



Wollaston Primary School

Continuous and Enhanced Provision Guidance

February 2022

Continuous and enhanced provision

Continuous and enhanced provision is the access to resources that are placed in clearly defined areas that provide consistency and stability. Children have consistent access to materials, activities and equipment to enable them to learn. Resources are clearly labelled and independence is promoted.

Aims and objectives for continuous provision

Our main aim at Wollaston Primary is to provide our children with an environment that is rich, stimulating and provides a wide range of experiences. Independence is readily promoted and children are encouraged to make decisions to lead their learning and develop their interests. The learning environment should be well-planned, well organised and reflect clearly the learning that is taking place in the classroom. It should provide a clear structure for teaching within which children can explore, experiment, plan and make decisions for themselves. It enables them to learn, develop and make good progress. The learning environment should clearly link to the Early Years Foundation Stage profile and the 7 areas of learning should be clearly visible in both indoor and outdoor areas.

The objectives of our teaching are:

- To promote a positive attitude to learning
- To enable children to be independent and responsible learners
- To give opportunities for high quality first hand experiences
- To give opportunities to make responsible choices
- To provide opportunities to encourage risk taking
- To give opportunities for children to use their imagination in a purposeful context
- To provide clear adult focus activities that support individual, group and whole class learning opportunities
- To provide and develop activities that promote speaking and listening activities
- To ensure that environments are vocabulary rich and develop children's reading and writing skills

- To give children time to reflect upon learning and to celebrate personal achievements at school and at home
- To give time for children to develop social skills, understand how to form positive and healthy relationships and to feel that their voice is heard and valued
- To develop an understanding of the importance of taking care of each other, resources and our school environment

Guidelines for the effective implementation of continuous and enhanced provision

Staff support children and promote their independence and self-confidence, by providing clearly defined areas of interest, and an orderly system within which children have consistent access to high quality resources and materials. Key vocabulary and questions to provoke thinking and promote early reading should be displayed in each of the areas and should consider interactivity. Learning activities should be clearly structured and the purpose and benefit of these should be clearly. The starting points of different children, and their individual development should be considered and adaptations made to ensure that all children feel included and are able to access intended learning outcomes. The skills and personal development of children will be recognised and built upon progressively throughout the school.

Classroom organisation and management

In inside and outside areas, the 7 areas of learning defined in the EYFS Foundation Stage Curriculum are clearly visible. Areas of continuous provision are clear and provide consistency in location. Continuous and enhanced provision are an integral part of learning during the day. There is a clearly structured timetable in place which promotes short bursts of focussed teaching leading into learning delivered through child led access to areas via a free flow system. Planned learning opportunities are led via a series of high quality texts that promote diversity and encourage children to share and develop their own interests. Whilst texts are primarily introduced fortnightly access to prior texts is encouraged and these are displayed and easily accessible for children. Whilst continuous provision remains consistent, enhanced provision should be adapted regularly and show progression and adaptations over time.

Progression and continuity in continuous provision

Progression and continuity are an integral part of learning at Wollaston Primary School. Care of resources and the learning environment is paramount, children in the EYFS will be taught and encouraged to independently tidy the resources at the end of each session. This will be supported through the use of photographs of areas and clear adult modelling. As children progress through the school children will be encouraged to replenish and replace resources that they have used.

Progression of learning will be developed through:

- The resources provided (enhanced provision)
- Carefully planned activities, adult focussed activities and challenges
- Clearly planned learning outcomes that encompass developmental outcomes outlined in the Foundation Stage Handbook
- Differentiated questioning and a vocabulary rich environment
- Personal targets and differentiated outcomes and interventions

Outdoor provision

At Wollaston Primary School we recognise that outdoor learning is an essential aspect of a child's development. It can provide opportunities and experiences that enable children to develop intellectually, emotionally, socially and physically, In doing so it provides a rich environment for the development of language and encourages positive attitudes towards a healthy lifestyle.

To ensure a balance and breadth of provision, adults planning an outdoor activity need to carefully consider what it should include and why. Adults should have clear goals for children's learning and should also adapt these to become responsive to children's enthusiasm and interests. Within planning there should be an element of flexibility to meet children's individual needs, across all areas of the curriculum, as they arise during play opportunities. Resources should be readily available to enhance and extend play.

The role of the adult

Adults should interact with children in all areas of continuous and enhanced provision including outdoors. They should be actively involved with children in their games, activities and adult led focussed tasks. They should understand when to stand back and allow children to initiate learning and when to support children in becoming fully immersed in the learning environment.

In all areas of continuous and enhanced provision adults should:

- Talk with children in a variety of ways (conversing, discussing, modelling, questioning, commentating)
- Help children to find solutions to problems
- Be supportive and encouraging
- Extend activities by ensuring they are adequately organised, replenished, and additional resource are added as appropriate
- Initiate games and activities

- Join in games and activities when invited to do so by the children
- Observe assess and record evidence of children's learning and development
- Be aware of any health, safety and safeguarding implications
- Be aware of every child's equal right of access to a full and diverse curriculum, including those with SEN
- Evaluate observations and participation levels to plan appropriate resources and learning opportunities.

Assessment recording and reporting

Observations and photographs of the children's learning, weekly adult focusses and whole class learning sessions will be used to inform weekly planning. Data for EYFS will be shared with the head teacher in December, March and June via ITRACK Primary.

Multicultural Links

Children will be presented with and encouraged to access a wide range of multicultural learning opportunities. This will largely be led by:

- small world play and enhanced provisions
- the celebration of a range of festivals and celebrations
- positive role models
- access to a broad and diverse curriculum
- a range of high quality texts that promote diversity and inclusion

Resources

Resources are stored in different areas around the school. In the classroom these should be clearly labelled and learning areas should be kept free of clutter. Resources should cover all areas of learning and where resources are broken or lacking in number this should be reported to the school office to allow these to be replaced or ordered. Outdoor resources are kept in 2 outdoor sheds and additional items are stored in the KS1 area of school.

Continuous and Enhanced provision classroom checklist

- Activities are purposeful, challenging and extend children's learning
- Children are encouraged to be independent and to think creatively
- There is clear evidence of experiential and investigative learning
- The 7 areas of learning are clearly visible in the inside and outside environment
- Children are made responsible for and encouraged to take responsibility for tidying up

- Rich vocabulary is promoted and this and questions are clearly displayed throughout the provision
- Adults interact with children effectively, in a nurturing manner and are considerate of their wellbeing and pastoral needs. Adult focussed activities are provided and accessible for all children
- Outdoor provision is promoted and accessible throughout the school day.