

# Halfway Nursery Infant School



## Continuous and Enhanced Provision Policy in EYFS

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## Policy on Continuous and Enhanced Provision

This document is a statement of aims, principles and strategies for the implementation of Continuous and Enhanced Provision at Halfway Nursery Infant 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 the children have consistent access to materials, equipment and activities to enable them to learn.

### **Aims and Objectives for Continuous and Enhanced Provision**

Our aim at Halfway Nursery Infant School is for children to have rich and stimulating learning environment 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 progress.

### **Objectives**

- 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.
- To develop the skills of enquiry, resilience, determination, perseverance, curiosity and collaboration - all necessary for successful lifelong learners.
- To extend and deepen knowledge, skills and understanding introduced in adult directed activities.

### **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 should be displayed in each of the areas and displays should be interactive. 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.

Progression should be reflected in the long term planning for each year group within EYFS, which should be displayed in each of the Continuous or Enhanced Provision areas in every classroom.

### **Classroom Management and Organisation**

Each classroom will have clearly defined areas. Silhouettes are used to organise resources where appropriate; for example, silhouettes for maths area and learning will be blue, red for literacy and green for investigation. Each class will use the appropriate colour co-ordinated speech bubbles to present challenges in the enhanced provision areas.

Within all classes within the EYFS, the use of continuous and enhanced provision will become an integral part of each session and not just used as a finishing off activity. This is reflected in the class timetable which shows a clear progression of teacher directed activity, teaching assistant directed activity, enhanced provision and continuous provision over the week.

Enhanced activities relate to the theme or subject area, and can be changed 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 Halfway Nursery infant School. The care of the resources within Continuous and Enhanced Provision is paramount, and the children in the Foundation Stage will be taught and encouraged to tidy independently the resources at the end of each session.

Progression of learning will be developed through:

- Long term planning
- 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

### **The Role of the Adult**

Adults should interact with children whenever possible in all areas of continuous and enhanced provision including outdoors. Where the timetable allows, they should be actively involved with children in their games and activities, allowing children

opportunities to initiate their own learning, intervening as appropriate to scaffold and extend the learning process and aid deeper knowledge and understanding.

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 and 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. Weekly planning will be annotated and evaluated to set the context for any changes to enhanced provision. Photographs will be used to enhance learning, and for evidence.

### **Equal Opportunities**

As stated in National Curriculum, there are three principles that are essential to developing a more inclusive curriculum:

- 1) Setting suitable learning challenges
- 2) Responding to pupils' diverse learning needs
- 3) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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.

Planning for the area of Continuous and Enhanced Provision will address all the above, help raise self-esteem, and provide for visual, kinaesthetic, aural learners, through investigation and non-threatening activities.

### **Special Educational 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 a Teaching Assistant;
- Support from the Special Needs Co-ordinator.

For pupils whose attainments significantly exceed the expected level of attainment, teachers will need to plan suitable challenging work that deepens and extends the learning and thinking.

### **Multi-Cultural Links**

The children's attention will be drawn to the multicultural nature of the activities through the provision of resources to enhance:

- small world activities;
- festivals and Celebrations;
- using resources that are inclusive with positive role models, reflecting the multicultural society we live in.

### **Other Cross Curricular Links**

Continuous and Enhanced Provision lends itself to many cross-curricular links. It plays an important part in the children's social and emotional development (i.e. PHSE and Citizenship). 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 Learning, Maths, Reading and Foundation subjects.

#### Continuous and Enhanced Provision Classroom Checklist

- ✓ Activities are challenging, based on enquiry and an open-ended approach, and extend children's learning.
- ✓ Children are encouraged to think creatively and cross curricular links are enhanced.
- ✓ There is evidence of experimental and investigative learning.

- ✓ Areas are silhouetted, labelled and colour co-ordinated. Speech bubbles are in each area.
- ✓ Children are responsible for tidying
- ✓ Long Term Plans are displayed in all areas
- ✓ Areas are interactive with key vocabulary and questions displayed
- ✓ Adults interact with children effectively (see the role of the adult section)
- ✓ Outdoor provision allows for learning across all areas of the curriculum

## REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the schools review cycle.