pupils

Support and leadership

The school has:

- A headteacher with teaching commitments
- A SENCO who may also hold other roles
- Access to external professionals, but less frequently than larger urban schools
- Limited same-phase peer planning
- Close relationships with families and the local community

Staff

Teacher: Ms Patel

Ms Patel teaches the mixed Nursery, Reception and Year 1 class at St Cuthbert's Church of England Primary School. She is in her second year as an early career teacher. She is reflective, enthusiastic and committed to inclusive practice. She is developing her confidence in balancing the needs of different age groups while protecting high-quality Reception provision.

Support staff

The class has one teaching assistant for most mornings and some afternoons. The teaching assistant is experienced and caring but may sometimes over-support children with SEND because they want them to succeed. This gives writers a useful opportunity to explore independence, scaffolding and adult deployment respectfully.

[Click to return to Content page](#)

Module A: Fundamental Foundations



Click the link to open the chapter you are working on currently:

[**Chapter 1:**](#) Personal, social and emotional development (PSED)

[**Chapter 2:**](#) Characteristics of Effective Learning

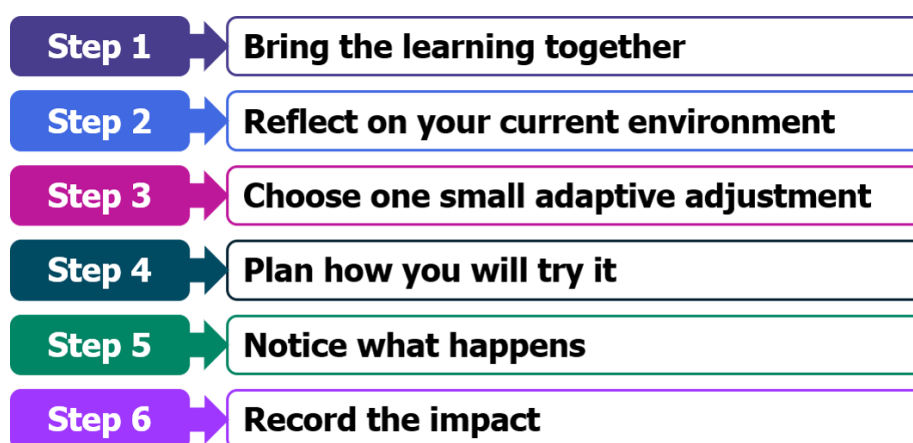
[**Chapter 3:**](#) Routines including transitions

Chapter 1: Personal, Social and Emotional Development (PSED)

Planning and Implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, considered how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed or possibly stayed the same since implementing the adjustment.

First, here's a reminder of the key evidence that you saw in your self-study on Prism:



Across this chapter, you considered how children's experiences, relationships and developing capabilities influence their participation and learning. The evidence has highlighted four important ideas:

1. Children may show different social, emotional and self-regulatory capabilities across people, activities and contexts. One response should begin professional enquiry rather than become a fixed judgement about the child (Evangelou et al., 2009; EEF, 2023b).
2. Self-regulation and PSED develop through everyday relationships, play, routines and learning. Explicit teaching is more likely to be useful when children also receive scaffolded opportunities to practise during real situations (EEF, 2023a; EEF, 2023b; EEF, 2025).
3. Responsive co-regulation can help children manage emotions and behaviour in the moment, but it sits alongside clear boundaries, predictable routines and adult responsibility for safety (EEF, 2025).

4. Support should respond precisely to the barrier identified. Personalised support does not always require a separate task, group or system. A small adjustment within strong shared provision may be enough (Deunk et al 2018; EEF, 2021; EEF, 2023b).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Note down any evidence that **demonstrates the impact** of your adjustment. Don't worry if the impact isn't clear yet; it could be that further refinement is needed.

Remember, this is not an assessed task and should **not create additional workload**. Your evidence might be:

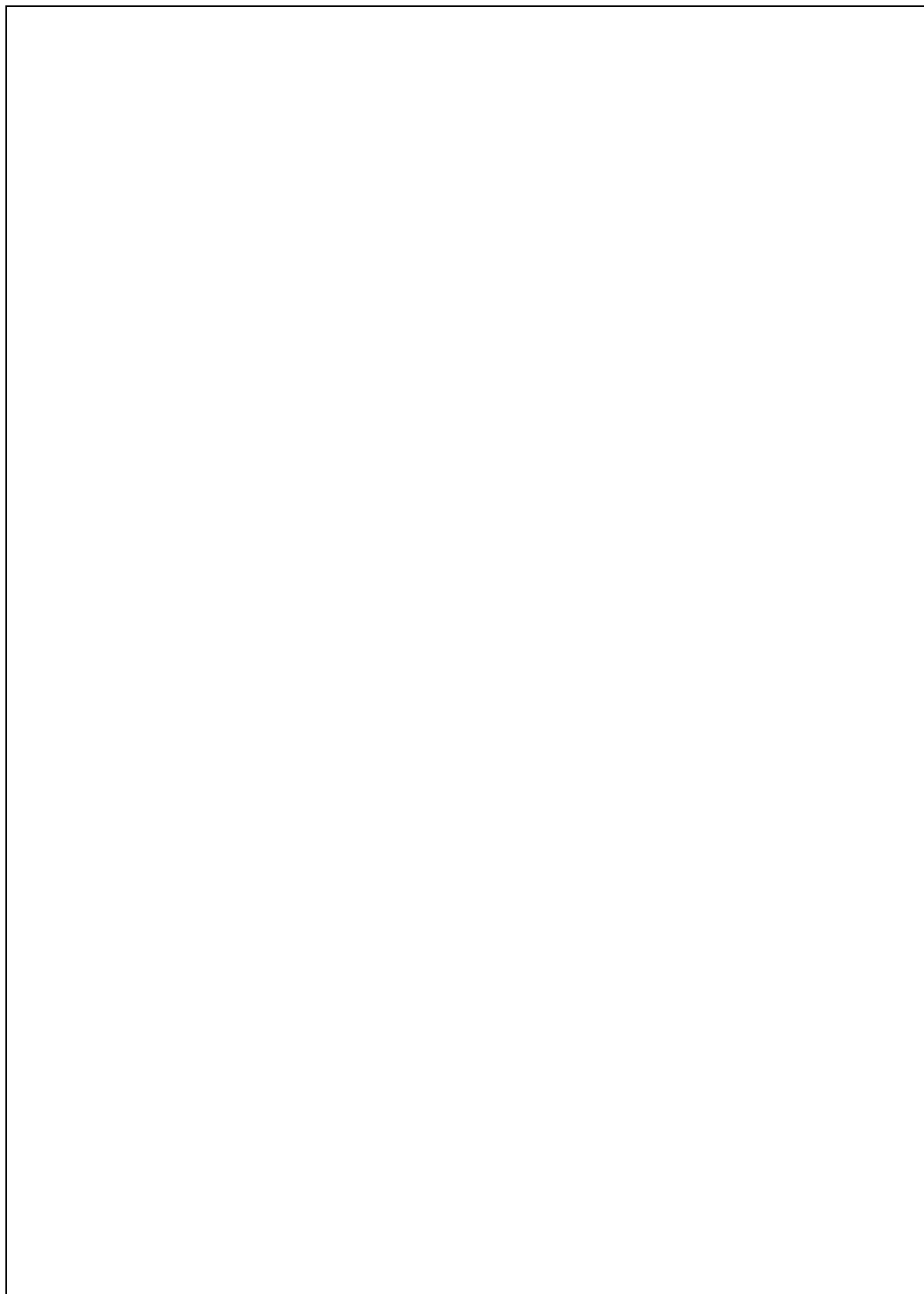
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- a planning note, annotated plan
- feedback from a colleague

You may wish to record the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for a drawing or a written response.

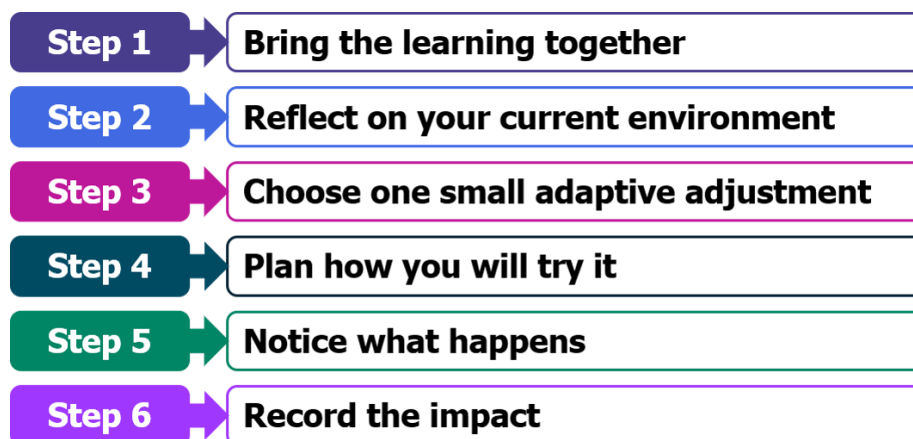
[Click here to return to Content page](#)

Chapter 2: Characteristics of Effective Learning

Planning and Implementation

Time to complete: Up to 20 minutes

During your study on Prism you used a six-step model to review the evidence and consider how to apply this to a current challenge or barrier in your own Reception setting. You planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete the final step and record what has changed, or possibly stayed, the same since implementing the adjustment.

Let's start with a recap of the key evidence in this chapter, to help guide your reflection.



Across this chapter, you have considered how children's experiences, relationships and developing capabilities influence their participation and learning. The evidence has highlighted four important ideas:

The evidence has highlighted five important ideas:

1. Expectations may influence the challenge, feedback and opportunities children receive. They should remain ambitious but open to revision as children show different capabilities across contexts (Jussim et al, 2005; Rubie-Davies et al, 2014).
2. Adults need to distinguish what they have observed from the explanation they have attached to it. Perceptual and attributional biases can influence how children's attention, hesitation or persistence are interpreted (Murdock-Perriera et al, 2018).
3. Motivation is responsive to learning conditions. Meaningful purposes, achievable challenge, appropriate choice and constructive responses to mistakes can support engagement and persistence (Laskowski et al, 2016).

4. Warm relationships and supportive routines help create the security children need to participate, explore and develop ideas. Effective support also preserves children's autonomy and growing independence (OECD, 2015; Rathmann et al, 2018; DfE, 2023).
5. Children benefit from intentional teaching alongside time and space to make choices, test ideas, review progress and develop their own strategies (DfE, 2023).

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far.

This is not an assessed task and should **not create additional workload**. It can be any simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might be:

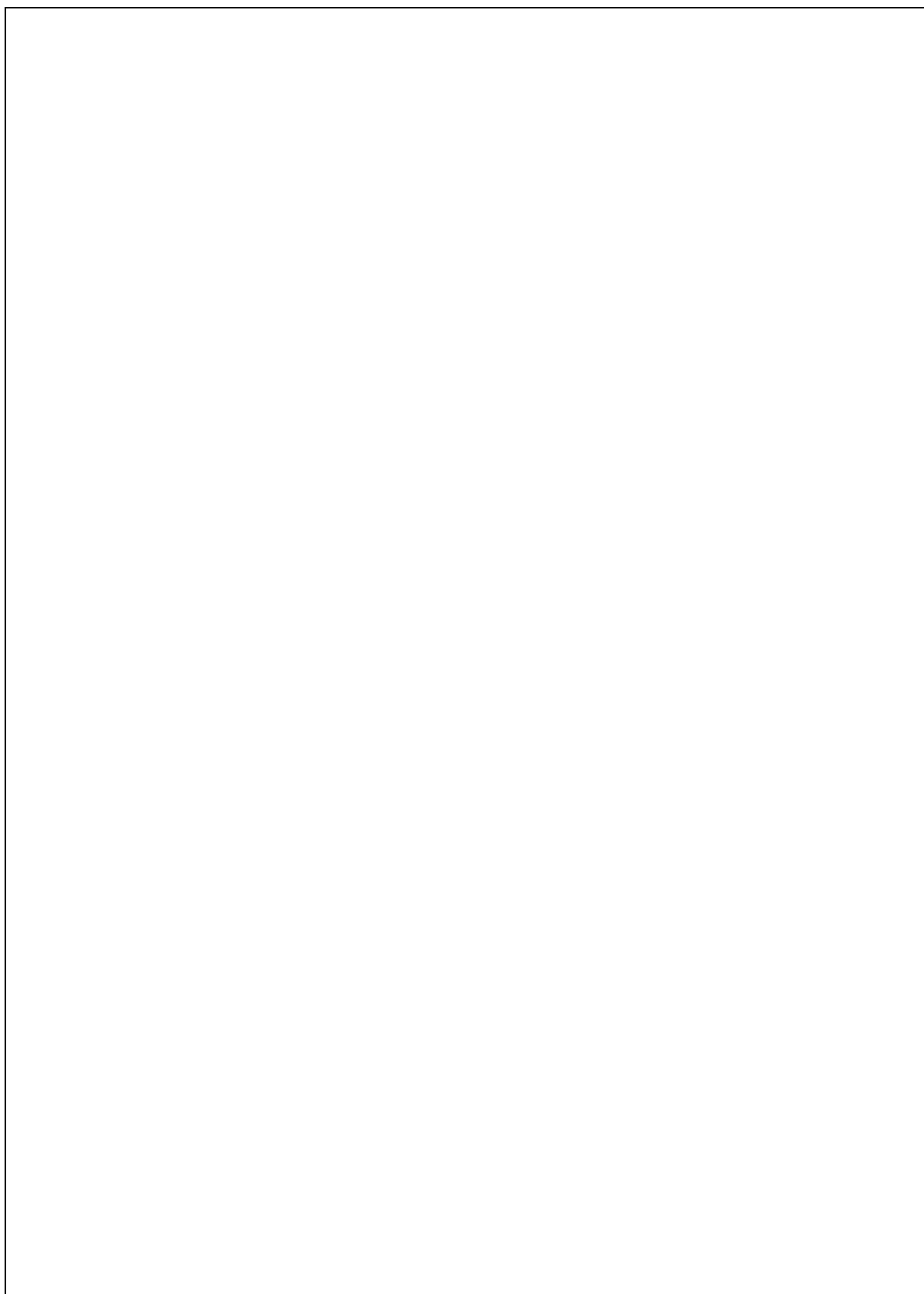
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- a planning note, annotated plan
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.



