

Halfway Nursery Infant School



Structured Play Policy

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Date Policy accepted:	
Date of Next Review:	November 2019
Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

HALFWAY INFANT SCHOOL

STRUCTURED PLAY POLICY

INTRODUCTION

It is accepted that children learn and develop through play and that play is a motivating force for children's learning. Play therefore has an important role in helping children to access a broad and balanced curriculum and to develop socially and emotionally.

If play is to promote children's learning it must be structured to enable them to gain the maximum learning, with adult supervision and participation being viewed as vital elements within the process.

We aim to:

- value play as a way in which children learn
- provide structured play opportunities for children within all age groups in school
- have clear learning objectives for all play activities provided
- observe and assess children's learning within a structured play task
- provide a variety of play experiences throughout the year e.g. domestic play, construction play, imaginative play, play using natural elements.

It is acknowledged that play within the above four categories may be differently balanced within the year groups - e.g. domestic play which is based on children's home experiences may play a larger role in the Reception year than in Y2 where shopping and paying for two items may provide a more challenging play activity.

Planning for Structured Play

Opportunities for some structured play activities are considered within the Topic Framework and are often linked to the half-termly Topic being covered e.g. a hospital during "My Body" Topic. Specific activities are recorded on the weekly planning sheet. These activities may also fall within a particular curriculum area e.g. writing a shopping list. It is appreciated that it is possible for the demands of Literacy and Numeracy to marginalise Structured Play activities. We hope, however, that Structured Play activities (e.g. role play to promote speaking and listening) can be included in the planning for these areas and some of the learning objectives for Literacy and Numeracy may be achieved through Structured Play.

A list of possible Structured Play activities linked to Topic and particular curriculum areas has been compiled by each year group.

Resources

All class have some resources for structured play activities, although it is planned to purchase some new resources for each class.

Resources are also kept centrally to enable the setting up of shop play etc. Also, natural resources such as sand and clay are stored centrally.

Classroom Organisation

Both Reception and Y1 classes have a home corner. These are adapted each half term to provide for imaginative play which links with the ~Topic - e.g. a vet's surgery for the Creatures Topic. Children often participate in the setting up of these areas.

Classroom space can be a constraint for Structured Play and often needs a teacher to be very inventive and creative within a very small classroom area and committed to the idea of extending children's learning through play.

However, within the constraints of limited space, all classrooms provide play activities within the areas of domestic and imaginative play, construction play and play with natural materials, giving children a variety of Structured Play experiences throughout the year.

Assessment and Progression of Play Activities

Children's play activities are assessed to see if the learning objective is being met. Activities are discussed with the children. For example, there may be a discussion about the various roles within a doctor's surgery and a list of vocabulary made and a specific task given within the play situation e.g. - write a prescription, make an appointment etc.

This may be further linked with an objective in the Literacy or Numeracy Strategy and be a differentiated activity for a specific group of children - e.g. a group of children using puppets to re-tell a story.

Because the activities may be linked with Literacy and Numeracy targets, these requirements will dictate that structured play activities become more complex as children progress through school.

Responsibility for Structured Play

All staff have a commitment to providing structured play activities within their classroom which enhance children's learning.

Signed (Headteacher).....

Signed (Chair of Gov.).....

Minute Number.....

