



St. Paul's Church of England Primary School

Continuous Provision Blueprint



Headteacher's

Welcome



It is important for adults to fully understand the concept of continuous provision and how the principles will help support childrens' learning and development. The purpose of effective continuous provision is to offer children a constant environment that is safe for them to explore, whilst challenging their learning. It should allow them the freedom to explore and become independent in making choices. The most important aspect of this pedagogy is that the children are the heart of it. You, as the adult, are the facilitator of their learning journeys. This may feel unusual at first, when you substitute whole-class teaching for small groups, it feels like you're "not doing it properly" but, ultimately, the engagement and the attainment of the children provide enough evidence to suggest that there is success for applying this method of teaching.

Ben Hulme, Headteacher



Environment: *embracing the change*

Continuous provision enables adults to take children on a journey and the environment is key to supporting children on this journey. Children need to be given time to thoroughly explore the learning experiences, to be able to return, time and again to expand and build on newly developed concepts.

One of the best ways it was put to me was that it should be like your local supermarket, you know where everything is and you do not have the struggle of finding anything. Adults need to appreciate that it is fundamental that children are given opportunities to build on what they did yesterday or even a few week ago. Giving children time is precious as it enables them to fully explore their ideas and concepts which is highly important for children when taking them on a journey. In the initial months of September/ October 2019, I found the children who did not do this were easy to spot. They flitter or float. If they flitter, they're probably doing too many things and the adult needs to support them by helping them to develop more sustainable learning. If they're floating, they probably do not understand the expectations from them and need support and guidance on where to go and what to do.

Within continuous provision children are able to explore the environment and develop independence. It allows children to make choices and initiate their own play. Expectations around environment are key. Hence, at the start of the year, a great deal of time should be placed on making sure that children return what they used, to the correct 'shadow'.

Environment: *taking the learning beyond the classroom*

The outside learning space should be different from your indoor space. There is a big difference between outdoor play and indoor play that been taken outside. Allister Bryce Clegg suggests that you do not want your 'outdoors to look like your indoor space with the roof taken off.' The space needs to offer its own new skills and learning opportunities.

When considering the layout, I would suggest leaving it as deconstructed as possible. This provides opportunities for creativity to flow. Initially, you need to ensure there is an adult supporting this provision. The children really struggle with the concept that learning needs to take place and that it is not an extension to playtime. Therefore, to achieve successful outdoors learning, I would make sure there are learning challenges that can be accessed exclusively outdoors. For example, whilst exploring materials in science, I asked the children to explore the properties that would make a successful boat that would float down the River Thames.

The children then explored the materials we had outside and used these to carry out their investigations. Furthermore, you need to ensure that the children understand the importance of tidying this area and giving them time to do so.

Environment: *planning the environment*

At the start of the year, it is important that the environment provided for the children mirrors that of the EYFS classroom. This will serve to ensure a smooth transition takes place when the children are moving classrooms. In the first couple of weeks, from your observations of the childrens' play, their completed activities in their books and through talking to them, you can begin to adjust the environment to support the emerging needs of the children. For example, at the start of the academic year, I realised story telling was something the children were struggling with. So, we established a 'Small World' area. Further to this, we identified the language the children was using was not age appropriate so we exposed them to this by putting examples around the Small World area. Furthermore, adding different writing templates gave the children the opportunity to express themselves in different ways. There are a number of different aspects of your environment that you could set up, but the key is that they support your childrens' learning. Another useful thing that we found on this journey was exploring how the environment supported the expectations of the National Curriculum. Therefore, we ensured areas of provision had ways of enabling them to access this. For example, we established a measuring zone that offered children the chance to measure water with rulers, cylinders and other forms of measurement. However, simply placing this in the environment is not enough. Therefore, we spent a significant amount of time modelling to children how these tools of measurement should be used. Once again, expectation was key to how this became a success.



Planning: *opportunities for progression*

When it comes to completing your planning, it should be linked very closely to childrens' assessments/observations. At St. Paul's we use a skills progression document. These will provide a guide for how the learning will develop over the course of the term/year. For example, if the children need to know about tints and shades, I will think about the necessary skills to develop over the course of the coming weeks. Every week, I reflect on the learning and make the necessary changes to the provision accordingly. From this, you can direct teaching staff or yourself to work with a specific group in order to challenge or support their learning further. These are particularly useful in mixed-form entry schools as it enables you to support children to achieve the desired outcomes of their particular year groups whilst keeping the feeling of a united classroom.