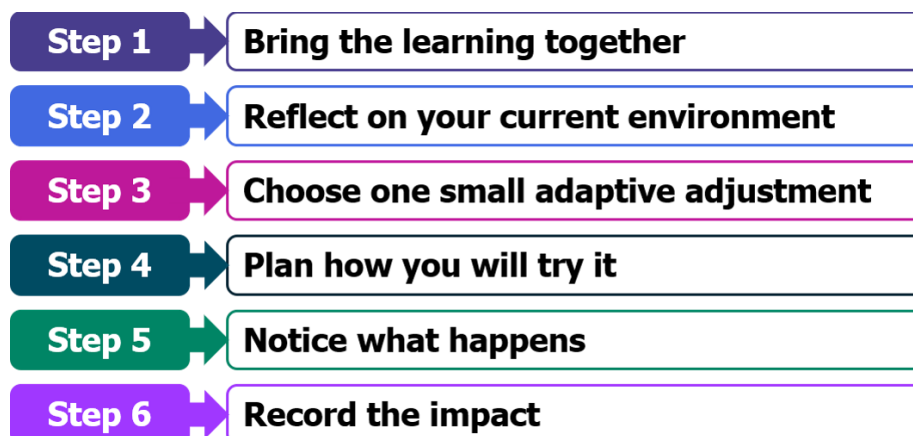
[Click here to return to Content page](#)

Chapter 3: Routines Including Transitions

Planning and Implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment.

First, here's a reminder of the key evidence that you saw in your self-study on Prism:



Across this chapter, you have considered how children's experiences, relationships and developing capabilities influence their participation and learning. The evidence has highlighted these important ideas:

1. Routines can place significant demands on children. Moving from one part of the day to another may require children to shift attention, remember steps, think flexibly, manage feelings and coordinate their actions with others (Ursache et al., 2012; DfE, 2023; EEF, 2025b).
2. Predictability can make participation more manageable. Familiar sequences, concise cues and advance notice of change can reduce uncertainty without making routines rigid (EEF, 2025b; EEF, 2026; DfE, 2023).
3. Social routines help children participate positively with others. Children may need adults to teach and model how to join play, contribute ideas, negotiate, communicate boundaries and repair difficulties (EEF, 2025a; EEF, 2025b).

4. The environment can create or reduce barriers. Noise, crowding, waiting, overlapping instructions and movement between spaces can affect what children are able to manage within a routine (Carroll et al., 2017; EEF, 2020).
5. Difficulty should be interpreted in context. What a child shows can vary across routines, spaces, adults and times of day. Adults should act promptly while avoiding the assumption that the difficulty sits only within the child (EEF, 2020; EEF, 2025c).
6. Adaptations need shared purpose and review. Universal routines and targeted support can work together, but agreed approaches should be understood across the adults involved and reviewed through their effect on security, participation and independence (EEF, 2019; EEF, 2025c; EEF, 2025d).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6 Record the impact

Note down any evidence that **demonstrates the impact** of your adjustment. Don't worry if the impact isn't clear yet; it could be that further refinement is needed.

Remember, this is not an assessed task and should **not create additional workload**.

Your evidence might be:

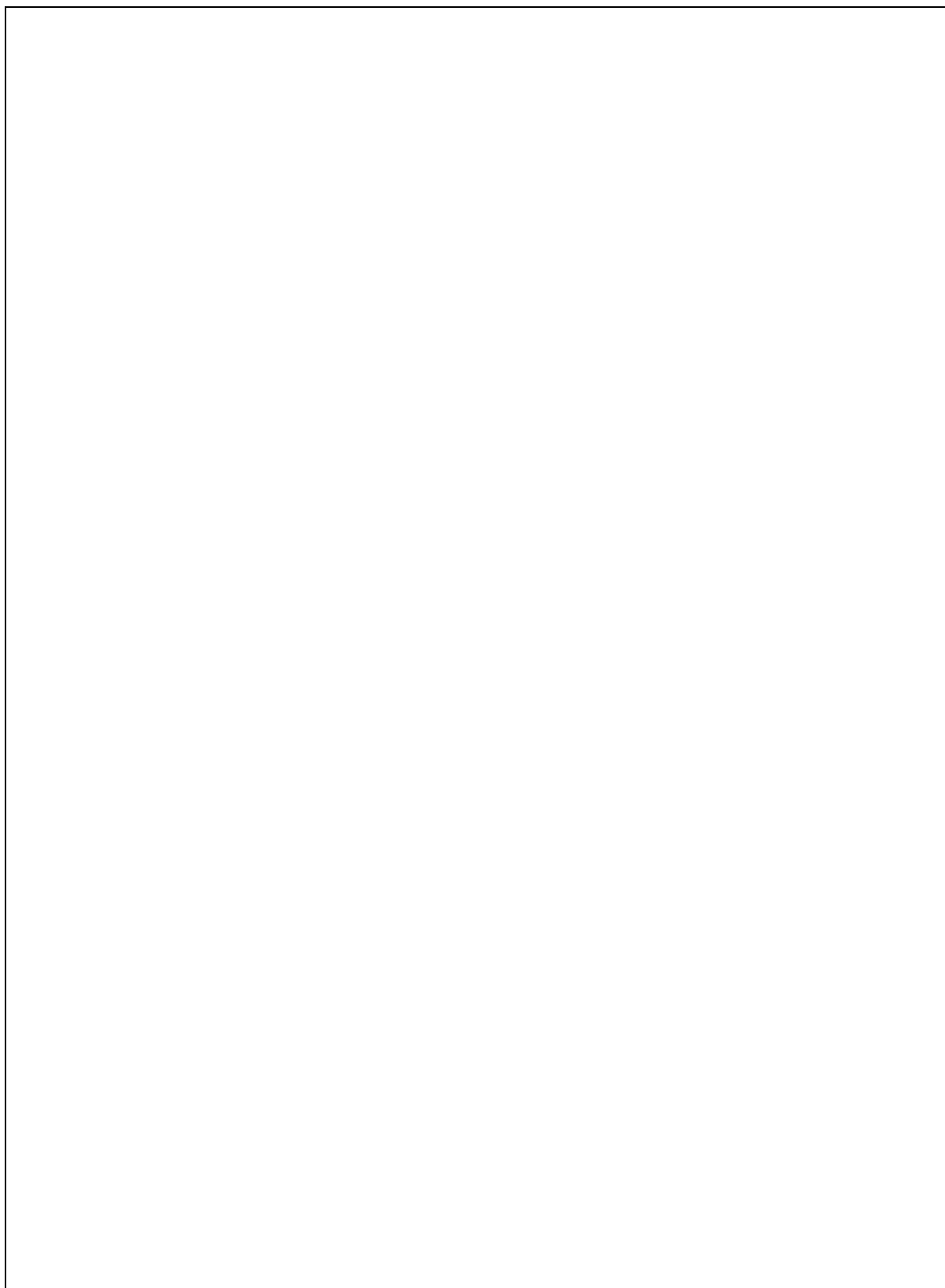
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- a planning note, annotated plan
- feedback from a colleague

You may wish to record the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.



[Click here to return to Content page](#)

Module B: Curriculum



Click the link to open the chapter you are working on currently:

[Chapter 1:](#) Physical Development

[Chapter 2:](#) Environment

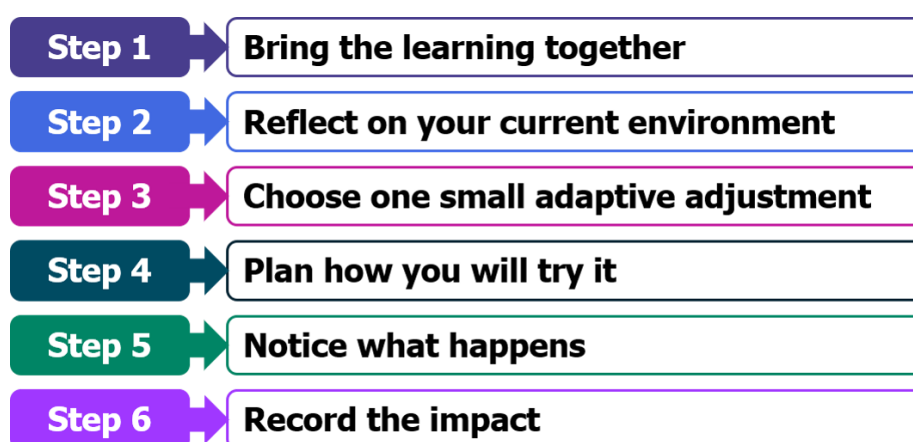
[Chapter 3:](#) Curriculum Design

Chapter 1: Physical Development

Planning and Implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment.

Let's start with a recap of the key evidence in this chapter, to help guide your reflection.



Across this chapter, you have considered how physical development supports children's health, confidence, independence, participation and learning.

The evidence has highlighted five important ideas:

1. Physical development is part of everyday Reception learning. Children build strength, balance, coordination, control, self-care and confidence through repeated opportunities across routines, provision, indoor play and outdoor play (DfE, 2026; DfE, 2023; Ofsted, 2024).
2. Purposeful movement needs intentional planning. Children benefit from plentiful opportunities to practise gross motor skills. Adult modelling, encouragement, feedback and varied challenge can help children practise these skills safely and purposefully (EEF, 2024; DfE, 2026; Ofsted, 2024).

3. Fine motor development begins before the pencil. Children need whole-body strength, posture, coordination, hand-eye control and purposeful tool use before accurate mark-making and writing become comfortable. Everyday experiences such as construction and clay can support control and independence (DfE, 2026; DfE, 2023; Ofsted, 2024; EEF, 2024).
4. Participation barriers need careful interpretation before labelling. Children develop at different rates and may show different confidence across people, places, tasks and routines. A response may or may not indicate SEND. Adults need to understand the individual child, the environment and context before deciding what support is most likely to help (Evangelou et al., 2009; DfE, 2015; EEF, 2020; EEF, 2019; DfE, 2018).
5. Adaptations and additional support can be effective or ineffective. Adults need to monitor whether support is helping children participate with greater confidence and independence. Strong universal provision, precise adult narration, modelling, feedback and careful stepping back are important foundations for inclusive practice (EEF, 2024; EEF, 2026; EEF, 2020; EEF, 2023).

You'll have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6 Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far. Don't worry if the impact isn't clear yet; it could be that further refinement is needed. It can be any simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might be:

- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- a planning note, annotated plan
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do

not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.

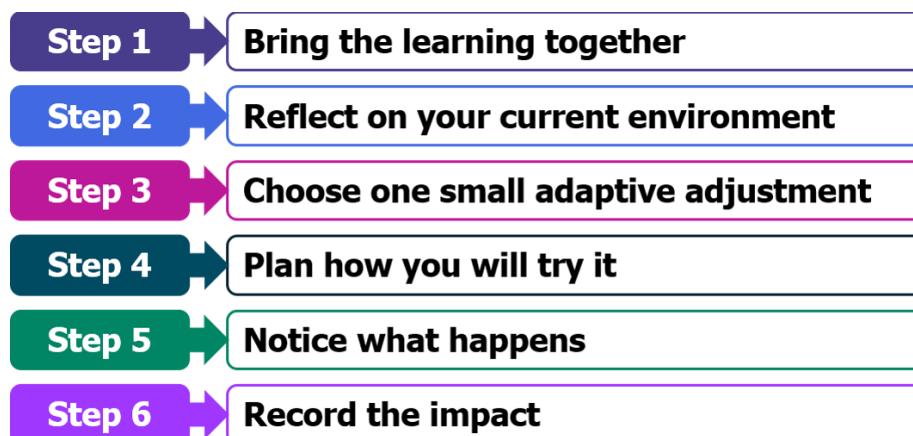
[Click here to return to Content page](#)

Chapter 2: Curriculum – Environment

Planning and Implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment.

Let's start with a recap of the key evidence in this chapter, to help guide your reflection.



Across this chapter, you have considered how the Reception environment can support children's communication, movement, confidence, independence and inclusion.

The evidence has highlighted these important ideas:

1. Language develops through purposeful interactions, with responsive adult modelling, opportunities for sustained conversation and repeated practice supporting children's communication and language development (Sibieta et al., 2016; EEF, 2019).
2. Adaptations should respond to children's current needs without unnecessarily simplifying tasks or reducing expectations (EEF, 2026). Effective scaffolding is temporary and should be adjusted or reduced as children become more able to manage independently (EEF, 2025; EEF, 2026).
3. Clear, predictable routines and appropriately adapted adult support can promote participation and independence, particularly when adults provide

scaffolding that responds to children's needs and is gradually reduced as they become more confident (EEF, 2025; EEF, 2026).

