



## **Longstone Primary School Play Policy**

“Play is the universal language of childhood. It has been described as behaviour which is *‘freely chosen, personally directed and intrinsically motivated’*, or as what children and young people do when they follow their own ideas and interests in their own way and for their own reasons.”

*(Getting it Right for Play ‘The Power of Play: an evidence base’ - Play Scotland)*

### **The Right to Play**

At Longstone Primary School we recognise the right to play for all children, as contained in the United Nations Convention on the Rights of the Child Article 31. *(Appendix 1)*

### **The Value of Play**

Play is a key part of children’s enjoyment and development. Through play, children develop their abilities, explore their creativity, challenge their limitations and assumptions and learn about the people and places around them. Children learn best when learning is interactive, practical and enjoyable, particularly when their own ideas and interests are used. Play provides opportunities for children to experience learning in a meaningful and purposeful way. It is a means by which children can develop the skills and capabilities to be effective learners and provides the context to access the content of the curriculum.

At Longstone Primary School we believe that:

- Play promotes children’s development, learning, imagination, creativity and independence.
- Play contributes to keeping children healthy and active.
- Play allows children to experience and encounter boundaries and learn to assess and manage risk.
- Play allows children to develop a sense of community and by learning about different people, places and environments.
- Play helps children learn about themselves; their abilities, interests and preferences and how that can contribute to a larger group.
- Play is therapeutic and can help children deal with stress, difficulties and emotional concerns.
- Play is an important way of initiating, building and maintaining important relationships.

## **Aims of Play**

- to develop natural curiosity and to stimulate imagination
- to create opportunities for children to make choices and decisions
- to develop the fundamental skills of literacy, numeracy and oral communication
- to enable children to develop their own ideas and interests
- to share and demonstrate learning, allowing children to review and evaluate their own and others' work
- to develop personal capabilities, problem solving, creativity and thinking skills
- to develop the ability to work with others and self-management skills

## **How Play is Structured**

Our approach in Longstone Primary School embraces the principles of Curriculum for Excellence.

“Active learning is learning which engages and challenges children’s thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- spontaneous play
- planned, purposeful play
- investigating and exploring
- events and life experiences
- focused learning and teaching

supported when necessary through sensitive intervention to support or extend learning. All areas of the curriculum can be enriched and developed through play.” *(Building the Curriculum 2)*

In P1 and P2 at Longstone Primary School every week we have two 1hour 30minute child-led Free Flow Play afternoons and a 1hour 15minute Outdoor Learning Play session in our forest. *(Appendix 2)* During the Free Flow Play afternoons, children can choose to visit any of the three P1 and P2 classrooms, or ‘Play Zones’ and, in addition, also have access to an outside Play Zone. Children can come and go freely between all four Zones throughout the afternoon, checking-in to each Zone using individual cards so staff are aware where children are at all times. *(Appendix 3)* Children can mix freely with their peers from both their own class and the other two classes.

Each Play Zone is staffed by a teacher or an EYP and PSA. There is additional PSA support for some individuals with ASN. All staff are aware of the value of play and the aims of play. All staff are involved in the play through observing and interacting, when appropriate, to support or extend learning and understanding.

## **How Play is Planned**

At Longstone Primary School we follow the main features of Anna Ephgrave's model 'Planning in the Moment'.

Each Play Zone has elements of 'Continuous Provision' and 'Invitations & Provocations'. *(Appendix 4)*

'Continuous Provision' refers to the resources and areas that are always laid out for children to explore freely.

'Invitations & Provocations' are the changing resources, activities and/ or ideas that can be teacher-led or come from the children's own interests and ideas.

Continuous provision enhancements and invitations/ provocations are added in response to children's interests and/ or current curricular focuses. Responsive planning comes from observations; these are shared and discussed at weekly Play Meetings.

## **How Play is Assessed**

During play sessions, all staff observe and reflect on the children's play. Any significant observations are recorded on Spontaneous Observation sheets (with photographs if appropriate) noting the activity, level of engagement, the development of the play and any 'In the Moment' response from the adult and/or consideration for future planning. *(Appendix 5)* These observation sheets are shared with all staff at the weekly Play Meeting and given to each child's teacher to file in class Play Folders.

Each week there are three 'Target Observation' children, one from each class. These children are tracked across the Free Flow Play afternoons to record where they visit and what they engage with over both sessions. *(Appendix 6)* All staff make observations and take photographs of the target children whilst in their Zone. These photographs and observations, alongside observations made in Outdoor Learning Play and classroom observations, are collated onto a Learning Journey sheet to give a Snapshot of the child's learning and play at that point in time. *(Appendix 7)* Again, the tracking information, observations and any photographs are shared at the weekly Play Meeting.