During the 19/20 academic year, my planning changed over the course of the year depending on what I felt to be necessary. Ultimately, we found the most successful method was to provide the children with 4 set 'Learning Challenges' that we set as the non-negotiables for the week. These are challenges that link directly to the expectations from the National Curriculum. Furthermore, they are modelled by the teacher at the start of the week. These inputs should last no longer than 20 minutes each per challenge. I always planned for one of these to be writing. I also found it particularly useful to have a challenge called 'Generating Thoughts'. This in turn is taken from the Power of Reading scheme or similar activities to what they suggest. For example, Role on the Walls or other drama related activities. The other two activities were foundation subjects based on the planned areas of exploration from the curriculum cycle. In particular topics, subjects come to the forefront more often than others (History with the Great Fire topic or plants whilst exploring the book 'The Dark'). The beautiful thing about this is that you get to see children choosing to become historians, geographers and scientists before your very eyes.

With regards to maths, the White Rose scheme is followed and the children have set focus groups / shadow groups that support their learning. Year 1 tend to have one focus group activity a week whilst Year 2 get 2 or 3 depending on the mathematics domain. These focus groups run for approximately 20 minutes but could be extended depending on any extra challenge or support that the children require.

Term 1 – The Great Fire of London	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Writing FOCUS	-	Description of a great fire of London picture.	Poems	Comparison writing	Story	Newspaper Report	Newspaper Report (2)	Diary Writing as Samuel Pepys	An information booklet	Instructions for making bread (and not burn down a city)
Generating thoughts	Visiting Kent Life – Get children to reflect on the trip and what they learned.	Re-create a scene from the Great Fire using the environment to help you	Senses quad. What could people smell? Taste? Hear? Touch?	Using books , create a class book on what London today.	Create a story mountain	Record an interview with somebody that was present during the fire.		Role on the wall	Using 5500 , could you find your top 5 facts about the Great Fire.	Can you write some instructions for a friend? What are the key words you need to use?
Science			Explore how some materials change shape when they are heated up. Chop up old wax crayons, heat them up and turn them into different shapes!	Similarities and differences in materials. Sort the materials using Venn Diagrams to sort out materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses	Explore different fabrics and investigate how waterproof they are using a dropper of water. How can we make the fabrics waterproof? Colour them in with wax crayon and repeat the investigation!	Learn more about the waterproof properties of wax by having a go at a wax resist picture!	Explore the properties of different kitchen papers and disposable cloths. Rise to the challenge of mopping water from the floor. Which paper is the most absorbent? Which will be the best for mopping up the spillage?	Changing States: Observe changing states. Record what happens to a candle when it melts.	Children learn about three inventors of new materials - John Dunlop, John MacAdam, and Charles Macintosh. Can they create their own materials and justify their reasonings ?	Explore the textures and properties of different materials by printing with a selection of items. Make a large collective piece of art showing the variety of materials used by the class.
History	Timeline activity focusing on Great Fire. Ob create a timeline of their life.		Comparing different features of 1666 houses and 2019 houses	Produce an iMovie Trailer or PowerPoint presentation about the events (chronological and key dates)		Comparing fire safety in 1666 and now.		Using Samuel Pepys diary, a source of evidence. Extracting information.		
Art	Pastels. Skill: Staying within the lines	Pastels. Skill: Different ways of using pastels on paper			Pastels. Skill: Blending Techniques.		Pastels. Skill: Copying famous pictures (Colour Redon)	Pastels: Planning your own Great fire of London piece	Pastels. Skill: Creating your own Great Fire piece.	Pastels: Evaluating your own Great fire of London piece and that of a friend (Peer and Self-assessment)
Music	Learning to play London's Burning						Experiment with rhymes and create the next verse for London's burning			
Geography		Using Ariel shots to compare London in 1666 and today.								
LC	4	4	4	4	4	4	4	4	4	4

Focus groups will change depending on your classroom set up. When this is initially heard, it tends to be received with some surprise. Questions are typically raised around how we are ensuring coverage. We achieve this by carefully ensuring that the continuous provision provides enough support in order to access the demands of the National Curriculum. Complimenting this, there is a designated 'Manipulative area' in the environment. This is regularly updated to ensure it reflects what we are learning about. For example, if shape is being taught, there is lots of 2D and 3D shapes around the provision. Another example of enhancements being added to support the learning intentions of the National Curriculum. In line with the whole-school approach, on a Friday, the children also complete a pink maths assessment sheet. Shadow groups are groups of children that work without the support of an adult – these can be used in any area of the curriculum. This enables us to build the independence skills that the children require to take further with them into Key Stage 2.



