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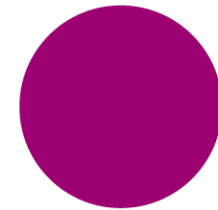


Leicester &
Leicestershire
Teaching School Hub



Excellence in Reception Teaching

Programme overview



Programme rationale

This programme is grounded in BPN principles and EEF evidence on effective professional development.

It follows a structured learn - apply - refine cycle, combining research-informed input with deliberate practice, expert feedback and reflection to improve Reception Teaching

Content is sequenced over two terms, from core practice to inclusion, ensuring learning translates into meaningful, lasting classroom impact.

A blended model of online learning, mentor feedback and practical application supports engagement, reduces workload and embeds change at both classroom and school level



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Evidence-informed design principles

The programme mirrors an NPQ-style learning cycle, enabling participants to engage with research (“learn that”), translate it into practical strategies (“learn how to”), and refine these through classroom application.

Deliberate practice and manageable change

Participants focus on small, high-leverage improvements to their Reception practice, in line with evidence that sustained improvement comes from iterative refinement rather than wholesale change.

Expert feedback

Structured mentor feedback and professional dialogue are embedded, reflecting evidence that expert guidance is critical in improving teaching practice

Sustained duration and sequencing

The programme is delivered over two terms, with carefully sequenced content and protected application time, supporting long-term retention and meaningful behaviour change.

Leadership alignment and accountability

Professional Learning Conversations with mentors and school leaders ensure that improvements are aligned to wider school priorities and embedded beyond the individual participant.



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Curriculum and content rationale

Four core domains:

- Child development
- Classroom practice and pedagogy
- Inclusive practice
- Effective partnerships

Content is deliberately sequenced to:

- Build a secure understanding of child development and high-quality teaching (Term 1)
- Extend into inclusion, transition and system-level impact (Term 2)



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Delivery Elements

Self-directed online learning – reduces cognitive load and provides flexible, research-informed input

Live sessions* – establish shared understanding and support reflection and sustained impact

Formative assessment tasks – enable structured application and evaluation of practice

Mentor support – provides personalised feedback and accountability

Peer reflection – broadens perspective and supports transfer across contexts

This blended model reflects evidence that effective CPD combines input, practice, feedback and collaboration, rather than relying on one-off training.

*led by colleagues from [RISE Reception Lead School for the East Midlands](#), Rowlatts Mead.



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