4. Predictable environments help all children understand expectations and take part and can be especially valuable for many children with special educational needs and disabilities (SEND) (EEF, 2019).
5. Children's responses to their environment, routines or adult support can reflect different underlying needs or barriers. Adults should use observation, assessment and knowledge of the child to understand what is happening before deciding how to adapt their support (Carroll et al. 2017; EEF, 2021; EEF, 2026).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far. Don't worry if the impact isn't clear yet; it could be that further refinement is needed.

This is not an assessed task and should **not create additional workload**. It can be any simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might be:

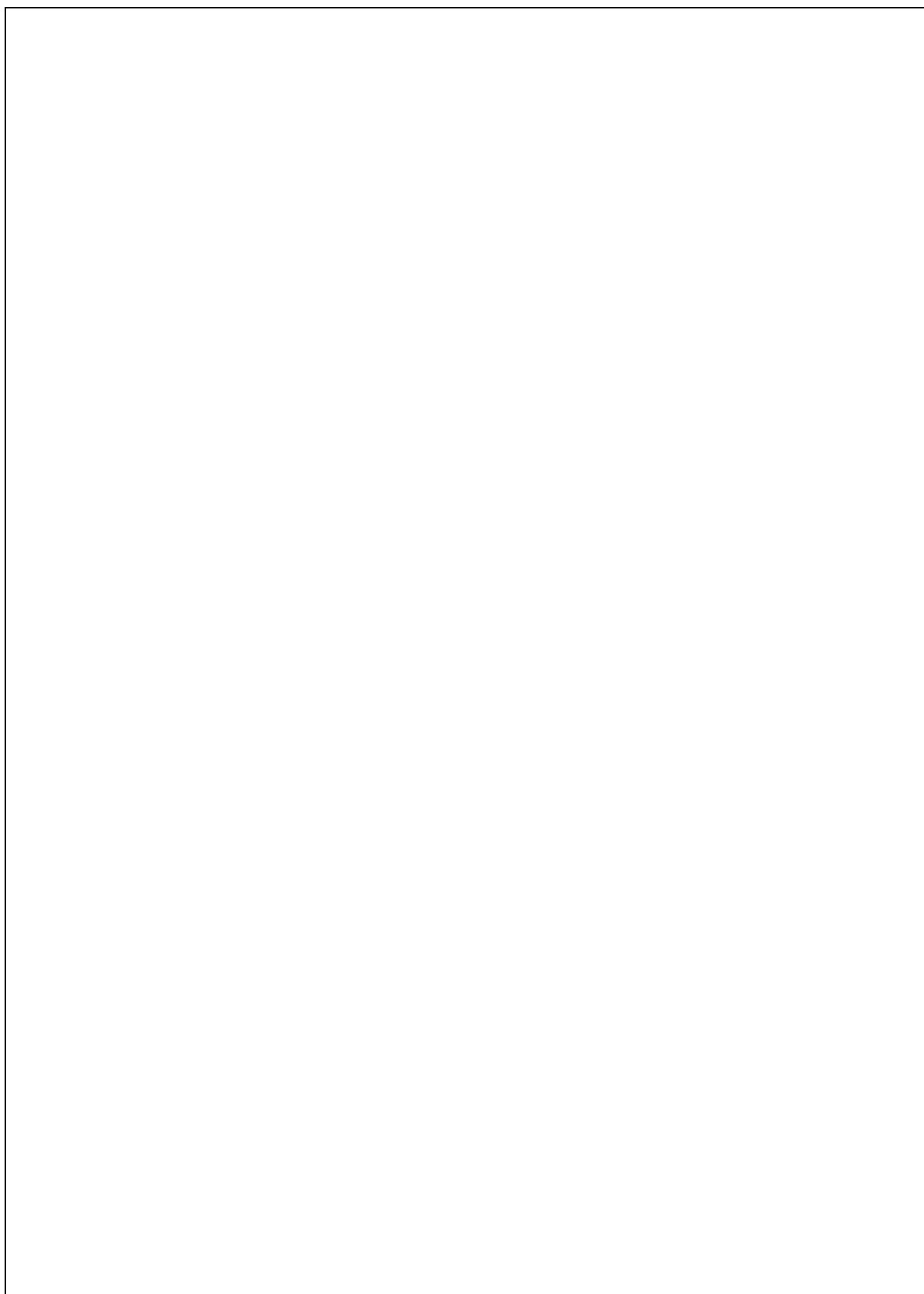
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- a planning note, annotated plan
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.



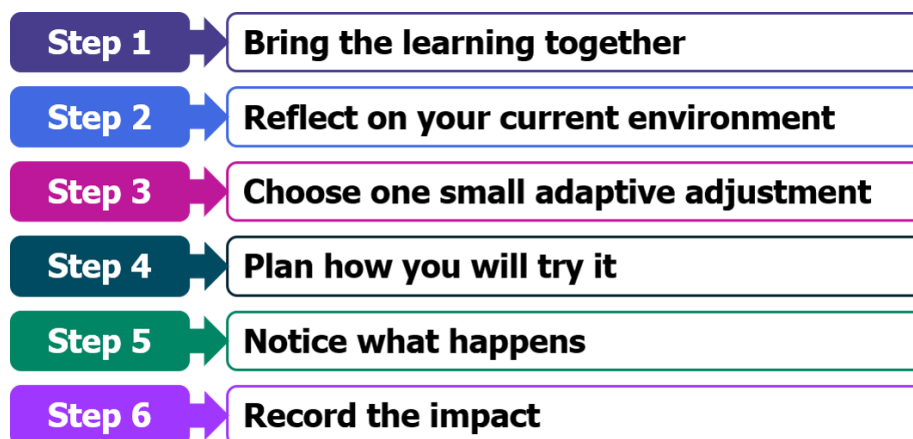
[Click here to return to Content page](#)

Chapter 3: Curriculum Design

Planning and Implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment.

Let's start with a recap of the key evidence in this chapter:



Across this chapter, you have considered how curriculum design can help children build secure foundations, participate in a broad range of learning and make progress from their different starting points. The evidence has highlighted five important ideas:

1. Begin with what you want children to learn. Clear curriculum intentions help adults select appropriate teaching, experiences and assessment. Activities and resources matter because of the knowledge, skills or dispositions they are intended to develop, not because they are engaging in themselves (DfE, 2024; Ofsted, 2022a; Ofsted, 2024).
2. Plan a broad, coherent and connected curriculum. Reception children need systematic teaching and repeated opportunities to encounter, practise and apply important learning through intentional teaching, adult-guided experiences, play, routines and the environment (DfE, 2023; Ofsted, 2022a; Ofsted, 2024).
3. Maintain ambition while responding to developmental variation. Children may need different explanations, representations, practice or quantities of support.

Adaptation should help children access shared curriculum intentions and progress towards mastery and independence, rather than unnecessarily narrowing what they are offered (DfE, 2015; EEF, 2026).

4. Use assessment to improve curriculum delivery. Formative assessment should reveal what children understand, identify precise capabilities or difficulties and inform what happens next. It should remain proportionate, draw on different forms of evidence and avoid fixed judgements based on one response or context (Wiliam, 2010; EEF, 2021c; Sortwell et al., 2024).
5. Keep additional teaching connected to the shared curriculum. Targeted support should address a clearly identified need, minimise time away from important classroom experiences, include clear measures of success and help children apply learning within everyday Reception provision (EEF, 2019; EEF, 2023b; EEF, 2026).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far.

This is not an assessed task and should **not create additional workload**. It can be any simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might be:

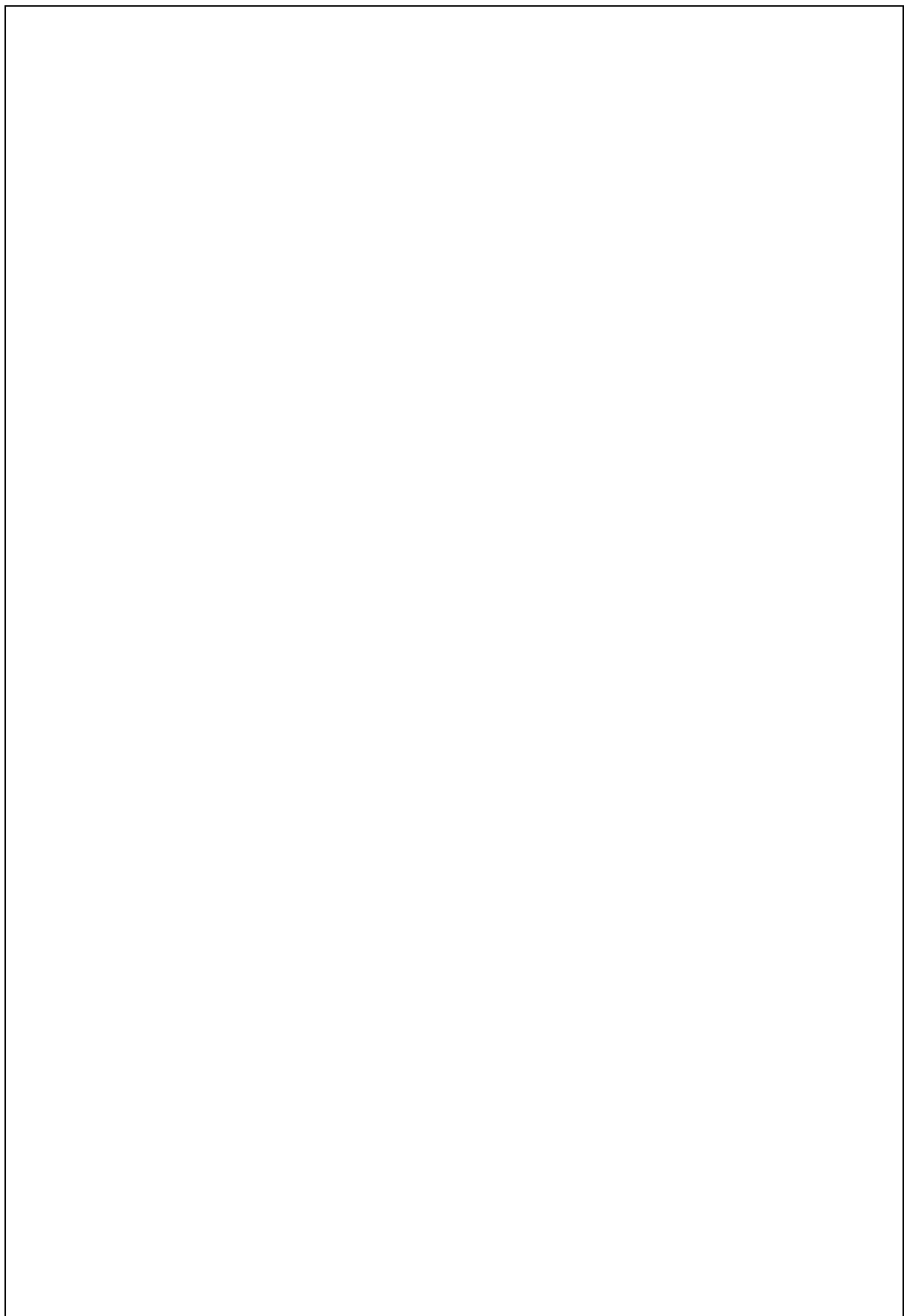
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for a drawing or a written response.

[Click here to return to Content page](#)

Module C: Inclusive Practice



Click the link to open the chapter you are working on currently:

[Chapter 1: Inclusive Classrooms](#)

[Chapter 2: Adaptive Teaching](#)

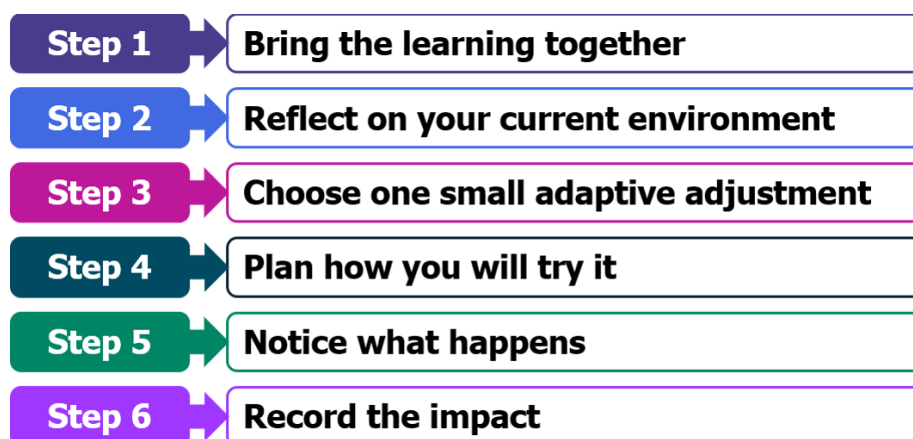
[Chapter 3: Early Identification](#)

Chapter 1: Inclusive Classrooms

Planning and implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment.

Let's start with a recap of the key evidence in this chapter:



You considered how inclusive classrooms enable children to access ambitious learning, participate meaningfully and remain connected to the relationships and experiences shared by their peers.

