



ST STEPHEN'S CEVA PRIMARY SCHOOL, BATH

A POLICY FRAMEWORK FOR PLAY

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This is a working policy and will be reviewed annually by the Foundation Phase Leader, who will adapt and make any changes as necessary with the consent of the Head teacher and Governors.

I RATIONALE

In the foundation Stage at St Stephen's we believe that play is an essential part of every child's life and vital to their development. Play is crucial for physical, emotional and spiritual growth, for intellectual and educational development as well as for acquiring social and behavioural skills in structured or child initiated ways. It is an opportunity for them to make sense of the confusing world that surrounds them, allowing them to make mistakes.

Well planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge.

Aims and Objectives

- We aim for all practitioners to provide a stimulating and carefully planned environment, where all children and their play experiences are valued.
- To provide opportunities for child initiated as well as adult framed activities, which promotes enjoyment, enthusiasm and confidence, enabling all children to reach their full potential.
- To be confident to build on what the children already know and can do so that they feel confident to take the next step.
- To provide opportunities for child initiated and adult framed activities to develop independence and self-discipline.
- To encourage parents and carers to share in play experiences at home and in school.

2 MANAGEMENT

The Head teacher and the Foundation Phase Leader will ensure that Governors and Senior Leadership are aware and support the need for a play curriculum. The Early Years Department is kept within a high profile in the school, so the need for regular resourcing is recognised. The Senior Leadership Team is updated regularly about developments in Early Years education and promotes play as a positive component of learning.

Play is built into all Early Learning Goals across the curriculum. These allow for child initiated and adult framed activities daily. Planning allows for the outdoor area to be an extension of the classroom where children are able to flow in and out freely accessing a variety of activities.



3 ORGANISING AND RESOURCING

The classroom is a child-friendly, enabling environment, where resources are organised so that they are easily accessible to the children where possible, with constraints of the furniture in the classrooms. This is something that is noted by the Early Years department and Senior Leadership team as something we are developing. There are booklets and cards for the children to choose what they would like out from the cupboards that they cannot access as a temporary measure. This allows the children to make informed choices and to take responsibility for their learning. Ownership of the property teaches children to be respectful ensuring that it is replaced in the appropriate area. All resources are clearly labelled and are stored in defined areas of the classroom. The outdoor equipment, including ride-on toys, are available for children to choose using the booklets and cards to develop independence. Role play areas are set up with the children's interests in mind to encompass cross-curricular Early Learning Goals.

Practitioners comprise of one class teacher and one teaching assistant in each of the two classes (ratio 1.30) with additional support from Norland Nannies when available.

4 LEARNING AND TEACHING

Learning and teaching styles can be found in more detail in the Early Years Policy.

The role of the practitioner is to take into consideration the size of the learning group, whether it is adult framed or child initiated as well as whether the activity is taking place indoors or outdoors. The practitioner will support play, model an activity and extend the learning of the children in the group. Provisions are made to reflect home experiences as well as extending their knowledge and understanding of the wider community. Play can be linked to a curriculum topic, the child's interests or it can be free standing.

5 EQUAL OPPORTUNITIES

Resources are provided which reflect the home cultures of the children. Role play areas reflect the interests of the children, both genders, cultures and religions. Resources are updated regularly to stimulate their imaginary play.

6 SPECIAL EDUCATIONAL NEEDS

Practitioners ensure through careful observations and planning that all children are provided with a curriculum that suits their needs.

The arrangement of classroom furniture will be reviewed as necessary to ensure that children with physical disabilities are safely accommodated for.



7 ASSESSMENT, RECORDING AND REPORTING

Observations of play will be timetabled into weekly planning. A variety of observations will take place depending on the criteria of the observation, e.g. post it notes and long observations on specific forms. Some observations will be filed into the child's individual Learning Journal and some on the 2simple Ipad application. The observations will be used to inform future planning by challenging, extending and supporting the child's development. Children will be continually assessed throughout the Foundation Stage and this will be used to update Profile Assessment. The children's individual Learning Journals include pieces of child initiated learning and observations made by the practitioners.

The Bristol Standard has been a positive contribution to assessment in the Foundation Stage. We continue to use this tool for future focus.

8 PARENTAL INVOLVEMENT

Meetings are set for parents in May/June and at the beginning of the school year for an introduction to their child's education in the Foundation Stage. This serves as an opportunity to talk about the early Years Foundation Stage curriculum. Whenever a new strategy is introduced, parents are given the opportunity to find out how we teach, and how they can be involved through specific meetings.

Parents are encouraged to stay with their child for ten minutes each morning for the whole year to share some quality time with their child and settle them into school.

Parents are encouraged to offer help in school and share any skills they have. They are requested to add to their child's Learning Journal by adding photographs or pieces of work to it or to the 'Wow' board in the cloakroom of their classroom. This adds to the children's assessment as it very important in the Early Years curriculum to gain information about the child from home as well as from school. This is an invaluable home/school link. Parents and children also contribute to show and tell each week and to the Little Ted/ Travelling Ted diaries in their classrooms which go home with a child at the end of every week.