

TOWERVIEW PRIMARY SCHOOL



LEARNING THROUGH PLAY POLICY



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Towerview Primary School Play Policy 2024

Indoor and Outdoor - Play Coordinator – Lynda Nelson



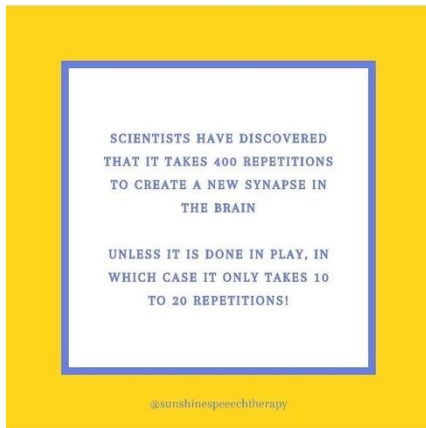
Playing Together. Learning Together. Growing Together. Thriving Together

Good play experiences are not only an essential part of every childhood but a key responsibility for educators and an expression of our obligation towards the children at Towerview Primary School.

The key ways that children learn best are by:

- Playing
- Being with other people
- Being active
- Exploring new things and experiences
- Talking to themselves
- Communicating about what they are going to do with someone who responds to their ideas





- Representing ideas and experiences
- Meeting physical and mental challenges
- Being shown how to do things
- Practising, repeating and applying skills
- Having fun!

All of these can be achieved through Play and so it is vital that we at Towerview Primary School aim:

- To provide quality play in a stimulating environment, which allows the children to develop and learn.
- To provide adequate planning, time and space for Play.
- To allow Play to be sustained over a period of time.
- To allow Play to be carried through to a conclusion, which children find satisfying and which encourages concentration.
- To provide materials to start Play, maintain it and develop its potential.
- To ensure (in as much as possible) that Play is enjoyed and shared by all children.
- To accept that the teacher and classroom assistant can take an active role in furthering the learning situation and promoting physical, social and emotional development.
- To provide open ended tasks.
- To set new challenges.
- To provide opportunities for:



Personal, Social and Emotional Development

Communication, Language and Literacy

Problem Solving Reasoning and Numeracy

Knowledge and Understanding of the World

Creative Development

Physical Development



The Learning Environment

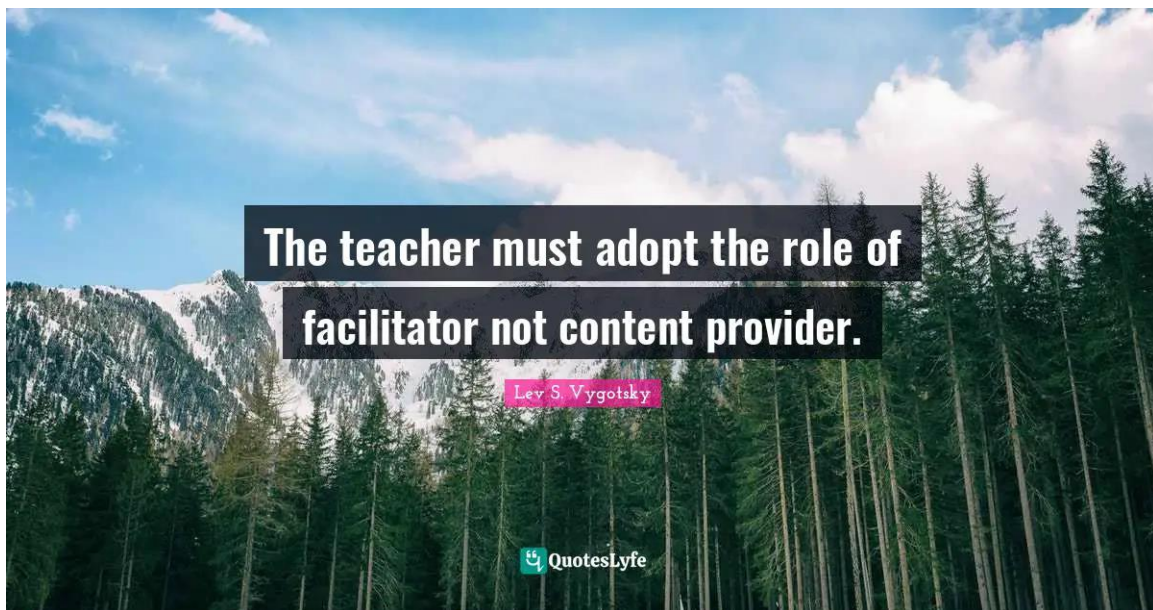
Well planned Play is promoted within the Foundation Stage of Towerview Primary School by providing children with a learning environment that is secure, interesting and challenging with effective adult support. Through well planned Play, children can:

- explore, develop and represent learning experiences that will help them make sense of the world
- make connections between one area of learning and another
- practice and build up ideas, concepts and skills
- learn how to control impulses and understand the need for rules
- be alone, be alongside others or cooperate as they talk, engage or rehearse their feelings
- take risks and make mistakes
- rehearse new linguistic skills and vocabulary – negotiating, explaining, reflecting, describing, planning, proposing etc
- actively listen to the ideas and suggestions of others



- think creatively and imaginatively
- express fears or relive anxious experiences in controlled and safe situations
- enjoy experiences in well resourced, attractive surroundings
- instigate and contribute to the planning of activities, help gather resources and help plan the activity area.

The Role of the Adult(s)



“The adult is an interested observer of play, finding out about the individual children and the community that is created through play. The adult should seek to discover what children are interested in, know and can do in order to support their learning more effectively.”

Children’s achievements across all areas 12 The National Strategies | Early Years Learning, Playing and Interacting – Good practice in the Early Years Foundation Stage 2009

It is generally agreed that Play is the starting point for cognitive development in the infant child. When planning and thinking about Play there are two types of activities, **child initiated and adult led**. This development will only progress appropriately with meaningful support from the concerned adult(s).

He/She should aim during **child-initiated** activities:

- maintain their focus on learning
- offer assistance and support when needed
- ensure that the learning environment offers a range of stimulating open ended materials, outdoors and indoors
- ensure that children have sustained time to develop their activities
- encourage children to use language of learning as they make their plans and carry out and review their activities
- use a problem solving approach to resolving conflicts or behavioural issues
- observe children's activities carefully

He/She should aim during **adult led** activities:

- present activities to children as open ended as possible
- have an awareness of children in the setting and support children's progress in all areas of learning
- draw on interests and use of materials or themes observed in child-initiated activities.

In Towerview Primary School, teachers and classroom assistants are encouraged to discuss and plan future topics and activities together, to use skills and expertise to the best advantage.



Classroom assistants are given access to planning notes and copies of Play planners. They are also familiar with the method of recording observations and encouraged to be proactive in this aspect of school life.

Play Areas

In Towerview Primary School, the Year 1 classrooms share a large, bright purpose designed play activity area, with access via glass doors to the outdoor playground. They have access to a permanently situated oven and hob in the resource area. Years 2 and 3 share a further smaller activity area. These areas are suitable for temporary role-play structures i.e. house corner, café, boat etc. They also accommodate water tray, sand tray and a painting area.

As the children progress to Key Stage 1 and Play becomes Activity Based Learning in Years 3 and 4, a timetable ensures that each class has relevant access to the joint indoor play area.



Monitoring, Assessing and Record Keeping

In Towerview Primary School, we are continually assessing the quality of teaching and learning in order to provide a broad and balanced curriculum. Through observation, assessment and evaluation we can plan for the children's needs and provide opportunities for differentiation by task, support, outcome, pace, structure and equipment.

- The staff plan together and evaluate at the end of each week and topic.
- At the beginning of each topic, we encourage to children to participate in the planning, giving the children ownership. We use the format **PLAN. PLAY. TIDY UP, REVIEW.**
- At the end of each session, we invite the children to share and review their play. When appropriate we use the ipad to screen share photos.
- Observations are made continually to ensure that each child is given equal opportunities to participate in an activity and be progressed if necessary.

- We record by: taking photographs, amending play planners, writing general observations on sticky notes and inserting them into individual record sheets.

Learning Outcomes

- The children will develop an awareness and appreciation for their immediate and wider environment
- The children will have a greater cohesion and awareness of each other as a social unit
- The children will have greater tolerance and respect for others and their personal space and property
- The children will develop manipulative skills and co-ordination
- The children will develop improved linguistic awareness through interaction with peers, adults and on occasion older children.
- The children will discover the properties of materials which lead to the formation of mathematical and scientific concepts
- The children will have a channel to express themselves creatively using a wide variety of materials and media
- The children will empowered by being encouraged to make decisions and choices during play time
- The children will improve personal health by taking part in energetic and physical play
- The children will develop skills of investigation, experimentation and problem solving.





Outdoor Play

- We in Towerview Primary School believe that Outdoor Play is both a teaching and learning environment which is essential for all aspects of a child's development.
- It offers children the opportunity to learn through play, talk, movement and sensory experience. In doing so it provides a rich context for development of language. It also provides the children with experiences that enable them to develop intellectually, emotionally and socially.

- It enhances physical development and encourages positive attitudes towards a healthy lifestyle.
- It helps children to socialise freely and use their own imagination and initiative.