The evidence has highlighted four important ideas:

1. Inclusion involves more than children being physically present in the same room. Children need realistic routes into the curriculum, resources, routines, interactions and shared experiences of the setting. Children with SEND should receive appropriate and ambitious education and be enabled to participate alongside their peers (DfE, 2015; EEF, 2026).
2. Participation is shaped by the interaction between the child and the classroom. Noise, movement, visual information, resource organisation, language, relationships and adult responses can create or reduce barriers. Looking at how participation changes across contexts can help adults distinguish between what a child knows and what the environment may currently be making harder (EEF, 2020; Ofsted, 2024b; EEF, 2026).

3. Strong universal provision and individual adjustments work together.
Improving the shared classroom may benefit many children, while some will continue to need specific environmental, communication or participation support. Universal approaches and additional adaptations should be considered as complementary and overlapping parts of inclusive practice, rather than as separate stages (EEF, 2020; EEF, 2026).
4. Adaptations should be timely, proportionate and reviewed. Their value should be judged by whether they improve access, belonging, meaningful participation and independence, not by how many adjustments are in place. Adults should draw on children's responses, family knowledge and professional observation to decide whether support should be retained, refined, supplemented, reduced or removed (DfE, 2015; EEF, 2020; EEF, 2026).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far.

This is not an assessed task and should **not create additional workload**. It can be any simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might be:

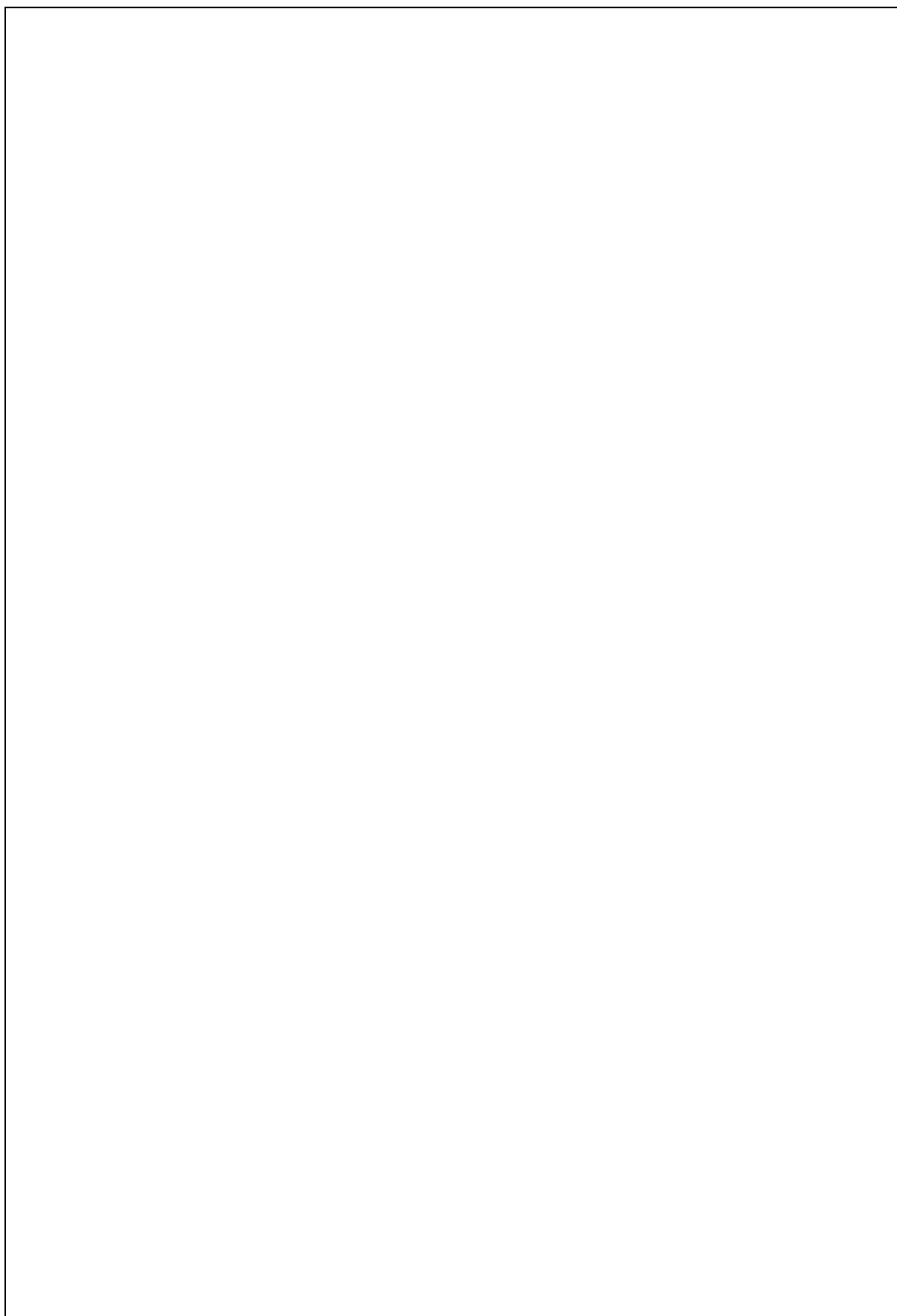
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for a drawing or a written response.

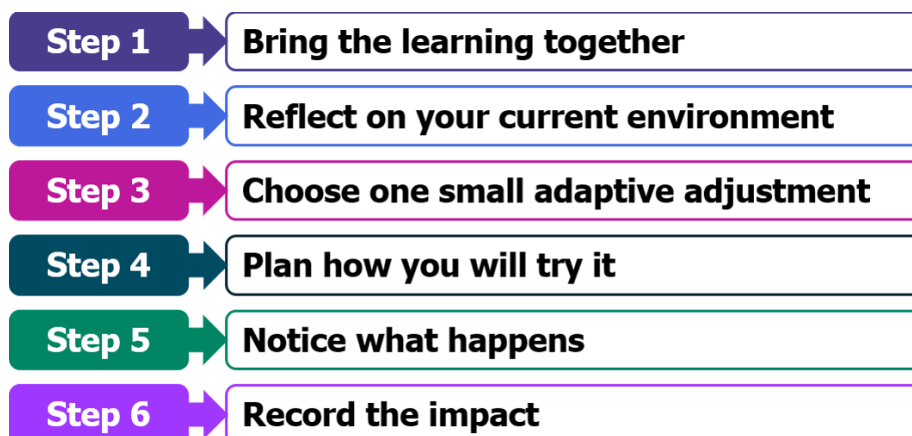
[Click here to return to Content page](#)

Chapter 2: Adaptive Teaching

Planning and implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment.

Let's start with a recap of the key evidence in this chapter:



Across this chapter, you have considered how adaptive teaching can help children access ambitious shared learning and receive timely, precise support.

The evidence has highlighted four important ideas:

1. Targeted teaching can improve outcomes when it responds to a clearly identified learning need and is informed by children's current understanding (EEF, 2019; EEF, 2023).
2. Assessment is valuable when adults use what children show them to make and refine teaching decisions (EEF, 2021a; Apthorp et al, 2017; Sortwell et al, 2024).
3. The first priority for children with additional or special educational needs is high-quality shared teaching. Responsive adaptation should increase access without artificially creating separate tasks or lowering expectations (Davis et al, 2004; EEF, 2020; Deunk et al, 2018; EEF, 2026).
4. Adult support should scaffold learning and promote increasing independence. Teaching assistants should supplement, rather than replace, high-quality teaching (EEF, 2020; EEF, 2025).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far.

This is not an assessed task and should **not create additional workload**. It can be any simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might be:

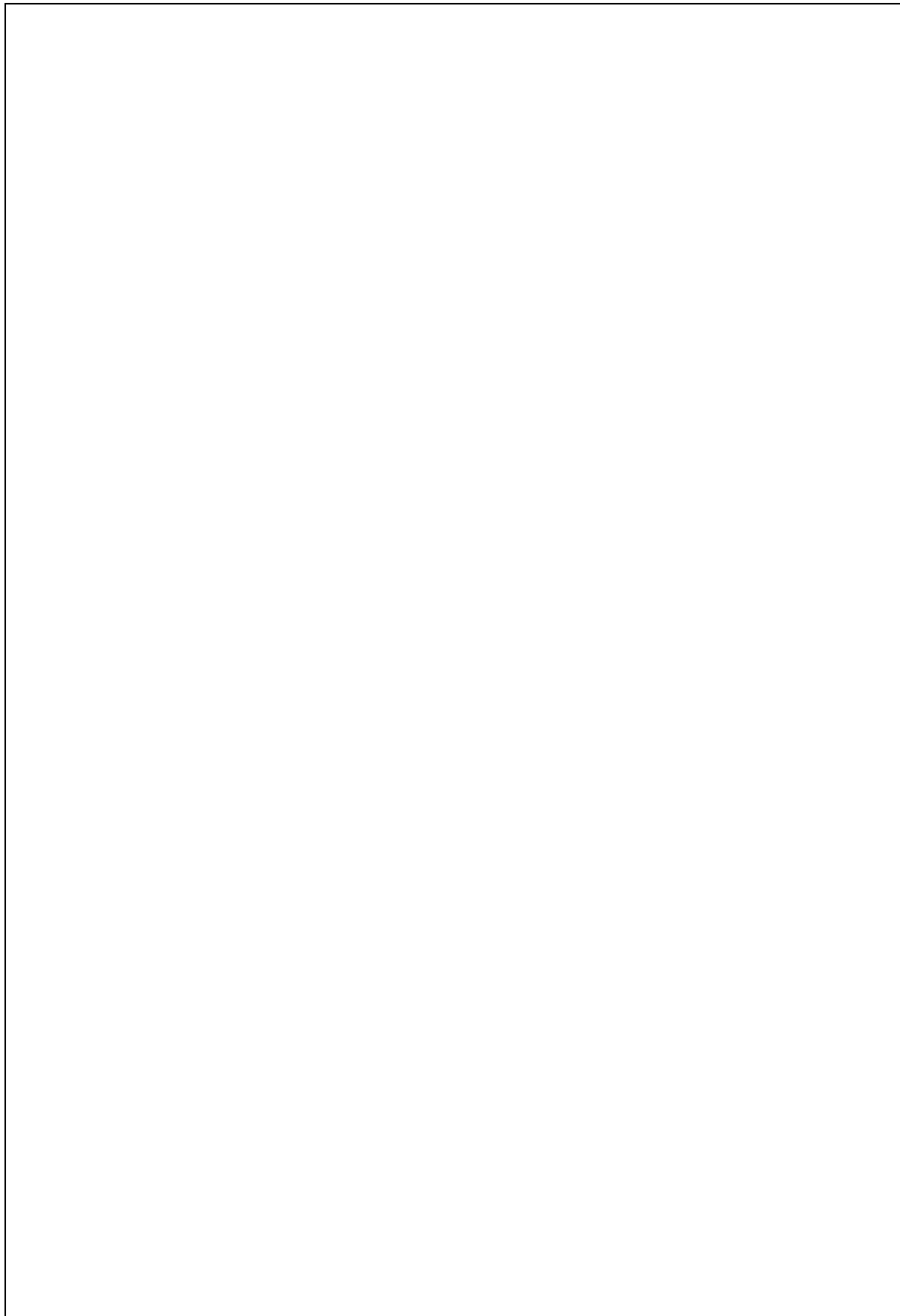
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.



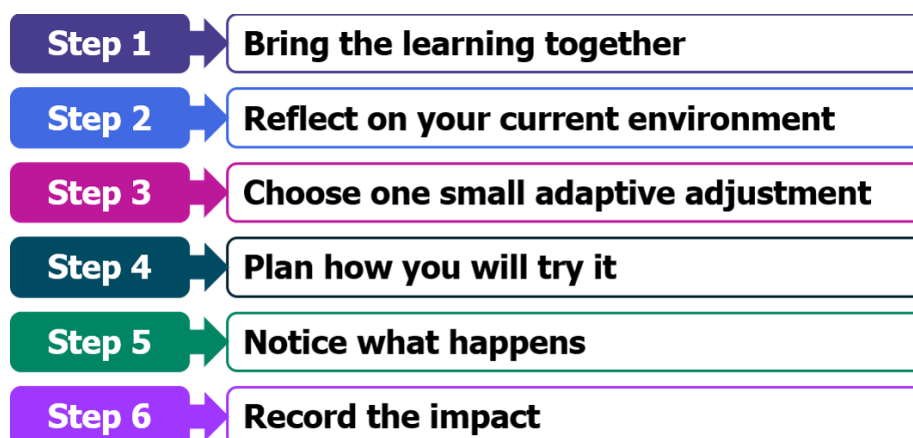
[Click here to return to Content page](#)

Chapter 3: Early Identification

Planning and implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment. Let's start with a recap of the key evidence in this chapter.



You considered how early identification can help children receive timely, appropriate support without turning developmental difference, behaviour or slower progress into premature conclusions.

The evidence has highlighted four important ideas:

1. Children develop and learn in different ways and at different rates.
Development is not a neat sequence, so age, prior experiences and current attainment can add useful context but should not be used alone to explain away a persistent barrier or identify SEND (Evangelou et al, 2009; DfE, 2023a; DfE, 2015).
2. Early identification depends on building a holistic picture. What you observe should be considered alongside the child's strengths, different contexts, family knowledge, language exposure, recent experiences and information from other adults. A delay or difficult or withdrawn behaviour may or may not indicate SEND (DfE, 2015; Curran, 2020; Griggs et al, 2017).
3. Assessment has value when it clarifies a question and informs action.
Targeted observation, professional assessment and, where appropriate,

evidence-based diagnostic tools should help you understand a specific barrier more precisely rather than simply generate more information (DfE, 2023a; Carroll et al, 2017; EEF, 2020a).

