Establishment name: Brookside Primary School
Lancashire no. 11/055
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Award granted: Innovative Practice
Project title: Continuous Provision in Key Stage One

Project summary
• Our project established the consistent use of continuous provision in Key Stage One to help with the transition from Foundation Stage to Key Stage One and to enrich the curriculum and provide opportunities for independent learning.
• The children have the opportunity to continue their independent learning through KS1 using the enquiry skills they developed in the Foundation Stage.
• The continuous provision is planned to link in with the Literacy and Numeracy units of work, therefore reinforcing the children's learning. We also provide a continuous provision area for topic work in the classrooms.
• These areas are carefully planned for by staff to enhance the children's learning experience throughout the Key Stage.
• Without doubt the children enjoy the continuity this provides; it is enhancing their overall learning and they are encouraged to be independent learners.

Specific aspect of practice to be accredited?
Establishing the use of continuous provision across Key Stage One to assist the transition between the Foundation Stage and Key Stage One.

Aspect of Every Child Matters addressed:
- Be healthy
- Stay Safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

What were you hoping to achieve?
• Continuity for the children.
• Enhanced learning experiences built on successful practices in the Foundation Stage.
• Children to be independent learners.
• Children to continue to enjoy their learning.

How did you identify the need for this practice?
The school has been working hard to develop the transition between Foundation...
Stage and Key Stage One. The Key Stage one practitioners already plan and teach in the Foundation Stage classroom along with leading assemblies to build relationships with the children.

We felt that this has been a success but wanted to further build on it by the introduction of continuous provision in Key Stage One classrooms. We identified this through attending transition courses and researching good practice in other establishments. At Brookside we are aware that play is an effective aid to motivate children in their learning; therefore we felt that this provision could be beneficial throughout Key Stage One.

**Briefly describe the main characteristics of the school**

Brookside Primary School is an average sized school close to the centre of Clitheroe. The number of children on roll is currently 196 including 30 children on the SEN register. The proportion of pupils who are eligible for free school meals is below average. Most pupils are of White British origin. A small number of pupils learn English as an additional language.

**What did you do?**

In June 08- January 09- Staff attended transition courses where they researched the need for continuous provision throughout Key Stage One. Research from different establishments was shared on the course and from this our staff were able to construct an action plan for delivering continuous provision in Key Stage One.

Following these courses, INSET was delivered to all staff to feedback findings and ideas of how to use continuous provision successfully.

Staff then included continuous provision in their planning so that all children had access to it during the school day. The staff are continuing to evaluate and adapt how the project is having an impact on the children’s learning and development.

New resources relevant to units of work and the topics covered have been ordered to aid staff planning and implementation of continuous provision. We also hope that the resources will make continuous provision more exciting, therefore encouraging children to be independent learners.

**Which members of the establishment and/or wider community have been involved and what was their role?**

Staff in the Foundation Stage and in Key Stage One have been involved in this project along with the headteacher.

Staff in our Foundation Stage and Key Stage One have attended courses on the transition between the Foundation Stage and Key Stage One and have implemented change in the school by setting up continuous provision areas in the Key Stage one classrooms.
**How has the progress of the project been monitored and evaluated?**

- Ongoing evaluation of plans and activities to see how they support and enhance the children's learning
- Weekly meetings with staff members to share ideas and monitor the progress of the provision

**How has the practice been modified or improved during development?**

Teachers trialled small areas first, such as planning for literacy continuous provision and monitoring the success of it, then implementing other areas one at a time. The practice has also modified how the children use the areas, with signs up explaining what the area is and what the activity is; time has been timetabled into lessons to give children the opportunity to access the areas. The areas are added to during the week depending upon the response of the children, to challenge their way of thinking.

**What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?**

The project offers children the opportunity to be independent in their learning and it helps with the transition from Foundation Stage to Key Stage 1, as there are not big changes to the learning styles they are familiar with.

The children have commented on their enjoyment of using continuous provision to support their learning. It is exciting; therefore, they want to take part in the activity and are more willing to write and record their thinking. They are producing writing of a very good standard because they get the opportunity to practice and revisit the activity during the week.

We have found that the children are willing to have a go and explore different ways of thinking because they feel they are playing: therefore they cannot get the answer wrong.

Our Key Stage One teachers have noticed that the children are applying the skills they have learnt in different situations; providing them with valuable, accurate assessment evidence which is then used to plan the next steps in learning. They also make use of the continuous provision to target specific learning needs so individuals and groups of children can practice and reinforce their skills and knowledge to help achieve their learning potential.

At Brookside we feel that the use of continuous provision has a positive impact on our Key Stage One learners: they are independent, confident and are enjoying their learning. This has shown in the work in the classroom, because children are getting more opportunities through the activities to practice their skills instead of just in specific lessons.

**What are the next stages in the development process?**

- Ensure the continuity of the provision available to the children by reviewing
our planning.

- To keep the continuous provision exciting and challenging so that the children are motivated to learn.
- To use some of the areas of continuous provision to help support the APP judgments in Reading, Writing and Numeracy.

What aspects of this practice may be useful for other establishments to consider?

None of this is unique to our school and could be implemented in any school.