



# EYQI Updates

EY Quality and Inclusion Team  
Atlas House  
PO Box 512  
ST HELENS  
WA10 9JX  
Lidia Wolos 01744 67 1051/mobile 07784360762

Amanda Quirk- 01744 674175  
Kate Campbell- 01744 671834

Gemma Oakes 01744 67 5397/07706991364

<https://www.sthelens.gov.uk/EarlyYearsHub>

**Week beginning 7.7.2025**



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## Upcoming training

### **New to EYFS in schools**

**Friday 11<sup>th</sup> July 2025 9.30am-4pm** New to the EYFS in School, a training day for teachers, Sutton Family Hub.

### **EYFS 2025 changes 'Safeguarding reforms' briefing sessions**

EYFS 2025 changes 'Safeguarding reforms' briefing sessions- attendance at one session only, no need to book just use the links below to join the session.

**The last session before the summer: Monday 14<sup>th</sup> July 6:30 - 7:30 pm**

[https://teams.microsoft.com/l/meetup-join/19%3ameeting\\_YzEyMGM5YzctMDM1OS00MTZmLTk1YWUtMWZkN2U3MTliODk4%40thread.v2/0?context=%7b%22Tid%22%3a%22ef41c22b-1a60-4d86-a8bd-5d3a95f8abab%22%2c%22Oid%22%3a%2282834fc3-d7d2-4d16-9ac4-7f43c380e595%22%7d](https://teams.microsoft.com/l/meetup-join/19%3ameeting_YzEyMGM5YzctMDM1OS00MTZmLTk1YWUtMWZkN2U3MTliODk4%40thread.v2/0?context=%7b%22Tid%22%3a%22ef41c22b-1a60-4d86-a8bd-5d3a95f8abab%22%2c%22Oid%22%3a%2282834fc3-d7d2-4d16-9ac4-7f43c380e595%22%7d)

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**2025 reception baseline assessment: administrative guidance (updated 2 June 2025)**

## [2025 reception baseline assessment: administration guidance - GOV.UK](#)

This guidance is for schools administering the reception baseline assessment (RBA). The information expands on 'Assessment administration' in the [2025 RBA assessment and reporting arrangements \(ARA\)](#).

### Important dates for 2025

Date	Action
From Monday 2 June	Schools should ensure they have access to the 'Assessment service: manage your school's assessments' in preparation for the autumn term.
From Monday 2 June	Schools should access the 'Assessment service: start an assessment' to complete training, familiarise themselves with the assessment content and ensure their devices can connect successfully.
From the start of the autumn term	Schools must upload pupil data and provide a status for pupils who are not participating in the assessment.
From the start of the autumn term	Schools must administer the assessment within the first 6 weeks of a pupil starting reception.
From Monday 22 September	Narrative statements for pupils who have completed both assessment components are available for practitioners to view and download.
Friday 7 November	Deadline for headteachers to submit the headteacher's declaration form (HDF) in the 'Assessment service: manage your school's assessments'.

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### Guidance: The writing framework (updated 10<sup>th</sup> July 2025)

The writing framework outlines a common approach to teaching writing based on evidence and existing good practice.

### [The writing framework - GOV.UK](#)

#### Summary of the messages in the writing framework.

Writing is complex

Writing places significant demands on pupils' working memory so it is vital to teach it in a sequenced way that helps to manage those demands.

Teach handwriting and spelling in reception

Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that these skills become automatic for children. This will free up their working memory for composition. Sentence instruction is essential

All writing is made up of sentences. Knowledge of grammar helps pupils to control sentences and convey meaning, but it does not support their writing fluency when taught in isolation.

Spoken language is as important for writing as for reading

Pupils should compose orally while they are developing their transcription skills. This can still be valuable even when they can transcribe fluently.

Quality is more important than length

Pupils need to master the foundations of writing – handwriting, spelling and sentence construction. They should not be expected to write at length before they are ready.

The reception year is vital

The reception year builds the foundations that support pupils' writing throughout primary school and underpin their future success.

Identify pupils who need additional support

It is important to identify the pupils who need additional support with writing as early as possible, from reception onwards. Teachers can then adapt their teaching and make it accessible. This includes giving pupils more time and practice so that they can make good progress.

It will take time to tackle all the challenges in teaching writing

Schools should concentrate initially on teaching high-quality transcription and sentence instruction, while gradually developing broader writing skills.

Avoid focusing too heavily on test preparation

This can limit the development of skills and knowledge, stifling pupils' creativity and wider writing development.

Leaders must establish the culture and curriculum

Leaders are responsible for:

- establishing a positive writing culture
- developing a well-sequenced curriculum
- ensuring that all teachers are trained to teach writing

[Writing framework: summary - GOV.UK](#)



**Our mission: giving every child the best start in life.**

**The Government's Plan for Change puts children at the heart of its priorities with the aim of a record proportion of children starting school ready to learn by 2028. Every child should have the opportunity to grow, play, learn and thrive. However, for too many children, their opportunities are limited by their background. That is why this government has set a mission: to break down the barriers to opportunity for every child**

[Giving every child the best start in life](#)



## Ready for school? Do you have worried parents?

### Toilet training

ERIC is the national charity dedicated to improving children's bowel and bladder health. Our mission is to reduce the impact of continence problems on children and their families.