4. Identification and support belong together. You do not need to wait for a diagnosis before reducing an identifiable barrier. Support should be proportionate, connected to high-quality teaching and reviewed so that the child's response provides further information about what they may need (DfE, 2014a; DfE, 2015; EEF, 2026).

Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment.

Let's start with a recap of the key evidence in this chapter:

Step 1 → **Bring the learning together**

Across this chapter, you have considered how adaptive teaching can help children access ambitious shared learning and receive timely, precise support.

The evidence has highlighted four important ideas:

1. Targeted teaching can improve outcomes when it responds to a clearly identified learning need and is informed by children's current understanding (EEF, 2019; EEF, 2023).
2. Assessment is valuable when adults use what children show them to make and refine teaching decisions (EEF, 2021a; Apthorp et al, 2017; Sortwell et al, 2024).
3. The first priority for children with additional or special educational needs is high-quality shared teaching. Responsive adaptation should increase access without artificially creating separate tasks or lowering expectations (Davis et al, 2004; EEF, 2020; Deunk et al, 2018; EEF, 2026).
4. Adult support should scaffold learning and promote increasing independence. Teaching assistants should supplement, rather than replace, high-quality teaching (EEF, 2020; EEF, 2025).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6 → **Record the impact**

Record any evidence that **demonstrates the impact** of your adjustment so far.

This is not an assessed task and should **not create additional workload**. It can be any simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might be:

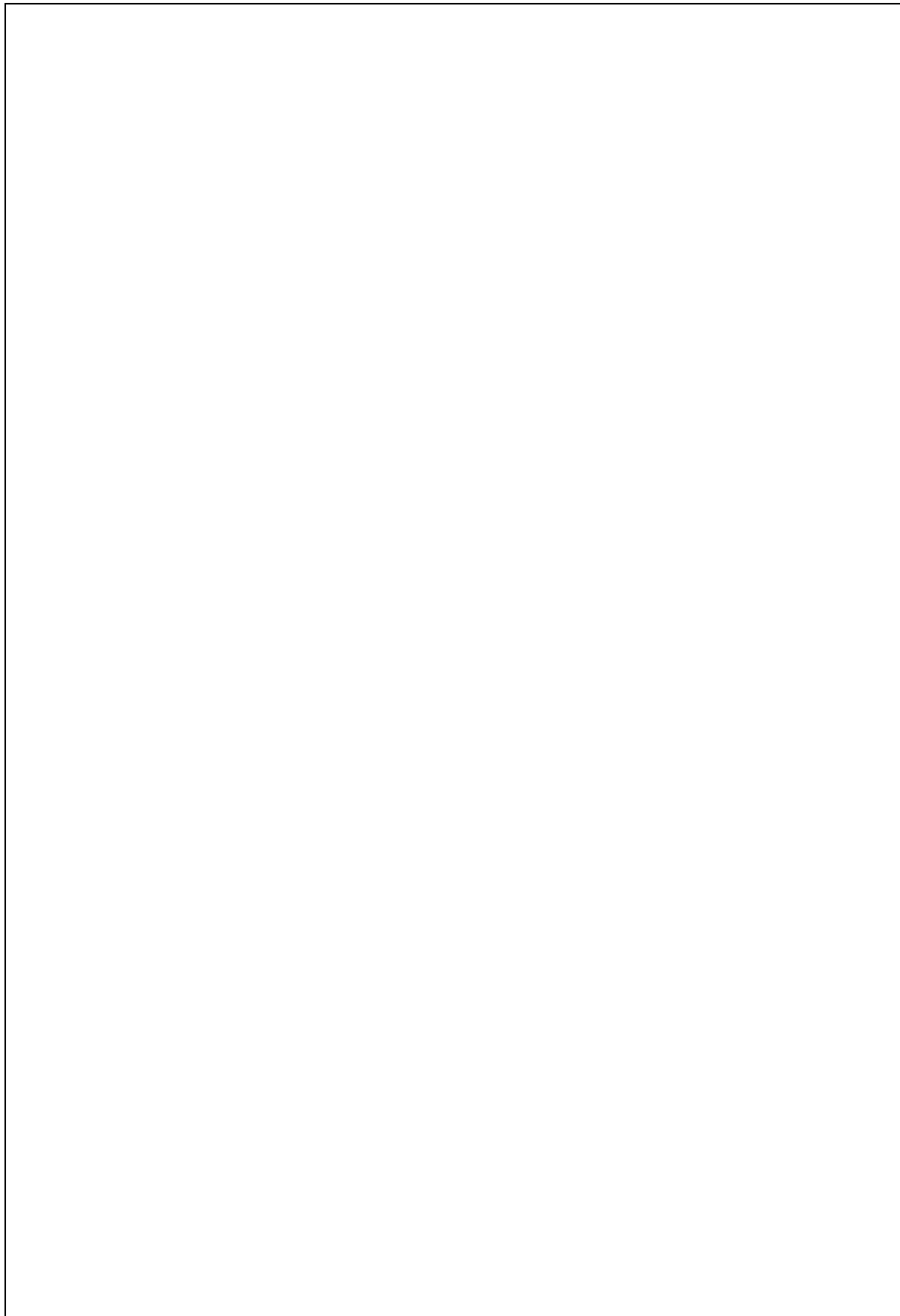
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.



[Click here to return to Content page](#)

Module D: Early Literacy



Click the link to open the chapter you are working on currently:

[Chapter 1](#): Communication

[Chapter 2](#): Language including Subject Specific Vocabulary

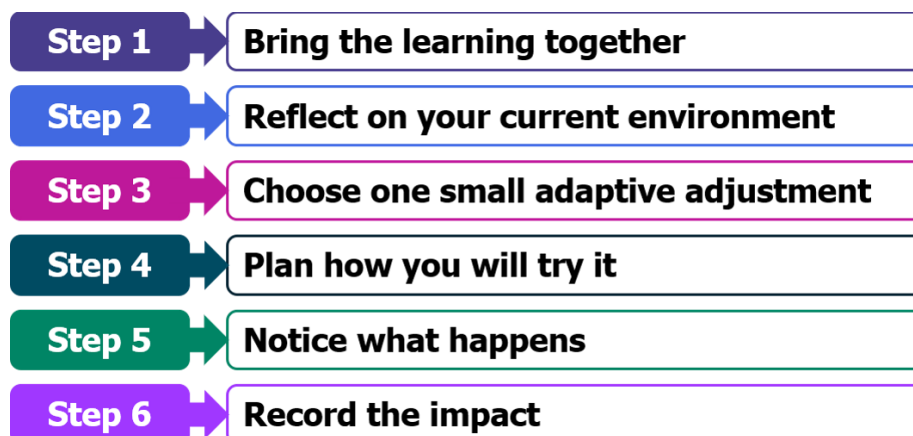
[Chapter 3](#): Early Reading and Writing

Chapter 1: Communication

Planning and implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment. Let's start with a recap of the key ideas in this chapter:



Across this chapter, you have considered communication both as part of high-quality everyday Reception practice and as an area where some children may need additional or specialised support.

1. Communication supports early literacy and wider learning. Children develop language through meaningful interaction, including opportunities to listen, contribute, explain, predict and elaborate. It's not simply how much adults or children talk, but the quality and responsiveness of the interaction (EEF, 2017; EEF, 2018a; DfE, 2023).
2. Rich communication needs to be available across the day. Children benefit from time to process and respond, adults who model, rephrase and extend language, and repeated opportunities to encounter and use vocabulary in meaningful contexts. It's important to notice whether some children consistently receive more sustained interaction while others experience mainly instructions, brief checks or behaviour-focused talk (EEF, 2018a; EEF, 2025a; Ofsted, 2024a; DfE, 2023).

3. Similar communication patterns can have different explanations. Developing English should not be treated as a proxy for wider language capability, and EAL should not automatically be interpreted as a communication difficulty. Understanding communication across contexts, relationships and languages helps adults maintain high expectations while adapting linguistic access appropriately (EEF, 2015; EEF, 2017; DfE, 2024; The Bell Foundation, 2023).
4. Additional support should be matched to the barrier. Targeted or specialised approaches can include vocabulary teaching, modelling, structured talk, visual support, repeated oral rehearsal and small-group or individual provision. Skilled delivery matters, and support should increase children's access to communication, relationships and ambitious learning rather than create unnecessary dependence or separation (EEF, 2018a; Grenier, 2021; DfE, 2024).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far.

This is not an assessed task and should **not create additional workload**. It can be any simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might be:

- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.



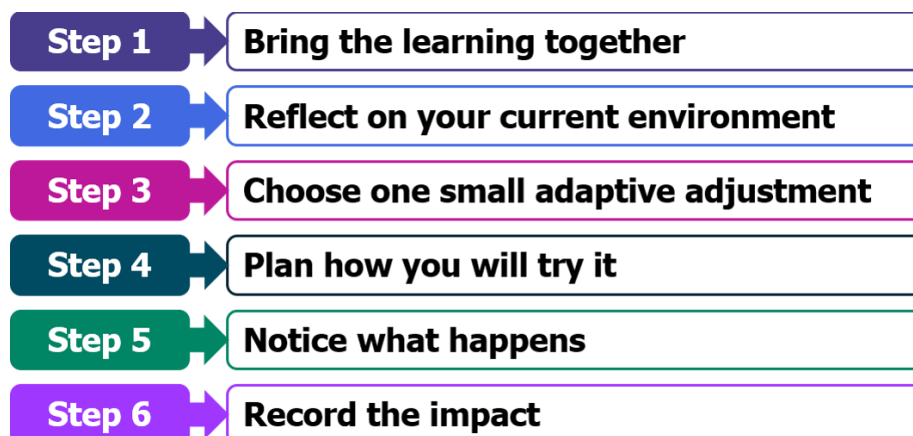
[Click here to return to Content page](#)

Chapter 2: Language including Subject Specific Vocabulary

Planning and implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment. Let's start with a recap of the key themes in this chapter.



Across this chapter, you have considered how children build vocabulary and how language knowledge connects with early reading.

The evidence has highlighted four important ideas:

1. Knowing a word involves more than saying it. Children can recognise, understand and use vocabulary with different levels of security. Receptive understanding can develop ahead of spoken use, and deeper knowledge includes applying meanings across examples and contexts (EEF, 2017; EEF, 2018a; Ofsted, 2024b).
2. Vocabulary develops through deliberate selection and meaningful revisiting. Important words can help children build concepts and wider curriculum knowledge. Repeated encounters are most useful when they add contexts, examples and connections rather than simply repeat the same definition (EEF, 2018a; DfE, 2023; DfE, 2024a; Ofsted, 2024a; Ofsted, 2024b).
3. Early reading draws on word reading and language comprehension. Systematic phonics helps children use letter-sound relationships and blend sounds to read unfamiliar words. Successful decoding does not, by itself,

show that a child understands the word or wider text (EEF, 2018a; EEF, 2025b; Shanahan, 2005).

4. Stories can connect vocabulary, language and wider knowledge. Reading aloud and talking about familiar stories can develop vocabulary and comprehension beyond what children can yet read independently. Additional support is most useful when it matches the aspect of language or reading that needs strengthening (EEF, 2018a; DfE, 2024a; EEF, 2025b).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far. Don't worry if the impact isn't clear yet; it could be that further refinement is needed.

This is not an assessed task and should **not create additional workload**. It can be any simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might be:

- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.

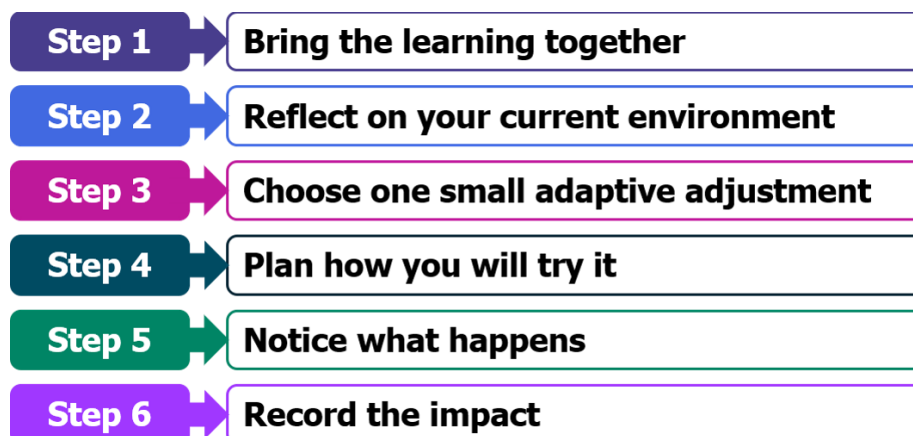
[Click here to return to Content page](#)

Chapter 3: Early Reading and Writing

Planning and implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment. But first let's recap the key themes I this chapter.



You have considered how early reading and writing depend on children bringing together several forms of knowledge and skill. The evidence has highlighted four important ideas:

1. Systematic teaching and responsive support need to work together. Early reading builds on alphabet knowledge, phonological awareness and systematic phonics teaching. Children can know taught content but vary in how securely they apply it when reading connected text. Support should respond to the specific difficulty without replacing the established approach (NELP, 2008; Machin et al, 2018; Shanahan et al, 2005; EEF, 2025b).
2. Increasingly secure reading involves more than arriving at the correct word. Rereading can help previously decoded words become more readily recognised, while familiar texts can support participation. Adults still need to distinguish remembering familiar wording from attending closely to print. Growing security in word reading supports children to access meaning with increasing independence (DfE, 2023; Grenier, 2021; Ofsted, 2024a; Ofsted, 2024b; Willingham et al, 2014; Reynolds, 2023).