At Towerview Primary School we believe Outdoor Play should be seen as an integral part of Early Years provision. We aim to:

- Provide children with opportunities for outdoor play which promotes the development of confidence, coordination, well-being and strength.
- Provide a stimulating, safe and supportive environment which encourages children to participate in physical activities.

- Promote social skills such as sharing, turn taking, decision making, cooperation with others, negotiation and fairness.
- Ensure planning and provision for Outdoor Play reflects the diversity and richness of the experience and developing interests of the children.
- Provide areas of learning in Language and Literacy, The Arts, Mathematics and Numeracy Personal Development and Mutual Understanding, Physical Development and Movement and The World Around Us.



We are fortunate to have a lot of outdoor space at Towerview and a range of resources will be provided in each of the play areas to encourage and motivate outdoor learning. The Outdoor Area will provide for:

- Artlier/Creative Area for activities such as painting and drawing
- Grassed areas
- Shady areas
- Music Wall
- Digging areas (Digging box in Garden Area)
- Garden area with log piles, Bug Hotel and shrubs to look for minibeasts
- Table Top activities (Picnic Tables)
- Outdoor Kitchen
- Small World Area
- Water Tray
- A covered Sandpit



- Quiet reflective area (Gazebo)
- Busy, moving play areas (Scooters, Zedbugs and Tyres)
- Opportunities for large scale experiences (Climbing frame, Balance beams and pallets)
- Open Space for running and games (Junior Playground and Forest School Area)

There is also a field, which is used for Forest School. (See Forest School Policy).

Equipment is stored in the shed and the Red House. There are also two large containers, one for the sand and Artlier equipment and the other for gardening and water equipment. The children will always be supervised when retrieving or returning any equipment.

Adults planning outdoor activities need to think about what should be included and why. They should have clear intentions for children's learning, whilst also being responsive to children's enthusiasms and interests. Planning should allow for flexibility. Resources should be available to enhance and extend play.



When planning outdoor play, adults must consider the following:

- The purpose of the outdoor play
- Individual, cooperative and parallel play.
- Skills, knowledge, concepts and attitudes to be acquired or developed by children
- Appropriate use of resources
- Staff interactions, guidance and support
- Curriculum provision
- Quality of play
- Safety
- Children with additional needs



Adults should be actively involved with the children in their games and activities where appropriate. They should make a positive contribution to the children's play through setting up challenging and stimulating situations and providing opportunities for progression. They should:

- Talk with the children in a variety of ways (conversing, discussing, questioning, modelling and commenting).
- Help and encourage the children to find solutions to the problems.
- Be encouraging and supporting in activities and games
- Extend activities where appropriate by making extra resources available and providing new ideas.
- Initiate games and activities.
- Join in when invited by children
- Observe, assess and record.
- Be aware of safety issues
- Be aware of every child's right of access to a full outdoor curriculum regardless of race, culture, religion, gender or disability.

- Evaluate observations in order to plan appropriate resources and experiences.
- As with Indoor Play, support and guide children when setting out and tidying away equipment.
- Encourage children to show respect for each other and the equipment.

Safety

- When setting out the equipment each day and during sessions, staff must look out for safety.
- Staff on duty outside must always be aware of the safety of the children in their care and will only leave the play area if another member of staff has taken over responsibility.
- It is important for staff to move around the area to ensure adequate supervision.
- At the end of each session the play areas must be checked carefully so no child is left outside unsupervised.
- Hot drinks should not be taken into the play area.
- If a child is injured, he/she must be taken indoors for a treatment if necessary. If going inside the teacher must ensure another adult is on duty before they leave the Outdoor Area. A trained first aider will administer first aid. Details of the accident and treatment will be written up as soon as possible in the first aid book.
- Children's clothing should be monitored carefully e.g. unfastened shoe laces, buckles, scarves, ties and anoraks, as these can be dangerous if they are loose or too long.



- Encourage children to look before they jump off apparatus and to leave spaces between themselves and the child in front when climbing on apparatus.
- Children must always be taught how to carry equipment e.g. setting up or tidying away.
- All equipment should be stored away sensibly and carefully to allow for safe and easy removal next day.
- Children will be made aware of health and safety issues outdoors and will be involved in the drawing up of rules necessary to minimise the risk of injury to themselves or others.

