

Our vision: **'Let your light shine'** based on Matthew 5.16

Egglescliffe C.E. Primary School



Play Policy

Date Last Reviewed: November 2021

Date Next Review Due: November 2022

Egglescliffe C. E. Primary School Play Policy

Play is a Childs right enshrined in the United Nations Convention of the right of the child. Article 31

Rationale

Children learn and develop through play.

Play is a motivating factor for learning.

Adult help and participation are necessary for learning to progress.

Children learn by experimenting and exploring the relationship between themselves and everything else in the world. Play is the vehicle which enables these relationships to develop into understanding.

Aims

To give the children the opportunities to develop as individuals through interactive play experiences.

To provide exciting play activities which stimulate curiosity and imagination.

To allow opportunities for social interaction, collaborative learning and the exploration, broadening and developing of relationships.

To use play to support the acquisition of skills in all areas of the curriculum.

Organisation

Play situations are planned and produced to give opportunities and space for children to explore aspects of curriculum and broad social skills. Each planned activity is backed with clear learning objectives.

Adult intervention and interaction with play is important and essential to the process of helping children to deepen their understanding of difficult situations and concepts. Sometimes this is from a central role in the play situation, sometimes from a visitor role and sometimes from a more distant intervention, such as providing resources.

Activities will provide a range of opportunities for children to work as individuals or in groups. The Staff will work to encourage children through participation in activities, engaging the children in talking about their work and providing stimulating and interesting environments in which they can play. The Staff will ensure that

children are involved in their tasks and that they are achieving the learning potential planned.

Routines will be established for the setting out and tidying up of equipment. The children will take responsibility for tidying up their own activities.

Activities

Children will be engaged in a variety of the following activities:

Imaginative Play

House, Café, Vets Surgery, Doctors Surgery, Garden Centre, Hairdressers, Travel Agents

Developing interpersonal skills, encouraging independent learning, developing language and mathematical skills

Wet/ Dry Sand

Capacity, volume, pouring and filling, imaginative play, language development, co-operative play

Water

Capacity, volume, pouring and filling, imaginative play, language development, co-operative play

Games

Developing mathematical and language skills, co-operative play, turn taking

Listening

Taped stories, rhymes, children reading their own work

Maths Activities

Games, beebots, sorting, matching, ordering

Creative Activities

Painting, drawing, modelling with clay/dough. collage, making music

Developing manipulative skills, talking about their work, expressing themselves, responding to experiences

Writing

Labels, lists, menus, posters, stories, making books

Developing fine motor skills, letter formation, attempting to spell words, developing independence

Construction

Creating, planning and designing, exercising fine motor skills,

Developing hand/eye co-ordination, talking about their work, working collaboratively, developing mathematical language

Computer

Developing language and mathematical skills through modelling programmes and games, data handling. Consolidating Topic work, interrogating CD Rom, using mouse/keyboard, typing text, saving and printing work

Reading

Library books, magazines, menus, catalogues

Small World

Stimulating imagination, developing manipulative skills, developing geographical skills, co-operation, negotiation

Exploring& Investigating/Technology

Practical science and technology activities designed to stimulate curiosity and discussion

Developing skills such as observing, predicting, planning, making, testing recording results

Physical/Movement

Developing spatial awareness, balance, gross motor skills, co-ordination and control, throwing, catching, running, jumping, climbing, rolling, hitting balls

Gardening

Digging, planting, using magnifying glasses to look at small things

Recognising growth and change in the environment. Learning to care and respect living things

Resources

All resources are clearly labelled and accessible to children. These resources are regularly assessed and replaced if and when necessary.

Health and Safety

Equipment is sterilised every term on a rolling programme. Some much used apparatus is washed weekly. Sand is changed half termly and water is changed daily.

Equal opportunities

Children have access to resources that reflect their cultural heritage in role play and also reflect interest for both genders.

SEN

The area is arranged to enable easy access. There is provision for right and left handed children to use all the equipment and an assortment of writing implements, e.g. thick and thin pencils and pencil grips

Assessment, recording and reporting

Observations of children at play are carried out and are most successful when the children are unaware they are happening.

Adults are allocated some time weekly for observation of play.

Observations are used to identify specific learning difficulties or successes, to track a child who seems unable to concentrate on an activity for any length of time or more simply to assess use of tools. It is important for the adult to give feedback related to observed activity and identify the next steps for the child. The feedback should be given in a way that children can understand and respond to.

Daily observations are noted on sticky labels or observation pro formas which are used to inform future planning and then placed in Childs profile. These observations are reported to parents when it is felt necessary to do so.

Parental Involvement

The importance of play is stressed to parents on their initial visit to the school and they are invited to help in many ways once their child is settled in school.

Monitoring, Evaluation and Review

This policy will be reviewed annually and updated if necessary.