3. Composition and transcription can place different demands on children. A child may have a clear spoken message but record very little because spelling or handwriting remains effortful. Another may transcribe words more readily but need support to formulate or organise ideas. The finished page does not show the whole writing process (EEF, 2018a; Ofsted, 2024b; DfE, 2023; RSN, 2025).
4. Explicit teaching needs meaningful opportunities for application. Letter formation benefits from modelling, feedback and repeated accurate practice. Children also need purposeful opportunities to use developing writing knowledge. Adult support can make difficult parts manageable while preserving the child's contribution and increasing responsibility over time (EEF, 2018a; DfE, 2023; RSN, 2024; Grenier, 2025; EEF, 2025c).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far.

This is not an assessed task and should **not create additional workload**. It can be any simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might be:

- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.



[Click here to return to Content page](#)

Module E: Classroom Practice



Click the link to open the chapter you are working on currently:

[Chapter 1: High-quality play-based learning](#)

[Chapter 2: Numeracy](#)

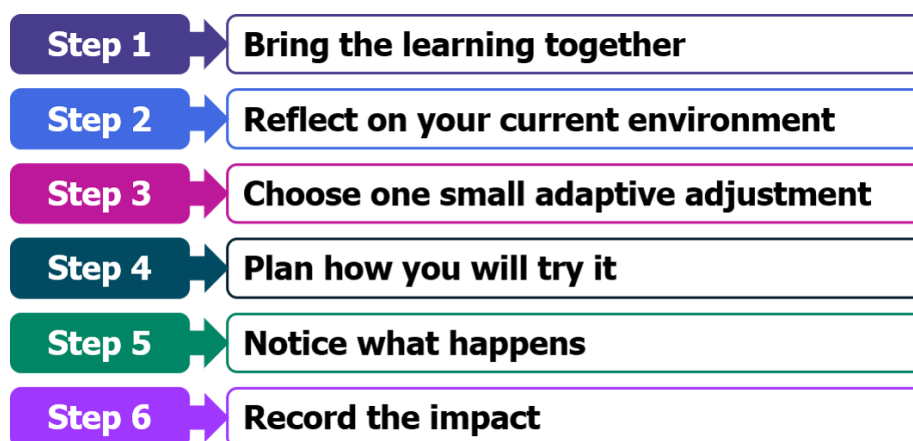
[Chapter 3: Preparing for Year 1](#)

Chapter 1: High-quality play-based learning

Planning and implementation

Time to complete: Up to 20 minutes

You've already reviewed the evidence, considered how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and noticed what happened. Here's a reminder of that model:



Next, you will complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment. Let's start by revisiting the key evidence in this chapter.

Step 1 → Bring the learning together

Across this chapter, you have considered how high-quality play can create interconnected opportunities for children's development and how thoughtful provision can enable children to explore ideas, solve problems and investigate mathematical relationships.

These key ideas are particularly important:

1. Play supports interconnected areas of development. High-quality play provides opportunities for children to develop cognitive, linguistic, physical, social and emotional capabilities through meaningful experiences, rather than these developing in isolation (Evangelou et al., 2009).
2. Pretend and collaborative play support communication and social understanding. Children can develop language, negotiate roles and relationships, consider others' perspectives and practise social reciprocity through shared play (Evangelou et al., 2009, citing Harris, 2000; Toohey, 2000; Singer, 2001).
3. Physical play supports more than motor development. Manipulating resources, moving and exploring environments can develop physical competence and confidence while creating opportunities for problem-solving and early

scientific and mathematical understanding (Evangelou et al., 2009, citing Chambers & Sugden, 2009; Mandler, 2004).

4. Play creates opportunities for mathematical enquiry. Children can develop mathematical reasoning by comparing quantities, exploring equivalence, testing possibilities and investigating relationships, rather than only practising familiar mathematical skills (Evangelou et al., 2009, citing Kamii et al., 2004; Sophian, 2007; Nunes, 2007).
5. Mathematical play and explicit teaching are complementary. Early mathematical learning can be supported through informal play and games, particularly when these opportunities are purposefully connected with planned teaching (EEF, 2023, citing Hodgen et al., 2020; Skene et al., 2022).
6. Thoughtful provision and responsive adult interaction can extend learning. The selection and organisation of resources can create opportunities for exploration, while carefully judged adult guidance can help children explain their thinking, investigate problems and develop deeper understanding (Evangelou et al., 2009; Plowman & Stephen, 2007; Siegler, 2005).

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far.

This is not an assessed task and should **not create additional workload**. It can be any simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might be:

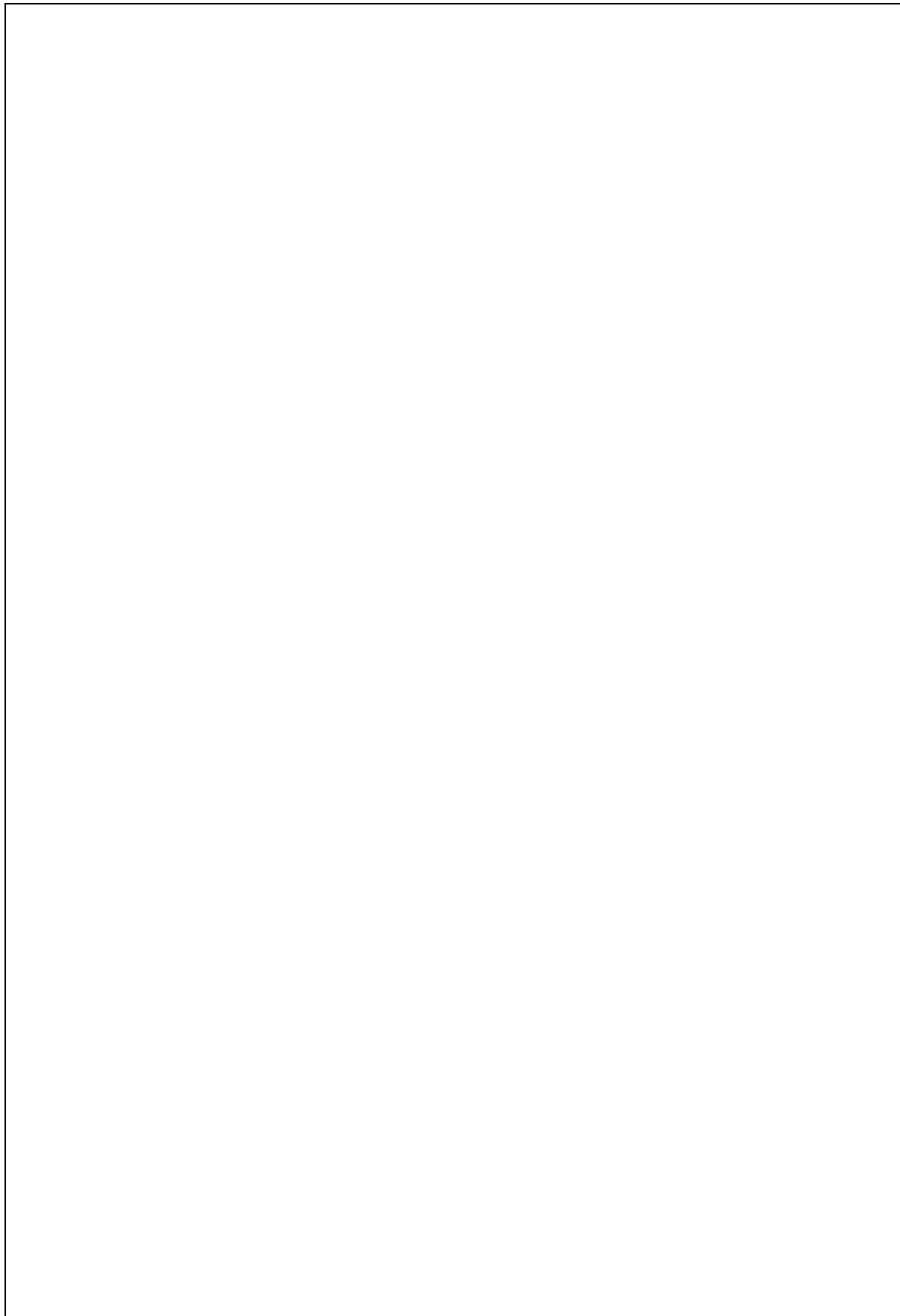
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.



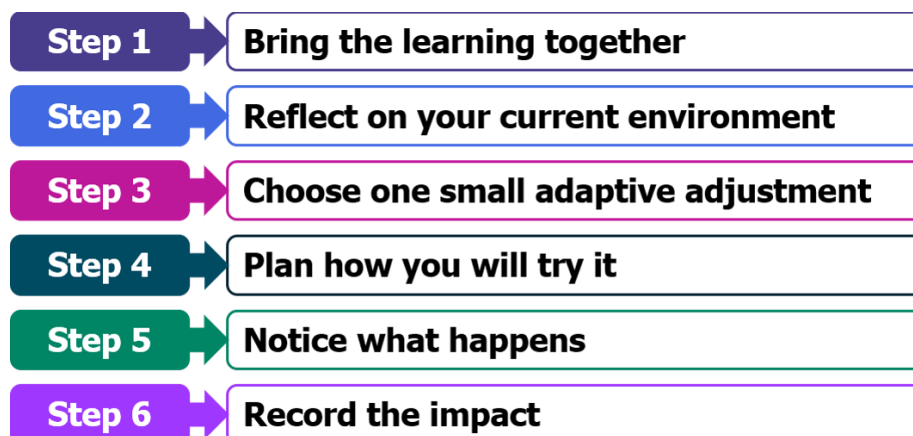
[Click here to return to Content page](#)

Chapter 2: Numeracy

Planning and Implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment. Let's start with a recap of the key evidence in this chapter.



You considered how explicit teaching, guided play and purposeful mathematical experiences can work together to support children's learning, while maintaining high expectations and responding to different starting points and rates of progress. The key ideas below bring together the evidence explored and its implications for your practice.

1. Explicit teaching and guided play are complementary approaches to early mathematics. Explicit instruction introduces mathematical concepts, vocabulary and skills, while purposeful play provides opportunities for children to practise, explore and apply their understanding (Hodgen et al., 2020; EEF, 2023).
2. Mathematical learning should cover the breadth of the curriculum. Effective early mathematics provision includes number, shape, spatial awareness and measurement, with opportunities to revisit these concepts through everyday routines, informal games and planned activities (EEF, 2023; Arnold et al., 2002; Chard et al., 2008).

3. Practical resources and visual representations help children develop mathematical understanding. Moving between physical objects, pictures and diagrams can support children in recognising mathematical relationships and progressing beyond memorised procedures (Sowell, 1989; Heddens, 1986; Vignoles et al., 2015).
4. High expectations influence children's mathematical opportunities and achievement. Teacher expectations can shape the feedback, learning experiences and opportunities children receive. Maintaining ambitious expectations for all children is therefore important, regardless of their starting points (Rubie-Davies et al., 2014; Murdock-Perriera & Sedlacek, 2018).
5. A shared mathematical focus can be maintained while varying support and challenge. Mastery approaches emphasise securing foundational understanding through appropriate scaffolding, while encouraging children who demonstrate confidence to explore concepts in greater depth rather than automatically moving to new content (Vignoles et al., 2015; EEF, 2023).
6. Responsive teaching and targeted support help address gaps in understanding. Observations and assessment can inform decisions about additional modelling, flexible grouping and individual support, without routinely separating children into fixed ability groups (Nelson & McMaster, 2019a; Wang et al., 2016; EEF, 2023).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far. It could be that further refinement is still needed.

It can be any simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might include:

- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

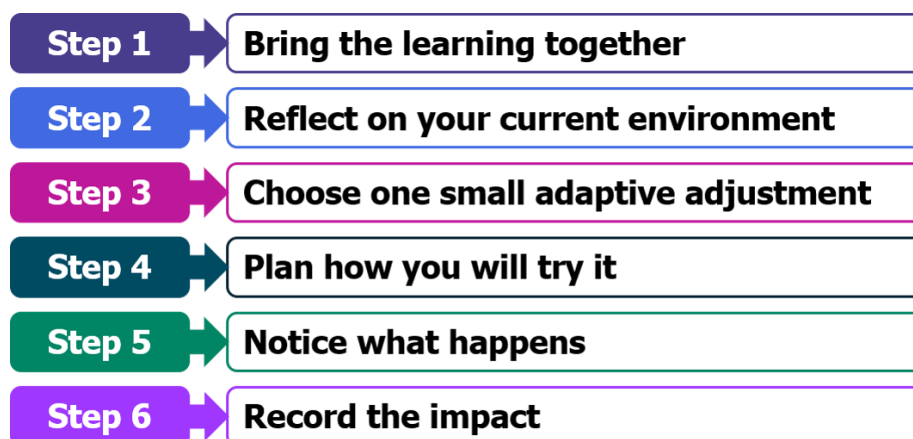
Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.

[Click here to return to Content page](#)

Chapter 3: Preparing for Year 1

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment. First though, let's have a recap of the key evidence in this chapter.



Across this chapter, you have explored how communication, language and literacy, PSED, and early mathematical understanding contribute to children's learning and development.