## Appendix 1

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

### Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Child Friendly Version displayed in classrooms:



## Children's Rights - Article 31

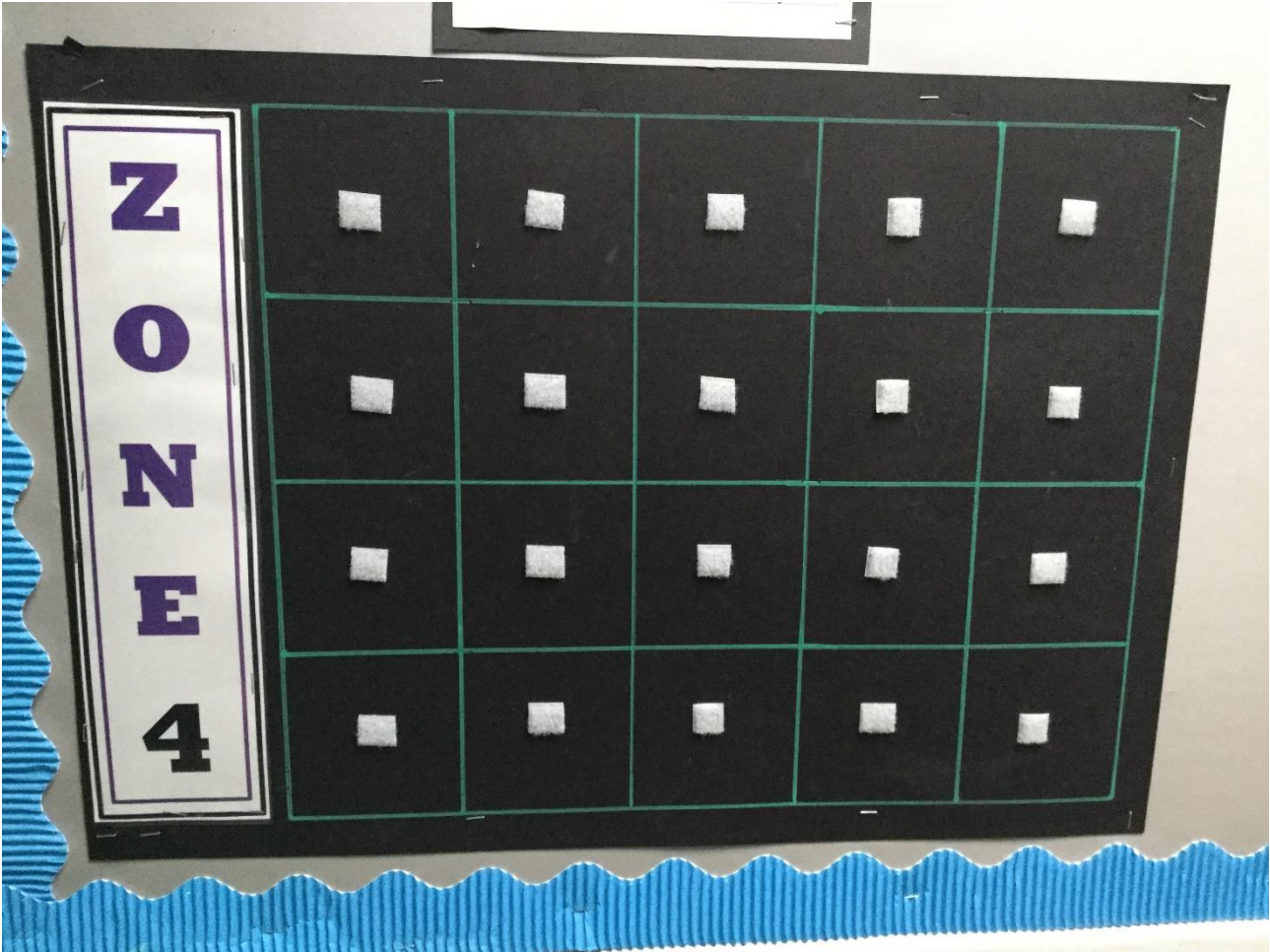
Every child has the right  
to play and rest.