What was the Great Fire of London and when did it happen?

<p style="text-align: center; color: #0070C0;">Maths:</p> <p style="text-align: center;">Practise writing your numbers up to 20. Can you check that they are the right way around?</p>	<p style="text-align: center; color: #0070C0;">Writing:</p> <p style="text-align: center;">Describe what the Great Fire of London might of looked like.</p>
<p style="text-align: center; color: #0070C0;">Design and Technology:</p> <p style="text-align: center;">Make your own 1666 house with straw tops. Be prepared! A fire might break out at any moment.</p>	<p style="text-align: center; color: #0070C0;">Science:</p> <p style="text-align: center;">Look for similarities and differences between materials. What is the same? What is different? What could we call the groups?</p>
<p style="text-align: center; color: #0070C0;">History:</p> <p style="text-align: center;">Can you put all of the events of the Great fire of London on a timeline? Challenge: Can you create a timeline of your life?</p>	<p style="text-align: center; color: #0070C0;">Art:</p> <p style="text-align: center;">Using pastels, try to colour in the flames of the fire. Can you stay within the lines?</p>



Planning: *weekly timetable*

We try to ensure that the timetable stays consistent from week to week. At St. Paul's we have an expectation that every child will learn to read by the time they complete KS1. Therefore, regular reading and phonics sessions are put into place daily to ensure that this can happen. Both Year 1 and 2 complete the RWI scheme. Last year, the school achieved 100% of children passing the Phonics Screening. A result of skilled practitioners teaching children consistently. During PPA sessions, RE and Forest School are covered by Higher Level Teaching Assistants. Furthermore, I teach PE once a week. The school also timetable something known as 'Team Teach' where each teacher teaches a particular subject to the other year groups. As you can see, the time dedicated to continuous provision is significant. This is not just an 'afternoon or golden time' activity. This is where real learning takes place. At the start of the week, I will lead four sessions modelling the expectations of the Learning Challenges. Again, I will only provide a 20-minute input per challenge – we know that children's attention at this age is limited.

Focus groups take place throughout this continuous provision time. I will try to ensure that every child has two focus group sessions during the week. Primarily in writing and maths. However, this does change depending on the Learning Challenges. Furthermore, I provide time for children to complete maths and writing as a 'shadow group'. This starts to build independence throughout the year. This is where I will set the children off and then return to them every so often.



	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 – 9.00	Funky fingers / Gross Motor Skills				
9.00 – 9.45	Year 2 – SPAG / Handwriting Year 1 - Phonics	Year 2 – SPAG / Handwriting Year 1 - Phonics	Year 2 – SPAG / Handwriting Year 1 - Phonics	Year 2 – SPAG / Handwriting Year 1 - Phonics	Year 2 – SPAG / Handwriting Year 1 - Phonics
9.45 – 10.45	Continuous Provision (Teacher-led input)	Continuous Provision (Teacher-led input)	Continuous Provision	Continuous Provision	Continuous Provision
Morning Break					
11.00 – 11.15	Times tables practice				
11.15 – 12.15	Continuous Provision (Teacher-led input)	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision
Lunch					
13.15-14.30	PPA – Forest School PPA – RE	Team Teach French / PSHE Art / PE	Continuous Provision	PE	Continuous Provision
14.30 – 15.00	Reading / Phonics				

Even with continuous provision, the adults' role is crucial. It's important that you not only provide a high-quality environment but also support your children's ability to interact with the resources. When children engage with continuous provision, you can take the opportunity to make careful observations. This is especially important, as your observations should then determine how the environment is enhanced at a later stage. Creating a well-oiled environment also means that adults need to establish rules, boundaries and behavioral and learning expectations. Once children are clear about the rules and what's expected, they will then be able to carry out their explorations with an increased sense of confidence. If children do not know their boundaries, then they will often return to 'familiar' play, which is less challenging. Hence, there should be at least one free-flow adult available. One of the most enjoyable things an adult can do is play alongside the children. This helps to model language and ideas and will strengthen your relationship with the children you teach. It also gives you the opportunity to ask questions and make suggestions, extending the children's learning even further. It's also one of the best methods, I found, to be able to understand why certain aspects of the environment are not working.



Planning: *adult support*

The children will be honest with you and explain why they are not coming to certain areas or which challenges they do not feel particularly well supported in. For example, at the start of the academic year, we had an area that was dedicated to computer use. However, the children were keen to take the iPad to what they were working on. Therefore, we removed this area and just enabled the children to take the iPads whenever they felt they needed them.