Here are the key themes:

1. Communication and language provide foundations for early literacy. High-quality, responsive interactions, shared conversations, stories and play support vocabulary development and meaning-making. Phonological awareness and vocabulary contribute to different aspects of reading development, highlighting the importance of supporting both (Evangelou et al., 2009).
2. Early literacy benefits from a balance of systematic teaching and meaningful experiences. Systematic phonics instruction supports early decoding, while shared reading, emergent writing and literacy-rich play provide opportunities to apply developing knowledge. Practitioners need to consider children's starting points and provide appropriate support (Rose, 2006, as cited in Evangelou et al., 2009).
3. Secure relationships and responsive interactions support emotional development and resilience. Warm, predictable relationships provide children

with a secure base for exploration and learning. Early years settings can also help mitigate the effects of adversity by providing consistent, supportive environments (Belsky & Fearon, 2002; Rutter, 1999, as cited in Evangelou et al., 2009).

4. Self-regulation and social understanding develop through supportive relationships and explicit guidance. Children gradually move from relying on adults to regulate their emotions and behaviour towards greater independence. Modelling, discussing feelings, explaining expectations and resolving conflicts collaboratively can support this development (Kochanska, 2002; Denham, 2007, as cited in Evangelou et al., 2009; EEF, 2025).
5. Early mathematical understanding develops through exploration, reasoning and purposeful interactions. Children build on their early awareness of quantity as they develop counting, cardinality and mathematical reasoning. Play, comparison, gestures and opportunities to explain their thinking can help strengthen conceptual understanding before introducing more abstract calculations (Sophian, 2007; Muldoon et al., 2007, as cited in Evangelou et al., 2009).
6. Effective teaching responds to children's individual starting points and builds secure understanding. The evidence highlights the importance of adapting instruction, providing additional support where needed and ensuring that children develop a secure understanding of concepts before progressing. This applies across early literacy, mathematics and personal, social and emotional development (Deunk et al., 2018; Vignoles et al., 2015; EEF, 2021).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far. It could be that further refinement is still needed so don't worry if the impact isn't yet clear.

You could refer to a simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might include:

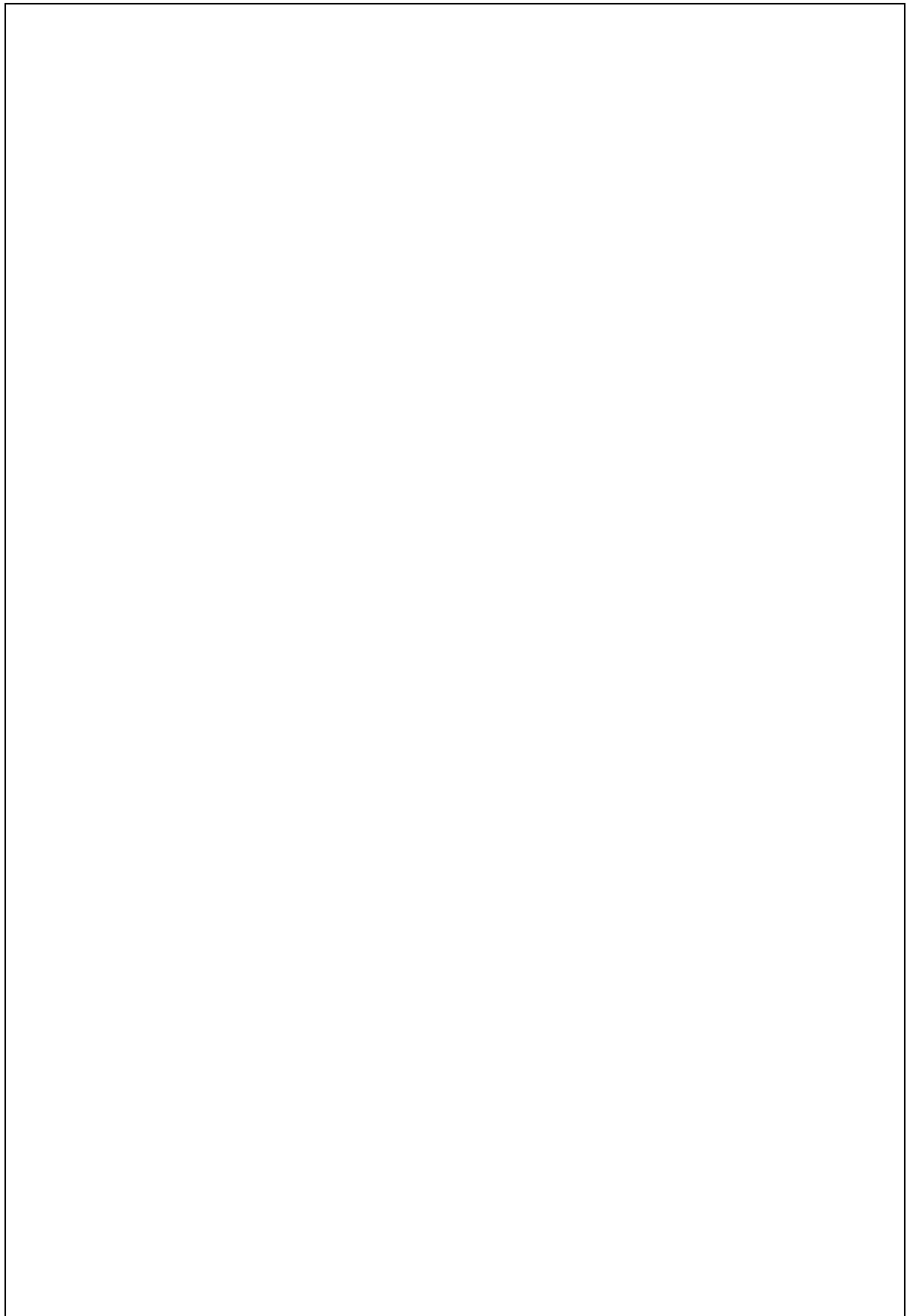
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.



[Click here to return to Content page](#)

Module F: Working with others



Click the link to open the chapter you are working on currently:

[Chapter 1](#): Working in Partnership with Parents

[Chapter 2](#): Classroom Leadership

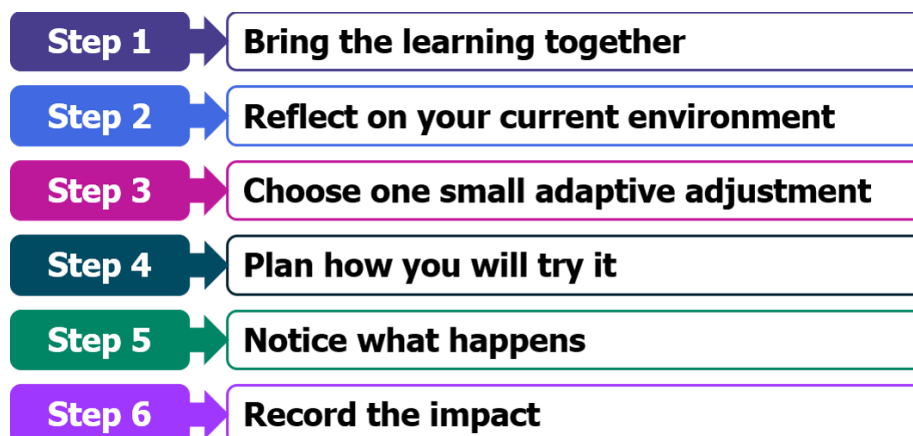
[Chapter 3](#): Working in Partnership with Professionals

Chapter 1: Working in Partnership with Parents

Planning and Implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment.

First, let's revisit the key themes.



Across this chapter, you have explored how effective partnerships with parents and families can support children's learning, development and well-being. Building relational trust, recognising the importance of the home learning environment and working collaboratively to identify and support additional needs are central to these partnerships. The key ideas below bring together the main messages from the evidence and highlight how they can inform your practice.

1. Building relational trust is fundamental to parental engagement. Consistent, empathetic and non-judgemental interactions help families feel welcomed, valued and respected (Axford et al., 2019; Campbell, 2011).
2. The home learning environment has a lasting impact on development. Everyday activities such as shared reading, conversations and playing with numbers support children's early learning (Sylva et al., 2004; Sammons et al., 2015; OECD, 2020).
3. Positive home routines support learning and independence. Predictable routines, positive interactions and opportunities to develop self-regulation

help children prepare for school and sustain engagement (Axford et al., 2019; OECD, 2020).

4. Collaborative approaches are essential for supporting additional needs. Combining parental insights with practitioner observations, using the graduated approach and working with external specialists enables early identification and coordinated, personalised support (DfE, 2015; DfE, 2017; Carroll et al., 2017).

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far. It could be that further refinement is still needed so don't worry if the impact isn't yet clear.

You could refer to a simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might include:

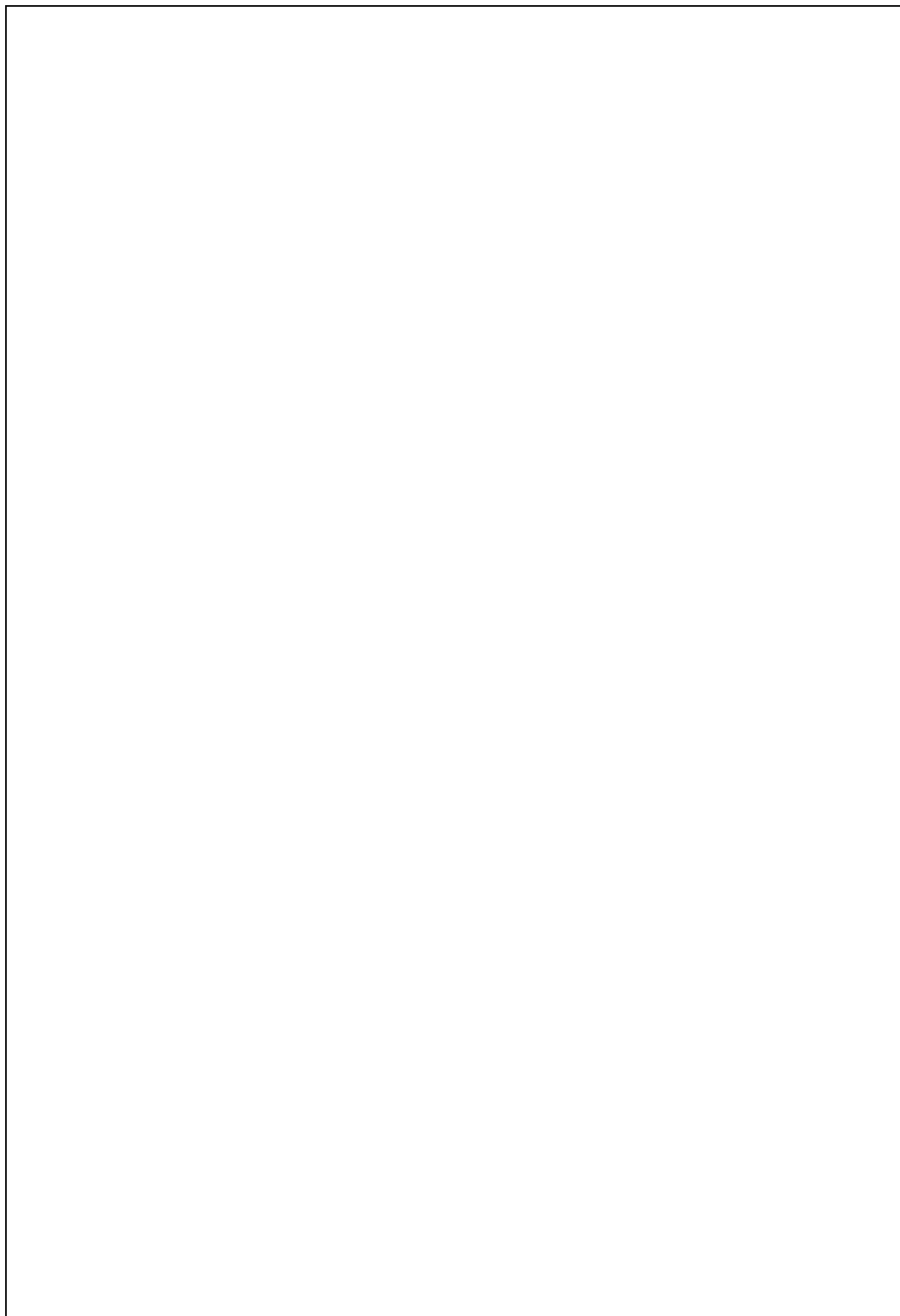
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.



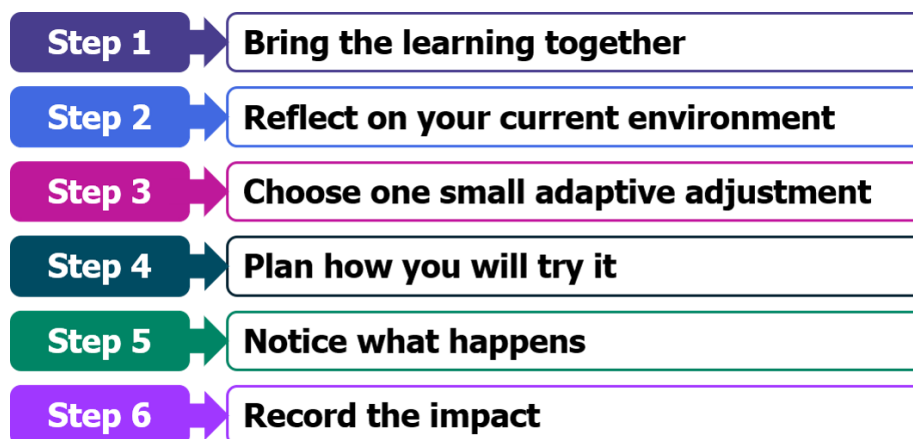
[Click here to return to Content page](#)

Chapter 2: Classroom Leadership

Planning and Implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment. Let's start with a recap of the key evidence in this chapter.



