



## NINIAN PARK PRIMARY SCHOOL



### PROVISION POLICY

This policy has 2 sections:

Nursery to Year 2

Year 3 to Year 6

### **Environment, provision, progression and consistency of challenges**

#### Nursery to Year 2 :

**When planning challenges teachers MUST be learning led not task led. What skills do the pupils need to practice, refine and consolidate rather than this is 'a nice activity'**

No longer enhanced provision, it's a provision planner.

Each class needs their own planner. Joint planning can still take place but challenges in each class have to be planned for based on the current needs of the pupils learning.

Provision planners need to match provision areas. Provision planning needs to be on display at all time and MUST match current practice e.g. what is on the planner needs to match the provision in the class.

Provision planning to be on display in a poly pocket with previous weeks planning behind

All challenge cards are to be displayed on the school template. These will show clearly what is happening in that particular area at that time.

On both the planners and the challenge poster teachers must indicate the following:-

**E** = This means that the area is open for the pupils to explore through free play. Teachers should show how the area has been resourced. e.g. it might say water E and in brackets Ice or small world and in brackets 'trains and train set'. If there is no challenge in the area it is a E.

If a challenge has been planned for an area this will be written clearly both on the provision planner and the challenge cards. This will be a 'challenge' for the pupils to do and will have an end product.

Challenges will be differentiated when it is appropriate to do so. This maybe 2/3/4 way differentiation depending on the needs of the pupils and the activity. This will be shown clearly on both the provision planner and the challenge cards by using one star, two stars or three stars.

Work that the pupils do in challenges may be evidenced in a variety of ways. This will include:-



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1. Enquiry books
2. See-Saw
3. Lap books
4. On display in the classroom or around the school

**All challenges must be at the right level for the pupils and link to the focus teaching e.g. if ordering numbers to 1000 in focus teaching can't be numbers to 100 in challenge.**

### Areas of learning

Year group	Indoors	Outdoors
Orchard (Nursery & Reception)  24 areas	16 areas All rooms have <ul style="list-style-type: none"> <li>● Book corner</li> <li>● Mark making</li> <li>● Investigation</li> <li>● Phonics</li> </ul> Hawthorn base room (Expressive Arts) <ul style="list-style-type: none"> <li>● Creative</li> <li>● Music</li> <li>● Movement &amp; Play</li> </ul> Cherry base room (LLC) <ul style="list-style-type: none"> <li>● Role play (home corner)</li> <li>● Small world</li> <li>● Listening centre</li> </ul> Willow base room (Sci & Tech) <ul style="list-style-type: none"> <li>● Sand</li> <li>● Fine Motor/Malleable</li> <li>● Construction</li> </ul> Oak base room (Maths & Num) <ul style="list-style-type: none"> <li>● Maths</li> <li>● Shop</li> <li>● Water</li> </ul>	8 areas <ul style="list-style-type: none"> <li>● Mud kitchen</li> <li>● Stage</li> <li>● Tuff tray</li> <li>● Sand</li> <li>● Sound &amp; music</li> <li>● Outdoor construction</li> <li>● Mark making</li> <li>● Role play</li> </ul>
Year 1 & Y1/2 (3 classrooms)  15 areas	10 areas <ul style="list-style-type: none"> <li>● Writing area (changes from mark making) – 1A &amp; 1B &amp; 1/2</li> <li>● Book corner – 1A, 1B &amp; 1/2</li> <li>● Phonics- 1A, 1B &amp; 1/2</li> <li>● Maths - 1A, 1B, 1/2</li> </ul>	5 areas <ul style="list-style-type: none"> <li>● Sand</li> <li>● Water</li> <li>● Role play (Topic based)</li> </ul>



