



Policy – Play

“Play is where children do most of their learning most of the time”

RIGHTS RESPECTING SCHOOL

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

Article 28 Every child has the right to an education.

Article 29 Education must develop every child's personality, talents and abilities to their full.

Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Play provides an opportunity for children to come to terms with themselves and others, including their cultures and languages and to make sense of real life situations. Play provides opportunities for exploration, investigation and problem solving and for children to practice their developing skills. It also provides opportunities for them to represent their experiences and use what they have learned in different ways - through music, language, imaginative and creative activities. The role of the adult is crucial in supporting and extending children's play.

Rationale

- Children learn and develop through play
- Play is a motivating factor for learning
- Adult help, participation, sensitive intervention and interaction are necessary for guiding and supporting children and ensuring their safety

Why Play is Important

- Is an essential and rich part of the learning process
- Develops imagination and creative thinking
- Allows children to investigate, experiment and solve problems
- Allows children to develop, consolidate and apply new skills and ideas in different situations
- Allows children to explore and make sense of the world around them
- Allows children to work through fears and anxieties
- Allows children to learn about making choices and decisions



- Puts children in charge of their own learning
- Enables children to develop their personal qualities and attitudes
- Encourages sportsmanship
- Enables children to develop social skills and form relationships
- Allows children to take risks without fear of failure
- Is physical and energetic and is an essential part of keeping healthy
- Develops children's physical skills both fine and larger gross motor skills
- Children learn how to control impulses and understand the need for rules

Aims

At Selly Oak Nursery School we aim to:

- provide quality play in a stimulating environment, which allows the children to develop and learn
- provide adequate planning, time, space and a safe environment for play
- allow play to be fluid and accommodate children's interests
- allow play to be carried through to a conclusion which children find satisfying and gives rise to perseverance and concentration
- provide materials to start play, maintain it and develop its potential
- ensure play is fun, enjoyed and shared by all children, albeit to differing degrees
- accept that the adult can take an active role in furthering the learning situation and promote physical, social and emotional development
- provide first hand experiences
- provide open ended tasks
- interact when relevant
- set new challenges
- remove materials when they have served their purpose
- use play in supporting the acquisition of skills in all curriculum areas
- make rules to safeguard children, protect equipment and enable play to occur
- allow time for careful observation of children's play to facilitate assessment and planning for progression and continuity
- recognise, value and extend play situations encountered at home and at school.
- Provide equal opportunities for all children

Through play we provide opportunities for:

- Language development through experiences
- Early reading and writing skills
- Social skills



- Mathematical experiences e.g. counting, matching, conversation and problem solving
- One to one correspondence
- Emotional development
- Promotion of self esteem
- Self motivation
- Co-operation
- Dealing with feelings, e.g. fear, apprehension, anger, curiosity, happiness
- Sharing and caring
- Imitative and imaginative play
- Learning to listen to others and follow direction
- Equal opportunities
- Cultural influences
- Innovation in using equipment
- Involvement in group play or observation
- Leadership skills
- Responsibility

Planning for Play

Play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. In playing, they behave in different ways: sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. On occasions, the play will be initiated by the child and for an adult to intervene would be intrusive, whereas, at other times play will be planned and directed by an adult. When an adult joins the children she/he can extend each learning situation and promote physical, social and emotional development. There are three kinds of adult involvement:

- Participation
- Initiation
- Intervention

Play underlies a great deal of young children's learning. For its potential value to be realised adult involvement and intervention must be sensitive and knowledgeable. Careful planning and organisation will provide for and extend learning.

Children have opportunities throughout the nursery day to choose their activities. They are encouraged to review what they have learned and to share it with others.

The Role of the Adult

Practitioners have a crucial role:



- To plan and resource a challenging environment to facilitate high quality play
- To ensure that play provision and practice reflect the differing needs, abilities, interests and cultural backgrounds of individuals
- To provide equality of access to play
- To support children's learning through planned play activities
- To extend and support children's spontaneous play
- To extend and develop children's language and communication in their play
- To raise parents/carers awareness of the importance of play within the EYFS curriculum

Monitoring, Assessing and Record Keeping

When do we record?

In Selly Oak Nursery 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, structuring and equipment.

- The staff plan together and evaluate daily, weekly and half-termly
- At the end of each focus session we discuss and record in individual records, as appropriate
- Observations are made continually to observe that each child is given equal opportunities to participate in an activity
- Observations, comments and photographs are recorded through using the '2 Simple Build a Profile' program.

How do we record?

- By taking photographs to illustrate play
- By continuous assessment
- During a set period of time while continuing with other classroom activities, the staff observe what is happening in the play and record observations using the 'Build a Profile program'
- By planning for a specific time to assess children's language / involvement / leadership etc in play

Agreed by the Governing Body on

Signed

Review date

