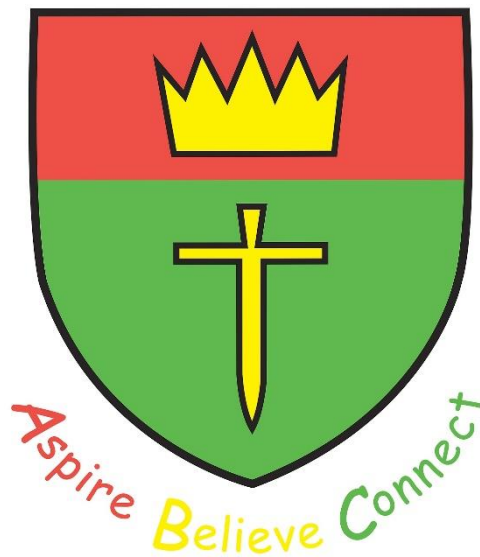


# St Oswald's Church of England Primary School



## Continuous Provision Policy



# St Oswald's CE VA Primary School

## Continuous Provision Policy:

Principles and Implementation

Agreed by governors: March 2020

Implementation date: March 2020

Review date: March 2022

### **Ethos and Values Statement**



## St Oswald's Ethos and Values Statement



### *Background*

Our Ethos and Values Statement is an easy to understand model of religious education in St Oswald's. Children in our school know that love is the most important value of all, in line with the new command that Jesus gave us to love one another, which is why this is placed above all in our statement.

### *Mission Statement*

Sitting below love lies our school's mission statement: *Aspire, Believe, Connect*. As easy as A, B, C, this statement is easy to remember and most importantly represents what we want our children to do in every aspect of their education and lives.

### *Core Christian Values*

The mission statement is underpinned by six core Christian values that each link to one aspect of *Aspire, Believe, Connect*. As children aspire to be the best they can be in every way, they will grow in wisdom. In order to believe in themselves and develop their own beliefs about the world around them, our children are taught about the importance of trust and strength on their journey. We also believe in the values of peace and friendship in helping us to connect with those around us.

### **Child Initiated Learning – Continuous Provision in Early Years**

We support the view, highlighted throughout the Early Years Foundation Stage curriculum documentation that children learn best when they make choices about their learning and are learning through their play. The Early years learning environment is set up with play opportunities in all curriculum areas. These play opportunities are supplemented by careful management of continuous provision which allows children to select their own materials whenever possible but also meets the additional needs of the children. In particular we try to keep our environment calm and avoid sensory overload. We ensure that our environment is safe for all the children, including those who are significantly cognitively delayed and those who have physical and sensory deficits.

### **Progression**

As the children progress from nursery to reception, we provide opportunities for more adult led focused sessions alongside learning through play. The children continue to learn through self-initiated play for much of the time but there is an expectation that they will attend to adult led focussed activities for increasing periods as they progress through reception. Focused activities are planned across the personal, social and emotional, Literacy, Communication and Language, Mathematics, Understanding of the world, expressive art and design and physical areas of development. Activities include individual, whole class or small group sessions.

### **Classroom management & organisation**

The early years has clearly defined areas. Within class the use of continuous and enhanced provision is an integral part of each lesson and not just used as a finishing off activity. Staff reflects on the provision and organisation frequently and enhancements always occur weekly and sometimes daily depending on the level of enquiry of the children and the duration of a topic.

### **The role of the adult**

Adults interact with children in all areas of continuous and enhanced provision including outdoors. They are actively involved with children in their games and activities and allow children opportunities to initiate their own learning, intervening as appropriate.

Throughout the provision areas adults are encouraged to:

- Talk with children in a variety of ways (conversing, discussing, questioning, modelling and commentating)
- Help children to find solutions to problems
- Support and encourage
- Extend their activities by making extra resources available and providing new ideas
- Initiate games and activities
- Join in games and activities when invited by children
- Observe, assess and record
- Be aware of safety issues
- Be aware of every child's equal right of access to a full curriculum
- Evaluate observations in order to plan appropriate resources and experiences

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

### **Assessing, recording and reporting**

Assessment in early years includes contributions from a range of perspectives and is undertaken through both child-initiated and adult-led activities with observations being crucial. Observational assessment involves watching, listening and noting what the children say and do as they play together, interact with adults and engage in everyday activities and experiences.

This type of assessment allows us to develop an understanding of individual children by seeing how they demonstrate their specific knowledge, skills and understanding.

Observational assessment is the key to understanding what children really know and can do, and it is the most reliable way of building up an accurate picture of a child's development and learning. Observations can be both spontaneous and planned.

### **Continuous Provision**

Our main aim at St Oswald's CE VA Primary is for children to have rich and stimulating learning experiences. The environment is 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 planning with EYFS is flexible and will often change to take into account the children's developing interests

We aim to provide learning opportunities in the following areas:

#### **Home corner**

The home corner is a fixed role play area which supports both individual and cooperative play. A large proportion of children spend substantial time in the home corner involved in exploring, imitating, and re-enacting events they have experienced or heard about. It is an area which provides a range of opportunities for children to work collaboratively, expressing their feelings and using language to communicate roles and respond to one another's needs.



#### **Themed role play area**

The role play area is usually themed around a topic. The theme is developed over several weeks and a new theme is usually introduced each half term. The role play area is a 'communication friendly space' and often includes a small 'den' space with opportunities to record.