In order for each area of continuous provision to be of high quality, adults should:

- *Plan each area carefully*- what resources do the children need to further their learning, what enhancements need to be added to support the topic and using observations to justify changes to the areas.
- *Demonstrate outstanding practice* – this is achieved by getting into the environment with the children and the taking the continuous provision mindset. Through using open ended questioning, using language to support learning and use skills and knowledge to scaffold childrens' learning, the children mimic you and further their own learning by doing so.
- *Having a high-quality adult focus group* – On top of the main focus groups you have planned for, there may be times when you feel a certain collective needs support in accessing and using the environment. This could be to develop certain skills or challenge previous misconceptions. Again, this can only be achieved when you are in the area and identifying and observing children's learning patterns.



Documenting: *the independent journal*

These are journals that only the children can use. They are designed for the children to document their own learning. These are often the things we don't get to see as the adults in the room. If we take Bryce Clegg's definition of 'learning in the absence of an adult', this provides the perfect opportunity for an insight into this. Initially, we gave the children a template for what they should look like. This was given to them with a set station they must go to. The station has their books along with various resources they can use to create their own journal. This includes sticky labels, a trimmer, glue sticks, etc. Expectations need to remain high at this point. When I first introduced this, I made children prove that they deserved a journal. In order to support the creation of the journals, I would recommend auditing your classroom and exploring writing opportunities. These need to be everywhere. I cannot stress that point enough. From my experience, if the provision is not there to write, the children will not write.

Documenting: the journey

One of the most common things I was asked by the vast quantity of visitors was the recording of learning; where was it and how was it being used? At first, I argued that it was all in the Curriculum Journal. However, on reflection, we decided that this did not show what the children were doing during the free-flow learning time. It was mostly focus group activities that looked the same throughout all of the Curriculum Journals. The Curriculum Journal provides a rich form of evidence for moderation but it does not offer the bigger picture. Therefore, we created Independent Journals. It is important to understand the vital difference in the role of both books and how I would suggest setting them up.

The Curriculum Journal is more aligned with a standard book that a child might have during their schooling. The book contains their responses to the set learning challenges. This means that, per week, there are 4 activities. The formatting of these books is quite simple, but remains effective in looking back and exploring progress. Firstly, I will stick the learning challenge sheet in. Then, this is followed by the childrens' 4 responses to the activities. Of the 4 learning challenges that you set throughout the week, I would recommend having 2 that have a set template with them. This means that children can access them with a starting point. Otherwise, you tend to find children will avoid the activity because they don't know where to begin.

By Wednesday, I would expect all children to have engaged with 1-2 of the learning challenges. The way we monitor this is by having a tracking sheet that is visible to the children in the classroom. We tick off the childrens' names when we are happy with their responses. This allows you as the teaching team to monitor their response. It also provides you with an idea of how long the children are spending on each activity. Ultimately, we want children to invest time into learning. It's one of the most valuable skills they can learn. Engaged children who show longer commitments to learning, most of the time, produce higher quality work.

Furthermore, you need to ensure that there are templates for the children to use. KS1 children do not naturally produce polished diary entries or newspaper reports. Even the more-able children need support to consider features of the text and the formatting behind it.

And finally...

Here are some the writing hotspots that I would recommend stocking up on trimmed paper for their books and the type of templates you may wish to have at these areas;

Area of provision	Templates used to support writing
Cooking Corner	Recipe template
Small World Area	The genre of writing that you are exploring in Power of Reading. As well as, previously covered writing templates.
Maths Area	Squared paper that the children can use to show their maths.
Exploration Area	Non-chronological reports / a simple test templates
Outside	A storage space with a mixture of all the templates.
Art Area	Evaluation template
Measuring Zone	A simple scientific test template
Woodwork Area	Plan, Design, Make and Evaluate template



Feedback on Continuous Provision

'The continuous provision in Year 1/2 continuous to be a strength of the school and the practice has already been shared with other schools. The teacher is receptive to implementing learning from training or his own research and the recent introduction of 'small world' is purposeful and enhancing story telling and writing. Expectations are very high, during the visit children were doing observational drawings of plants using pastels and these were of good quality. There is clarity about the art skills that are being developed.' **School Improvement Advisor**

'I hate to say but my child was dreading come back in Year 1 but he has flown due to the changes made!' **Parent**

'It is so much better than sitting at a table for an hour and half! I know so much more!' **Pupil**