[Home - ERIC](#)



Let's Go Potty: [Potty training: how to start & best age to potty train -](#)

[ERIC](#)

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## Starting School



[Home - Starting Reception](#)

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**The Start for Life Little Moments Together** online has variety of resources: posters, social media content ready to use in your channels. Please share with your parents the campaign key messages.

### Start for Life Little Moments Together Campaign

The Department for Education (DfE), in partnership with the Department of Health and Social Care (DHSC), launched the **Better Health Start for Life** 'Little Moments Together' Campaign.

The campaign aims to educate parents and carers about the importance of brain development in the first five years of a child's life, and the crucial role they play as parents and carers, with advice and tips available on the [Start for Life](#) website.

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Whatever's on your mind, we're here to listen

Free digital mental wellbeing support for adults across the UK [Home - Qwell](#)

## We offer a variety of anonymous support options to meet your needs

### Professional support

Our accredited team is here to support you through all things big and small. No referral needed, just join the chat queue when you are ready to chat.

### Community support

Our peer to peer forums are moderated to maximise safety and allow people to discuss issues together in a facilitated environment.

### Personal development tools

Our suite of self help tools offer the ability to create journals, track your mood and set goals.

[Home - Qwell](#)

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## [NSPCC Pants](#)

**Please note that there are sessions arranged for parents and professionals next week, all links attached below and in the attachment.**

**Please share with your parents in newsletters and social media.**

**29.7.25:** The NSPCC will be joined by Pauline from St Helens library service who will be providing an overview of how the library service have used Talk Pants in their practice to engage young children and their parents.

[Microsoft Virtual Events Powered by Teams](#)

**31.7.25** You are invited to join NSPCC's Talk Pants **free** Listen and Learn session to learn more about NSPCC's internal service called 'Letting The Future In' (LTFI). Letting the Future In (LTFI) is designed to help children and young people, and their families, who have experienced sexual abuse, rebuild their lives. It is an evidence-based service delivered by NSPCC for over 10 years. LTFI uses a range of structured and creative therapy approaches to help children and young people express themselves. The model provides trained practitioners with the knowledge and tools to work with the child, the safe carer/s and sibling/s through referral, assessment, intervention and resolution.

[Microsoft Virtual Events Powered by Teams](#)

## Sessions for professionals

**8.7.2025 (12-1pm)**

Join us for a free information session with the NSPCC, to learn more about Talk Pants. During the session you will:

1. Learn what Talk Pants is
2. The history of Talk Pants
3. Talk Pants in action
4. The resources
5. Next steps

[Microsoft Virtual Events Powered by Teams](#)

**10.7.25 (5:30-6:30 pm)**

[Microsoft Virtual Events Powered by Teams](#)

**11.7.25 (12-12:45)**

[Microsoft Virtual Events Powered by Teams](#)



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## Protective Preparedness for Education Settings Webinar

The Department for Education (DfE) in partnership with the National Counter Terrorism Security Office (NaCTSO) invite you to the 'Protective Preparedness for Education Settings' a webinar focussed on counter terrorism protective security and preparedness for education settings.

The DfE's 'Counter Terrorism Protect & Prepare Team' will provide you with an overview and update on the Terrorism (Protection of Premises) Act 2025 commonly known as, 'Martyn's Law', and its implications for the education sector. You can find more information about Martyn's Law by visiting - [GOV.UK](https://www.gov.uk)

NaCTSO will also provide a briefing on how to consider counter terrorism protection and preparedness across education settings. You can find out more about scalable counter terrorism preparedness by visiting [ProtectUK | Home](#)

If you would like to learn more about how you can protect your education setting, staff and learners from terrorism, please click the links below where you can sign up and access further details.

[Tuesday 15th July 2025 - 12:00 - 13:00](#)

[Wednesday 16th July 2025 - 12:00 - 13:00](#)

Wednesday 23rd July 2025 - 12:00 - 13:00

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## **PVI MS Teams Forum for private nurseries and childminders:**

<https://teams.microsoft.com/l/channel/19%3a296c4d2f7039446a9e0aa281bd40e55a%40thread.tacv2/General?groupId=4f2a06e5-0991-4575-be27-b6cc16d97f34&tenantId=ef41c22b-1a60-4d86-a8bd-5d3a95f8abab>

## **Schools MS Teams Forum**

<https://teams.microsoft.com/l/channel/19%3a2589ee5f1bd043fdbb67bec3cd7d3b1c%40thread.tacv2/General?groupId=9e33e316-91dc-4469-94d4-36a4da88746a&tenantId=ef41c22b-1a60-4d86-a8bd-5d3a95f8abab>