Appendix 2

Weekly Timetable		Class: P1 & P2		PLAY PROVISION			2019 - 2020	
	R	0850-1030	B	10.45	11.00-12.20	L	1315-1450	
MONDAY								
TUESDAY							Play (Free flow)	
WEDNESDAY							Play (Free flow)	
THURSDAY							1315-1430 Play (Forest) P2	
FRIDAY		0900-1015 Play (Forest) P1						

Appendix 3

Self Check-in board for each Zone.



Appendix 4

**ZONE 1 PLAY ENHANCEMENTS/ PROVOCATIONS**

Date: \_\_\_\_\_

		ACTIVITIES/ RESOURCES	OBSERVATIONS	DEVELOPMENTS
<b>CONTINUOUS PROVISION ENHANCEMENTS</b>	HOUSE CORNER			
	BLOCK PLAY			
	FARM			
	SAND			
	LIBRARY			
<b>PROVOCATIONS/ RESPONSIVE</b>	LITERACY			
	MATHS/ NUMERACY			
	SOCIAL SUBJECTS			
	SCIENCE			
	TECHNOLOGY			
	EX ARTS			
	ROLE PLAY			
	OTHER			

## ZONE 2 PLAY ENHANCEMENTS/ PROVOCATIONS

Date: \_\_\_\_\_

		ACTIVITIES/ RESOURCES	OBSERVATIONS	DEVELOPMENTS
CONTINUOUS PROVISION ENCHANCEMENTS	HOUSE CORNER			
	BLOCK PLAY			
	MARK MAKING			
	SAND			
	WATER			
	LIBRARY			
PROVOCATIONS/ RESPONSIVE	LITERACY			
	MATHS/ NUMERACY			
	SOCIAL SUBJECTS			
	SCIENCE			
	TECHNOLOGY			
	EX ARTS			
	ROLE PLAY			
	OTHER			



# ZONE 3 PLAY ENHANCEMENTS/ PROVOCATIONS

Date: \_\_\_\_\_

		ACTIVITIES/ RESOURCES	OBSERVATIONS	DEVELOPMENTS
CONTINUOUS PROVISION ENCHANCEMENTS	HOUSE CORNER			
	BLOCK PLAY			
	MARK MAKING			
	SAND			
	LIBRARY			
PROVOCATIONS/ RESPONSIVE	LITERACY			
	MATHS/ NUMERACY			
	SOCIAL SUBJECTS			
	SCIENCE			
	TECHNOLOGY			
	EX ARTS			
	ROLE PLAY			
	OTHER			

# ZONE 4 PLAY ENHANCEMENTS/ PROVOCATIONS

Date: \_\_\_\_\_

		ACTIVITIES/ RESOURCES	OBSERVATIONS	DEVELOPMENTS
CONTINUOUS PROVISION ENHANCEMENTS	DEN BUILDING			
	STAGE			
	MUD KITCHEN			
	MARK MAKING			
PROVOCATIONS/ RESPONSIVE RESOURCING				

## Appendix 5

### SPONTANEOUS OBSERVATION SHEET

Child: \_\_\_\_\_

Observed by: \_\_\_\_\_

Date/Time: \_\_\_\_\_

<u>Context/Learning Areas:</u>							
LIT	NUM	MATHS	HWB	PE	ART	MUSIC	DRAMA
SOC	SCN	RME	TCH	DIGITAL	TECH	OL	PLAY
<u>Engagement:</u>	1	2	3	4	5		
<u>Observation:</u>							
<u>In The Moment Response/ Impact:</u>							
<u>Implications for Future Planning:</u>							

### THE LEUVEN SCALE FOR ENGAGEMENT

LEVEL	WELL-BEING	SIGNALS
1	<b>EXTREMELY LOW</b>	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	<b>LOW</b>	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	<b>MODERATE</b>	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	<b>HIGH</b>	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	<b>EXTREMELY HIGH</b>	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Appendix 6

**Targeted Observations** Zone \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

	<i>Tuesday</i>	<i>Wednesday</i>
1.30		
1.45		
2.00		
2.15		

**Observation Snapshot** for \_\_\_\_\_ Date \_\_\_\_\_

**Areas for Focus**

- 
- 
- 

**Curricular Contexts  
for Learning**

LIT, NUM, MATHS, PE,  
SCIENCE, ART, MUSIC,  
DRAMA, TECH, HWB,  
DIGITAL TECH, RME  
SOC STUDIES.  
OL            PLAY

**Identified Areas  
for Future Focus:**

- 
- 

	<i>Tuesday</i>	<i>Wednesday</i>
1.30		
1.45		
2.00		
2.15		