



## Edward Feild Primary School **CONTINUOUS PROVISION** in a Nutshell



<b>RESEARCH</b>	Research shows that young children learn best through exploration and play. Piaget (1952) describes a pre-operational stage from 2-7 years during which children learn to use language, think symbolically, and represent their ideas using pictures and objects. These children are highly active, learning through pretend play and first-hand experiences until the age of 7 when major developmental changes take place; when children begin to think in the abstract (Bredenkamp 1987), develop the ability to plan ahead, to approach problems more logically and understand another's point of view (Robinson, 2008). Continuous provision enables children to return to their explorations and consolidate their learning over the course of a day or a more extended period. It also allows children to make choices and initiate play without interaction with an adult. It provides an opportunity to become a life-long learner.
<b>VISION</b>	Key Stage 1 is a vital transition point between the Early Years Foundation Stage and the national curriculum. We believe that by incorporating continuous provision into the children's learning environment, we will be further supporting this transition. Continuous provision enables children to investigate whilst challenging their learning, to be given time to thoroughly explore new learning opportunities and to build on newly developed concepts. In building this approach into our teaching, it is essential that we ensure that the children are at the heart of our pedagogy, that both the indoor and outdoor environments provide high quality learning experiences, and that high expectations are held to develop sustainable learning.
<b>OUR ENVIRONMENT</b>	<p>The quality of the environment is essential to facilitating the children's learning. Due to our classroom set-up of not all three KS1 classes being situated together, it is important that each child in KS1 can receive the same opportunities, by timetabling use of the outdoor area and, at times, by sharing of resources. It is also important to note that, whilst parts of the environment may remain the same each term to provide familiarity, provision is 'enhanced' weekly and termly with curriculum-based opportunities and challenges.</p> <p>Indoor Environment - Carpet space and group learning table space – Role play area – Small world area with writing opportunities — Maths area - Art area - Investigation/Science - Use of books focussing on curriculum being taught.</p>

	Outdoor Environment - Mud kitchen - Sandpit - Phonics and maths areas/resources - Weather station - Enhanced tuff trays activities - Deconstructed play
<p style="text-align: center;"><b>ROLE OF THE ADULT</b></p>	<p>The role of the adults in continuous provision is still crucial. Teachers and teaching assistants need to ensure high quality learning by:</p> <ul style="list-style-type: none"> <li>• Providing a high-quality environment and supporting the children in their ability to explore and interact with this. This can be done using open ended questioning, high level vocabulary, support and challenge.</li> <li>• Taking observations to assess learning and how provision can be enhanced later and provide challenge.</li> <li>• Short and focused teaching inputs throughout the week which provide coverage, support and challenge.</li> <li>• High quality adult-led focus groups—providing each child with two English and two Maths focused sessions per week, but with flexibility to provide extra support or challenge and intervention for those who need it.</li> <li>• Setting high expectations of what children should be doing whilst accessing provision, as well as high expectations of quality of work and of behaviour.</li> </ul>
<p style="text-align: center;"><b>LEARNING CHALLENGES</b></p>	<p>Learning challenges are used to ensure coverage and progression. Some learning challenges may be completed through adult-led focus groups and some are completed independently within provision. Objectives are taught throughout whole class and group inputs. Enhanced provision is planned for to support embedding these objectives. Children self-monitor the completion of enhanced challenges through lolly-sticks, and adult monitoring through observation.</p> <ul style="list-style-type: none"> <li>• WAGOLs (What a Good One Looks Like) are available in provision areas and children and adults are aware of the expectations for independent work.</li> <li>• Open-ended projects allow children to make choices about their direction of time and the method used to communicate their understanding.</li> </ul>

<p><b>EVIDENCE OF LEARNING</b></p>	<p>Children’s learning is evidenced in their books and through assessment.</p> <p>Children have main exercise books:</p> <ul style="list-style-type: none"> <li>• Maths book: This is where children’s adult-led and independent maths challenges is evidenced, as well as their White Rose beginning and end of unit assessments. Curriculum objectives/Teacher Assessment Framework is displayed at the front of each Maths book to tick off evidence, which may also be observations of children’s learning from provision. It is important that children understand that, although their Maths book is separate, Maths is everywhere.</li> <li>• English book: reading and writing activities are evidenced.</li> <li>• Assessed writing book which is used for completely independent, end of unit writing. Year 2 children have the Teacher Assessment Framework in the front of their books to be assessed for moderation.</li> <li>• Wider curriculum book: science, DT, history and geography activities are evidenced.</li> <li>• Sketch book: where children can explore art techniques introduced and activities are evidenced (2022/23).</li> </ul> <p>Children also have a ‘journal’ book for their independent learning and a book for RE/PSHE.</p>
<p><b>IMPLEMENTING CHALLENGE AND SUPPORT IN CONTINUOUS PROVISION</b></p>	<p>Continuous provision enables children to return to their explorations, consolidate their learning and challenge themselves further through the choices that they make. Expectations are made explicit at the beginning of the week in a whole class discussion of the prior learning, resources available and the challenges set. Throughout the week progress on their learning challenges are discussed to support the independent choices being made and giving value to the importance of this learning. Children are expected to plan, evidence and review their independent learning. This increases engagement which research shows leads to deeper thinking. Adults facilitate this through questioning and review, engaging reasoning from those who have mastered fluency and understanding.</p>
<p><b>IMPACT</b></p>	<p><b>Impact on children when CONTINUOUS PROVISION is effective:</b></p> <ul style="list-style-type: none"> <li>• All children are showing greater interest in work (including PP, SEND, HA)</li> <li>• Children learn to use language, think symbolically, and represent their ideas.</li> <li>• Children learn to be independent learners.</li> <li>• Raising attainment</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Developing a broad range of learning skills coupled with understanding of the underpinning rationale about how they can be used</li><li>• A shift amongst children from a receptor model of learning to an investigative, proactive one</li></ul> <p><b>A particular impact for teachers:</b></p> <ul style="list-style-type: none"><li>• A shift from targeting fluency in recalling information, facts and processes to interpreting concepts and developing strategies for problem solving</li></ul> |
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