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Year group	Indoors	Outdoors
	<ul style="list-style-type: none"> <li>● Sensory area – 1/2</li> <li>● Malleable - 1A</li> <li>● Creative - 1A</li> <li>● Construction 1/2</li> <li>● Investigation – 1B, 1/2</li> <li>● Finger gym - 1B</li> </ul>	<ul style="list-style-type: none"> <li>● Construction</li> <li>● Physical</li> </ul>
Year 2 (2 classrooms)  14 areas	9 areas <ul style="list-style-type: none"> <li>● Book corner – 2A 2B</li> <li>● Phonics area- 2A, 2B</li> <li>● Writing area – 2A 2B</li> <li>● Maths – 2A 2B</li> <li>● Investigation – 2A 2B</li> <li>● Creative, will sometimes be a malleable task – 2A &amp; 2B</li> <li>● Finger Gym - 2A</li> <li>● Small world where appropriate - 2B</li> <li>● Construction – 2A</li> </ul>	5 areas <ul style="list-style-type: none"> <li>● Role play</li> <li>● Physical</li> <li>● Outdoor construction</li> <li>● Sand/Water</li> <li>● Flexible tuff tray (according to enquiry e.g. natural artwork)</li> </ul>

All resources need to be labelled and accessible to all pupils to encourage independence, choice and decision making. Real and natural materials should be used when appropriate. Pupils MUST have access to the resources they need to complete planned challenges

All areas need to be clearly defined and labelled.

On the bottom of each provision planner there are the following reminders -

- Use a wide variety of resources, rotated often and include some choice of resources.
- Write the adult ideas in black and the pupils's ideas in red on both planners.
- Practise, consolidate and refine skills in as many different areas as possible and make links both within and across AoLEs when you can.
- Give activities a real-life context-think 'who are they doing it for?' Promote the Welsh language and culture.
- No blank boxes- these planners need to be reviewed termly to check for coverage (big picture)
- Maximise literacy, numeracy and DCF cross curricular skills.
- Plan some activities that can be completed in pairs and small groups as well as individually.
- Always promote the independence of the pupils. Do not over prepare, over scaffold or intervene too quickly. Leave the pupils some choices and decisions to make themselves. Avoid putting everything out on a table for them to use or do here is one I made earlier. Ask yourself the questions "Did I



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need to do that?", "Could they have done that for themselves?" before you give the pupils anything.

- Make tasks open ended whenever you can, do not be too narrow. For example do not ask them to make an owl ask them to make a friend for an owl or do not ask them to make a birthday card for Goldilocks ask them to make a birthday card for their favourite character in a book.
- Praise and reward good work on challenges, have high expectations and make sure that the pupils are doing their best work outside of the focused task. Value the learning on completed during challenges and display good work in your classroom. The work that they do outside of the focused task is as important as the work that they do within it. Do not see challenges as low level 'filling' tasks ask yourself the question **"What are they learning?"**
- Ensure that all challenges are equal access i.e., they will all take turns to work in the areas it is not just for the pupils who finish their work quickly.
- Opportunities to read and write (and do maths when appropriate) in all areas
- Be as mobile as possible so that you can check on the learning taking place on provision. You may have overall responsibility for a particular group, but you also need to have a vision of what else is going on around you in the room.
- Remember focused tasks do not have to take place at a table.
- Pupil voice boards in all classrooms which are visible and of high prominence.
- Limit the number of pupils working in areas
- Have photos outside of the areas showing what the area looks like when it is tidy and encourage pupils to tidy as they go, if they have finished with something they need to put it back
- Use observations of significant learning-what are the pupils doing/not doing-this will inform your future planning
- IT IS THE LEVEL OF WHAT YOU ARE ASKING THE PUPILS TO DO AND THE QUALITY OF WHAT THEY PRODUCE THAT MATTERS. Ensure that all activities are age and stage appropriate and are at the right level for the pupils. Differentiate when you need to
- Rotate roles between all adults.
- Have high expectations of pupils's work and play on provision. Do not accept anything lower than their best work.

### Progression of challenges

**E = time for pupils to explore and experience free play**

Year group	Number of areas	Challenges & progression
Orchard	24	Initially all of these areas will be E for Explore or free play for all Nursery children. Over time challenges will be added to some areas and the pupils will be encouraged to complete them but they do not have to if they don't want to e.g. you



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Year group	Number of areas	Challenges & progression
		may have asked them to build a house but it's OK if they want to explore with the blocks.  Reception will have - 8 E's (Explore)/ 10 challenges the number of challenges may increase as the year progresses
<b>Year 1</b>	<b>15</b>	4 E's (Explore)/ 10 challenges
<b>Year 2</b>	<b>14</b>	3 E's (Explore) / 11 challenges.

