

Sacred Heart Hindsford R.C. Primary School

Continuous and Enhanced Provision Policy



Policy written by N. Worrall

EYFS Lead

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Accepted by Governors:

J. Carter

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Shared with staff: date:

September 2021

By living out our Catholic faith

TOGETHER

we ENCOURAGE

and ACHIEVE

"I have called you by name"

This document is a statement of aims, principles and strategies for the implementation of continuous and enhanced provision at Sacred Heart RC Primary School.

The Nature of Continuous and Enhanced Provision

Continuous and enhanced provision is the access to resources which are clearly labelled in well-defined areas, with an orderly storage system, where children have consistent access to materials, equipment and activities to enable them to learn.

Aims and Objectives for Continuous Provision

Our main aim at Sacred Heart Primary School is for children to have rich and stimulating learning experiences. The environment should be well planned and well organised. It provides the 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 objectives of our teaching are:

- To promote positive attitudes towards learning;
- To enable children to be independent learners and take responsibility for their own learning;
- To give opportunities for first hand experiences;
- To give opportunities to make choices;
- To give opportunities to take risks;
- To give opportunities to use their imagination in a purposeful context;
- To give opportunities to work independently, individually and in small groups;
- To give opportunities to develop speaking and listening skills;
- To give time to explore and reflect on their learning and the value of their achievements;
- To give time to share their ideas and develop social skills;
- To develop an insight for the need to care for and look after equipment.

Guidelines for the Effective Implementation for Continuous and Enhanced Provision.

Staff, support children in developing their independence and self-confidence by providing well defined areas of interest and an orderly storage system, where children can have consistent access to materials and equipment. Key Vocabulary and questions to provoke thinking may be displayed in each of the areas (age appropriate) and displays should be purposeful. The learning activities should be carefully structured; there should be provision for the different starting points from which children develop their learning, building on what they can do. Skills will be recognised and built upon progressively throughout the school.

Classroom Management & Organisation

Each infant classroom will have clearly defined areas. Within all classes the use of continuous and enhanced provision will become an integral part of each lesson and not just used as a finishing off activity. Areas can be enhanced daily, weekly, fortnightly, or longer depending on the level of enquiry of the children and the duration of a topic.

Progression and Continuity in Continuous Provision

Progression and continuity is an integral part of learning at Sacred Heart RC Primary School. The care of the resources within continuous and enhanced provision is paramount and the children in the EYFS will be taught and encouraged to independently tidy the resources at the end of each session. Within Key Stage 1 the children will be expected to replace the resources they have used at the end of their turn in the specific area.

Progression of learning will be developed through:

- The resources provided;
- Carefully planned provocations and challenges;
- The planned learning objectives through self-initiated, teacher directed or teacher focussed activities;
- Differentiated questioning;
- Personal outcomes.

Outdoor Provision

At Sacred Heart RC Primary School, we recognise that outdoor provision is essential for all aspects of a child's development. It can provide children with experiences which enable them to develop intellectually, emotionally, socially and physically. In doing so, it provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle.

To ensure balance and breadth of provision, adults planning an outdoor activity need to think carefully about what it should include and why. They need to have clear goals for children's learning, at the same time they need to be responsive to children's enthusiasm and their interests. Within the planning there should be flexibility to meet individual children's needs, across all areas of the curriculum, as they arise during the session. Resources should be available to enhance and extend their play-based learning.

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 allow children the opportunity to initiate their own learning, only intervening as and when appropriate.

In all continuous and enhanced provision areas adults should be;

- Talking with children in a variety of ways (conversing, discussing, questioning, modelling and commentating);
- Helping children to find solutions to problems;
- Supporting, encouraging;
- Extending their activities by making extra resources available and providing new ideas;
- Initiating games and activities;
- Joining in games and activities when invited by children;

- Observing, assessing and recording;
- Being aware of safety issues;
- Being aware of every child's equal right of access to a full curriculum;
- Evaluating observations in order to plan appropriate resources and experiences.

In these ways adults are making positive contributions to the children's play and setting up challenging situations for children to experience.

Assessment Recording and Reporting

Observations of the children's learning and weekly assessments will inform future planning. Photographs may be used to enhance learning and for evidence.

Equal Opportunities

When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, regardless of gender, special education needs, disabilities, social and cultural backgrounds, different ethnic groups and those from diverse linguistic backgrounds.

Special Needs/More Able

Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting a pupil. Curriculum planning and assessment for pupils with special educational needs will take account of the type and extent of the difficulty experienced by the pupil. Pupils with Special Educational Needs receive extra support in several ways. These include:

- Planned interventions;
- Support from an additional adult;
- Support from the Special Educational Needs Co-ordinator;
- For pupils whose attainments significantly exceed the expected level of attainment, teachers will need to plan suitably challenging work;

Diversity

As a school we aim to celebrate the diverse world that we live in. In continuous and enhanced provision children will have access to resources that reflect twenty first century Britain. For example, all classes have a reading area and within this area the children have access to a variety of culturally diverse texts.

Cross Curricular Links

Continuous and enhanced provision lends itself to many other cross-curricular links. It plays an important part in the children's social and emotional development (i.e. PHSE). It increases the opportunities for co-operation and developing speaking and listening skills. It addresses all areas of the curriculum. It provides opportunities to develop specific subject vocabulary and design technology skills.

Resources

Classroom Resources

These are stored on open shelves in the appropriate areas within the classroom.

Central Resources

There will be a collection of central resources in shared areas around school to support Phonics, Outdoor Play, Maths, Reading and Foundation subjects.

Continuous and Enhanced Provision Classroom Checklist

- Activities are challenging and extend children's learning.
- Children are encouraged to think creatively and cross curricular links are enhanced.
- There is evidence of experiential and investigative learning.
- Children are made responsible for tidying.
- Areas are interactive with key vocabulary and questions displayed (age appropriate).
- Adults interactive with children effectively (see the role of the adult section).
- Outdoor provision allows for learning across all areas of the curriculum.

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