



Gateway Primary School

Policy Name:	KS1 Continuous Provision Policy
Adopted at / by:	Gateway Primary School
Signed on behalf of the Governing Board:	
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Date:	October 2026
Signed on behalf of Headteacher:	
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Date:	October 2026
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1. Introduction

This policy sets out the framework for implementing continuous provision across Key Stage 1 (KS1) in Gateway Primary School. It aims to ensure that children experience a smooth transition from the Early Years Foundation Stage (EYFS) and continue to develop independent learning skills, creativity, and problem-solving abilities. Continuous provision allows children to access resources and learning opportunities independently while staff in KS1 facilitate, observe, and support learning to meet curriculum objectives.

2. Rationale

Continuous provision is a structured approach to learning that encourages children to explore, make choices, and consolidate knowledge and skills. This approach promotes self-directed learning, supports differentiation, and fosters resilience, confidence, and curiosity. By linking EYFS practices with KS1 curriculum expectations, continuous provision ensures consistency in pedagogy and provides opportunities for children to:

- develop a wide range of skills in a supportive environment,
- apply knowledge independently,
- solve problems,
- collaborate,
- make meaningful choices,
- develop independence.

Research has shown that continuous provision enhances engagement, improves retention of concepts, and provides rich opportunities for formative assessment, enabling teachers to tailor their planning to individual needs.

3. Scope

This policy applies to all KS1 classrooms (Robins, Parrots and Penguins) and is relevant to teachers, teaching assistants, support staff, phase leaders, and the senior leadership team (SLT).

4. Policy Aims

The aims of this policy are to:

- Provide a clear framework for implementing continuous provision across KS1.
- Promote independent, self-directed learning for all children.
- Ensure a consistent approach to classroom environments, resources, and teaching strategies.
- Support the smooth transition from EYFS to KS1.

- Enable effective monitoring, evaluation, and continuous improvement.

5. Classroom Environment

Classrooms should be organised with areas for continuous provision and enhancements. Areas may be:

- Small World/Loose Parts/Construction,
- Creative,
- Numeracy,
- Literacy/Reading/Writing
- Investigation

Resources should be accessible to children and maintained to support independent use. Visual aids and prompts should be provided to guide learning and encourage choice. The environment should be engaging, safe, and reflect the curriculum objectives, providing opportunities for children to consolidate learning through exploration.

Examples:



6. Teacher Role

Teachers act as facilitators, observing and supporting children's learning rather than providing constant direct instruction. They plan purposeful activities linked to curriculum objectives, scaffold learning when necessary, and ask open-ended questions to extend thinking. Teachers will use assessments from previous learning, to provide challenges and enhancements that allow children to consolidate or stretch their learning.

Examples of enhancements:



7. Child Role

Children are encouraged to make choices, explore independently or collaboratively, and engage in problem-solving activities. They are supported to reflect on their learning, develop confidence, and build resilience. Continuous provision allows children to consolidate skills through repeated and purposeful engagement with activities.

8. Linking EYFS to KS1

Continuous provision in KS1 builds on the foundations established in EYFS, maintaining the child-centred, play-based ethos while gradually increasing the complexity and independence expected. This ensures a smooth transition and continuity in pedagogy, supporting children's confidence and readiness for the KS1 curriculum.

9. Monitoring and Evaluation

The SLT, along with phase leaders, are responsible for monitoring the implementation and effectiveness of continuous provision. This includes regular classroom observations, review of planning, and evaluation of learning outcomes. Formative assessment should be carried out through observation of child-led activities, and findings should inform future planning and provision. The policy and practice should be reviewed annually to ensure relevance and effectiveness.

10. Roles and Responsibilities

Teachers and Teaching Assistants: Responsible for daily implementation of continuous provision, maintaining high-quality learning environments, and documenting pupil progress.

Phase Leaders: Support staff in implementation, monitor classroom practice, and provide professional development opportunities.

Senior Leadership Team: Evaluate impact, allocate resources appropriately, and ensure consistency across the school.

11. Policy Review

This policy will be reviewed on an annual basis, or sooner if required due to changes in curriculum guidance or school priorities. Any updates will be communicated to all staff to ensure consistent practice and continued improvement in the quality of learning experiences for children in KS1.