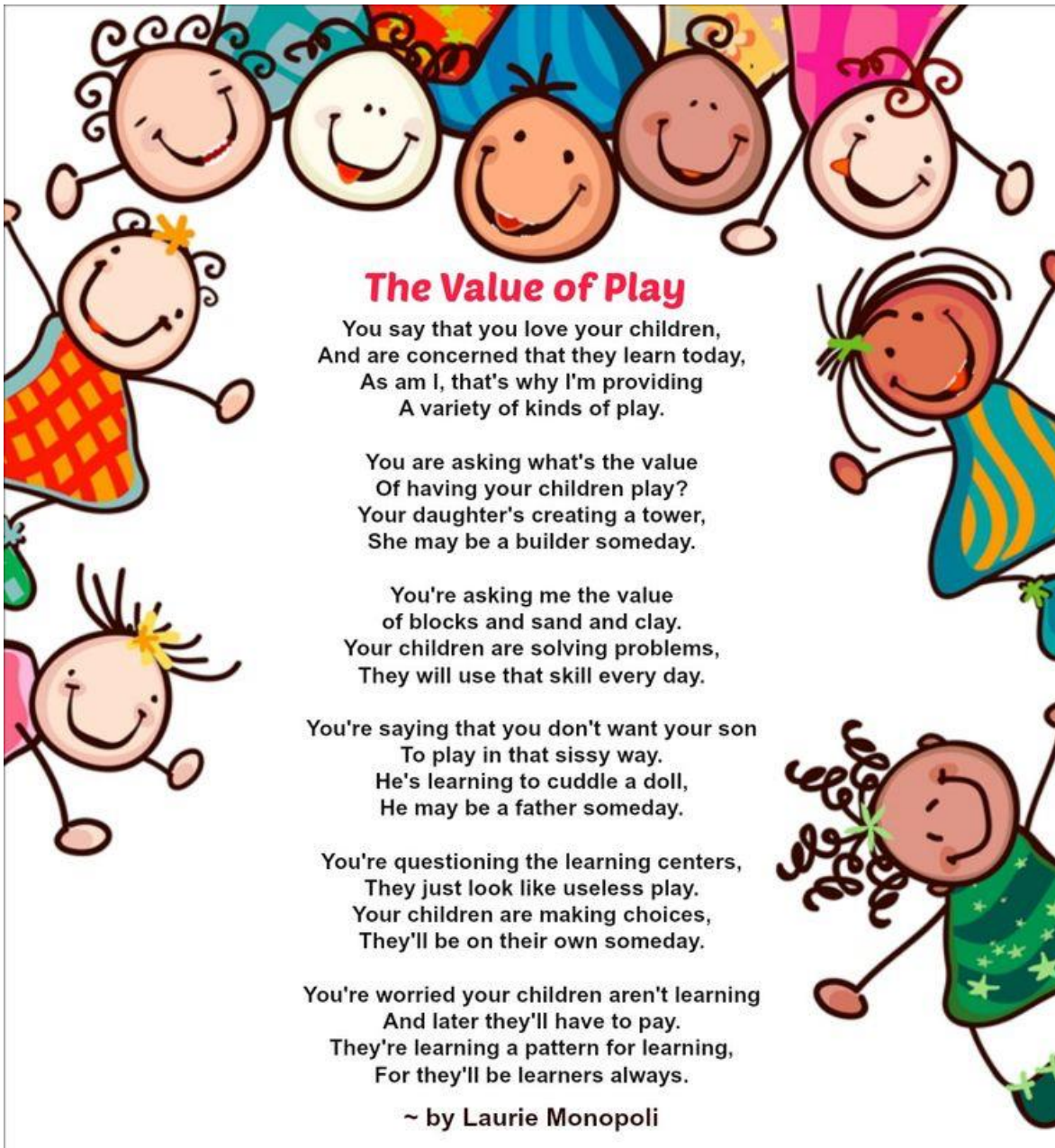
Information to Parents

Parents are advised that children will be using the outdoor play area as an 'outdoor classroom' and across all seasons of the year. Support from parents is required to ensure children are dressed appropriately for outdoor play. Outdoor play will be discussed at the induction meeting.



There will be school puddle-suits provided or parents can send in their own. Parents will also be advised to send in welly boots. Dojo will be utilised to share the learning that is taking place outdoors with the parents.

The policy will be reviewed and revised (when appropriate) at regular intervals by the Play Co-ordinator. L. Nelson. Equipment and facilities will be closely monitored and repaired/replaced when necessary/possible. L Nelson. 2024



The Value of Play

You say that you love your children,
And are concerned that they learn today,
As am I, that's why I'm providing
A variety of kinds of play.

You are asking what's the value
Of having your children play?
Your daughter's creating a tower,
She may be a builder someday.

You're asking me the value
of blocks and sand and clay.
Your children are solving problems,
They will use that skill every day.

You're saying that you don't want your son
To play in that sissy way.
He's learning to cuddle a doll,
He may be a father someday.

You're questioning the learning centers,
They just look like useless play.
Your children are making choices,
They'll be on their own someday.

You're worried your children aren't learning
And later they'll have to pay.
They're learning a pattern for learning,
For they'll be learners always.

~ by Laurie Monopoli