Over time (unless stated differently above) all areas of provision should have challenges and E's in them to ensure pupils have the chance to practice, refine and consolidate skills that they have been taught.

#### **Must do challenges (Nursery to Year 2)**

These are compulsory challenges that the pupils must complete that week/fortnight. They are clearly indicated by plastic links in the areas. They will move around over the term so that the compulsory challenges are in all the different areas at some point. Once completed the pupils will collect a link and put it onto their name. This will allow adults to see immediately who has completed the must-do challenges.

Year group	Number of must-do challenges
<b>Orchard</b>	0 for Nursery and 1 for Reception
<b>Year 1</b>	2
<b>Year 2</b>	3

There may be pupils for whom this expectation does not work but they should be the minority and pupils must be trained that these are the non-negotiable challenges that they must complete in a set time. They will still be able to make decisions on where to go and what to use in the other areas.



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## **Environment, provision, progression and consistency of challenges**

### Year 3 to Year 6

**When planning missions, teachers MUST be skills led not task led. Consider what skills the pupils need to practice, refine and consolidate rather than whether this is 'a nice activity'**

Each class MUST use the school mission card. They MUST be displayed in each classroom. Joint planning can take place but missions in each class have to be planned for based on the current needs of the pupils learning.

Missions will be differentiated when it is appropriate to do so. Depending on the needs of the pupils and the activity, this may be 2, 3 or 4 way differentiation. This will be shown clearly on the mission cards using \*, \*\* or \*\*\* system.

**All Missions must be at the right level for the pupils and link to the focus teaching e.g. if ordering numbers to 1000 in focus teaching can't be numbers to 100 in challenge.**

Missions are changed every 2 weeks in Year 3 (4 missions), and every 3 weeks in Year 4, 5 and 6 (6 missions).

Each Mission Board will have the current planning displayed on it and a class tracker where pupils can tick off as they complete each mission.

As the mission cards are changed, the previous weeks ones will be kept in a poly pocket on the board for easy access for monitoring.

Ensure that the missions can be completed as independently as possible. Staff will not over prepare, over prescribe, over scaffold, or use work sheets (where they are not absolutely necessary) allowing the pupils to make decisions on layout and demonstrate the skills they have acquired (e.g. drawing a table, creating their own format for an information text, etc).

Resources in the classroom must be accessible and labelled so that the pupils can access them independently when they need them.

Staff will reinforce the message that what pupils are doing on missions is important through the use of rewards, praise and regularly sharing good work. Feedback will be given on good work and all staff will have those difficult conversations about expectations and redrafting if needed.

Everyone is to have high expectations of what pupils are doing outside of the focus teaching and only accept the pupil's best.

Missions will be completed by the pupils during enquiry time.



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### **Recording/Evidence**

Work that the pupils do in Missions may be evidenced in a variety of ways. This will include:-

1. Topic books
2. See-Saw
3. Lap books
4. On display in the classroom or around the school

A QR code may be used where the activity has been recorded on Hwb/See-Saw.

TRAIN THE PUPILS THAT THEY ONLY TICK OFF THE MISSION ON THE TRACKER IF IT HAS BEEN COMPLETED TO THE BEST OF THEIR ABILITY AND SEEN BY THE TEACHER.

WHAT YOU EXPECT NOT WHAT YOU ACCEPT!

### **Lap books – Orchard to Year 6**

- Each class will have a large display book.
- This is a whole class book.
- It will evidence the 'big picture' of the overall opportunities and experiences that you are given the pupils.
- Wherever possible put the pupils's work in the book rather than a photograph.
- Only use a photograph when it is impossible to put the actual work in there (e.g. a clay sculpture of a reindeer). Remember to showcase the "real" item in the classroom.
- These books should show a broad and balanced curriculum, evidence of learning indoors and outdoors, visits and visitors, special events throughout the year.