Across this chapter, you have explored how strategic deployment, inclusive classroom practice and collaborative approaches can support the learning, participation and independence of all children.

The key ideas below bring together the evidence and practical approaches considered throughout the chapter.

1. Strategic deployment and teacher responsibility - Teachers remain accountable for all children's learning. Teaching assistants should supplement high-quality teaching, with support carefully planned to promote access, participation and independence (DfE, 2015; EEF, 2025).
2. Scaffolding for independence - Adults should use the 'least help first' approach, providing prompts, clues and modelling as needed, then gradually reducing support as children develop confidence and competence (Bosanquet et al., 2016; EEF, 2025).
3. Inclusive classroom practice - High-quality interactions, explicit instruction, flexible grouping and accessible environments help remove barriers and

ensure all children can participate meaningfully in everyday learning (Rix et al., 2009; Cullen et al., 2020; EEF, 2025).

4. Responsive assessment and collaboration - The 'assess, plan, do, review' cycle, informed by observations and collaboration with families, teaching assistants and specialists, supports purposeful adjustments and ensures targeted interventions connect with everyday classroom learning (Burns et al., 2005; McLeskey et al., 2017; Gallagher et al., 2019).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6 → Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far. It could be that further refinement is still needed so don't worry if the impact isn't yet clear.

You could refer to a simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might include:

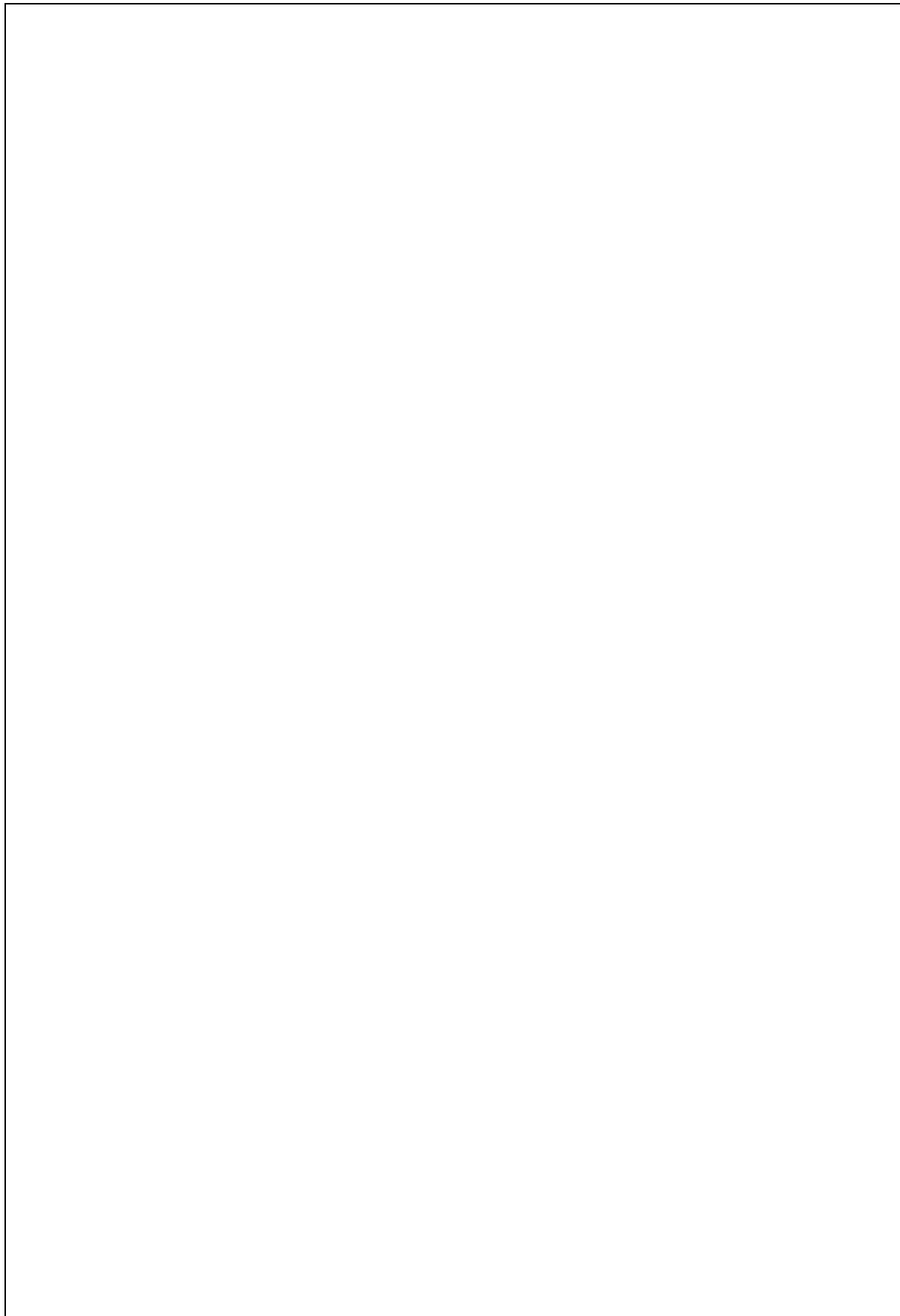
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for a drawing or a written response.

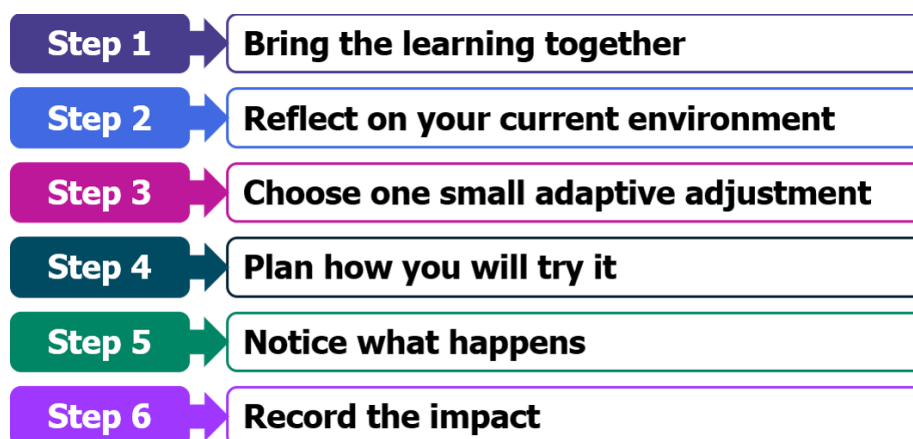
[Click here to return to Content page](#)

Chapter 3: Working in Partnership with Professionals

Planning and Implementation

Time to complete: Up to 20 minutes

In the final part of your study on Prism you used a six-step model to review the evidence, consider how to apply this to a current challenge or barrier in your own Reception setting and planned to make a small adjustment and notice what happened. Here's a reminder of that model:



Now you are going to complete Step 6 and record what has changed, or possibly stayed, the same since implementing the adjustment. We'll begin by recapping the key evidence in this chapter.



Across this chapter, you have explored how effective partnerships with families, education professionals and external services can support early identification of needs, strengthen inclusive practice and improve outcomes for children. The key ideas below bring together the importance of collaborative communication, coordinated support and integrating specialist expertise into everyday early years provision.

1. Early identification requires a holistic understanding of children's needs. Transition visits, developmental assessments, family insights and health information help practitioners recognise strengths, identify barriers and plan timely, appropriate support (DfE, 2015; Carroll et al., 2017; EEF, 2020).
2. Effective multi-agency working relies on clear communication and coordination. Timely information sharing, defined responsibilities and collaborative planning support continuity, reduce duplication and strengthen transitions between settings and services (DfE, 2015; Melhuish et al., 2008; National College, 2010).

3. Trusting partnerships with families strengthen children's learning and development. Two-way communication, respect for parental knowledge and support for the home learning environment help establish consistent approaches that respond to children's individual circumstances (Sylva et al., 2004; van Poortvliet et al., 2018).
4. Specialist expertise should complement high-quality, inclusive teaching. Collaboration between teachers, SENCOs, teaching assistants and external professionals supports targeted interventions, ongoing review and appropriate scaffolding that promotes children's participation and independence (DfE, 2015; EEF, 2020).

You should already have completed Steps 1 – 5 of the Planning and Implementation model in Prism and made a small change or adjustment to your current approach.

Now it's time to record what happened. You'll review this in your final webinar at the end of the programme.

Step 6

Record the impact

Record any evidence that **demonstrates the impact** of your adjustment so far. It could be that further refinement is still needed so don't worry if the impact isn't yet clear.

You could refer to a simple note, a piece of work or resource that **captures** what you tried and what happened. Your evidence might include:

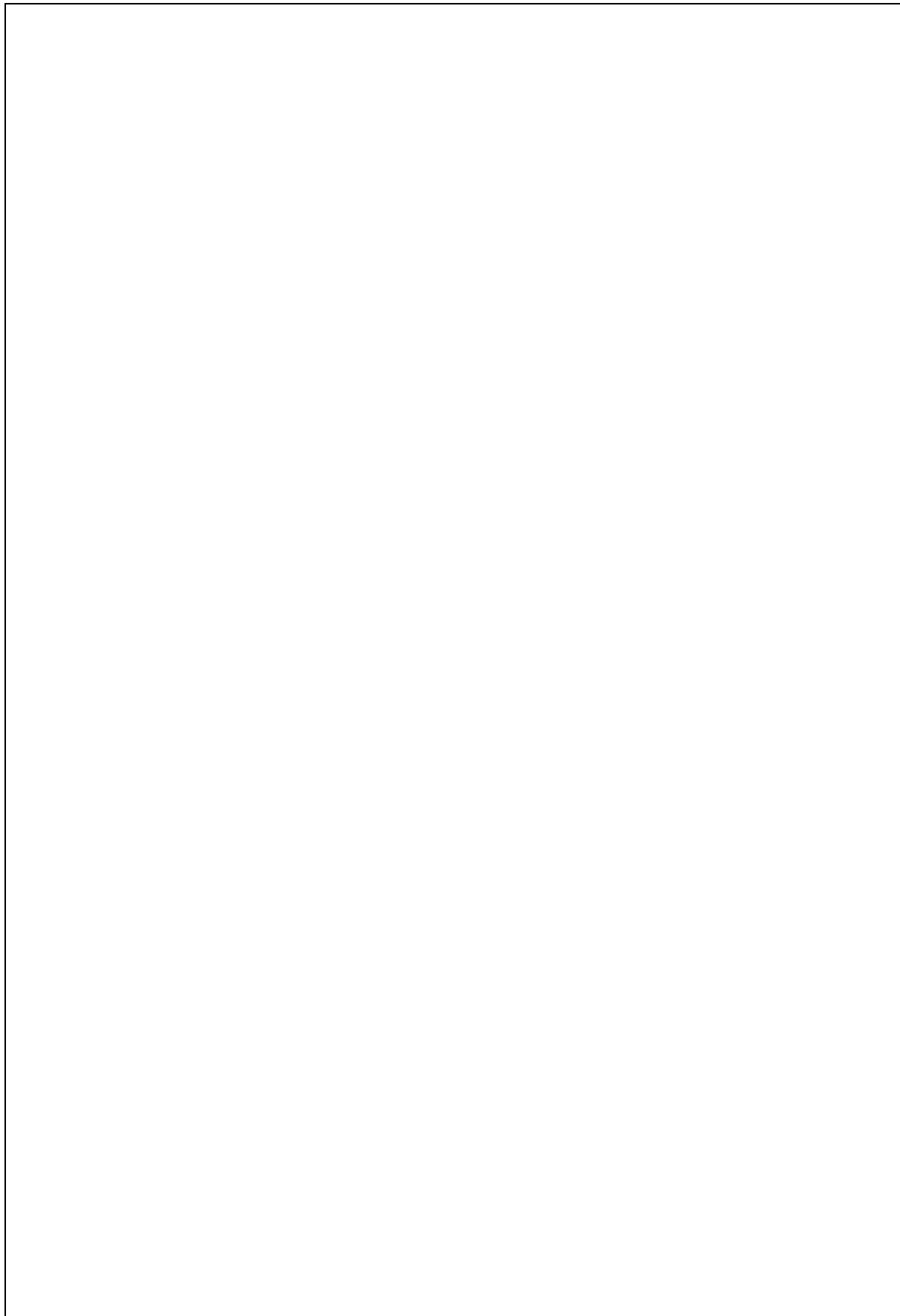
- a brief professional journal note or observation
- a sample of a child's work, drawing, mark-making or creation
- a before-and-after example showing a change in practice or provision or a new resource
- feedback from a colleague

Make a note of the following:

- What does it show about the adjustment in practice?
- What might be useful to revisit when you reflect on the adjustment?
- What are your next steps?

Safeguarding

Follow your school's safeguarding, confidentiality and data protection policies. Do not include identifiable information about children, families or colleagues. Avoid photographs showing children unless their use is permitted by school policy and appropriate consent is in place.



[Click here to return to Content page](#)