### **Small world play**

This is often presented on a tray or in a box so that children are encouraged to play in a given space. Containers are often provided as some of the children enjoy transporting objects. Focuses for small world change regularly and are often based upon current topics and areas of interest for the children.

There are excellent opportunities for story recalling and retelling within this area.



### **Art and creative play**

We have a large art and creative area available in the learning environment;



within this area the children have access to a range of creative and messy resource which aids their expressive arts and design. Children are able to access tools and containers from an open storage unit in the messy area. Painting and malleable materials are always available for the children during the self-initiated time.

### **Malleable play**

The malleable area gives children access to a range of moulding and malleable tool and materials. This area is an alternative to the construction area for developing building and construction skills.

In addition this, it supports the children in developing fine motor control and exploring materials, textures, shapes and how they can be fixed together.



### **Sand and water play**

Engaging in water play is always open ended for the children, it fosters learning in all developmental areas and provides opportunities for children to learn through math and science concepts, strengthen their physical skills, and



enhance language development. Access to sand and water play is unlimited for the children to ensure they are provided with enough exploratory opportunities.



## Mathematics

Problem solving, counting and sorting activities are available within the maths area and are also incorporated into other areas of continuous provision.

Mathematics displays are evident within the learning environment and a variety of resources are accessible during mathematics teaching activities.

Toys and activities may include: Number song sacks with props and numbers, sorting toys, peg boards, matching toys, stacking toys, screw together toys, jigsaws, number tubs, squidgy and sparkly numbers and shapes.



## Construction

The children have access to a range of different construction materials in the construction area on a daily basis. The construction area is based within a large, open space to allow the children to create large scale models with resources that allow for open ended construction. As with all other areas in EYFS the construction area offers opportunities for planning whereby children can use development plans to write and draw the things they are about to construct. The incorporation of building equipment such as tools, jackets and wheelbarrows further reinforces role play opportunities.



Construction resources include:

Duplo, large hollow wooden bricks, cogs, stickle bricks, plastic bricks, magnetic construction, small wooden blocks, mobile, lego, cars & pin boards.

## Reading area and stories

Books are available in the reading area for the children to access and where possible are linked to topics/themes. The selection includes story books, factual books, photo books about the children and soft/ sensory books. Mark making equipment is also available for children to share their opinions on books. Books are



present in all other areas of continuous provision and link to the theme of each area.

The children have a daily focussed story / reading time where they can explore books individually, have a whole class story and/or read with an adult one to one. Story sacks are often used and the same story is used for a week so the children can become familiar with it. Songs, signs and action rhymes are often included in story times. Stories are shared in a variety of ways including big books, interactive and audio stories.

### **Physical Development**

Children have access to an outdoor environment within the Early Years setting and this is being developed to mirror the provision of the indoor environment. Outdoor play at present is predominantly comprised of planned activities. The children have a dedicated outdoor play time each day and have access to large play equipment as well as balls, skips and scooters/bikes. On a rota basis, our dedicated sports coach teaches a range of physical education activities.



Fine motor skill activities are incorporated within a variety of areas of continuous provision. Children who require support with fine and gross motor skills can access intervention

activities. Activities to promote fine motor skills include: threading, cutting, painting, drawing, pincer grip activities.

### **Mark making**

There is a dedicated mark making area available for the children to access during continuous provision and independent activities. A variety of resources are available including: types of paper, envelopes, post it notes, a variety of pens and colours (biro/crayons/highlighters/pencils), stencils, tape and scissors. Clipboards, whiteboards and writing books are also available.





As well as this basic provision, resources are available which link to literacy/numeracy and topic work. The learning environment includes literacy and phonic displays to promote early writing skills including; tricky words/letters and sounds and flashcards.

**Please note that mark making resources are present within ALL other areas of provision.**

### **Quiet play**

We support the children in finding quiet spaces for solitary play and exploration or spaces to play and communicate in small groups. Some of the children need time to assimilate the stimulation of the classroom and they can do this either through time for self-regulation, for example by taking time to watch what goes on around them without directly taking part. We see this as an important part of their early years' experience and allow them time within each session to be 'off task' if needed.

As well as quiet areas, intervention activities such as Blast 2 and Talk-boost provide controlled quiet environments to promote speaking and listening.

### **Technology**

Children have access to technological toys and resources including Ipads, beebots, computers and interactive whiteboard activities. The children have access to ICT and technology constantly and are encouraged to record work and ideas through a variety of media.



### **Characteristics of Effective Learning**

We encourage our children to develop the skills and characteristics of effective learning.

#### **Playing and exploring – engagement**

- Finding out and exploring

- Playing with what they know
- Being willing to have a go

We use an interactive approach and support our less able children through targeted intervention. We provide a wide range of learning opportunities at the appropriate developmental level to enable our children to play and learn independently.

#### **Active learning – motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Skilled staff promote active listening and where necessary provide intervention activities to support children in sharing their thoughts and feelings in an appropriate manner.

We promote resilience in our children by building in time and opportunities for investigative activities and celebrating success.

#### **Creating and thinking critically – thinking**

- Having their own ideas
- Making links
- Choosing ways to do things

We support our children in making links by developing play scenarios that link toys and equipment from different areas, for example soft toys in construction, dinosaurs in messy play.

As a school we use a cross curricular approach to planning which enables our children to reinforce prior learning in a variety of scenarios and areas.

**Written by: Jade Pape**

**Date: March 2020**

**Policy approved by Governing Body: March 2020**

**Signed by Headteacher :**

**Signed by Chair:**

**Review Date: March 2022**