



Whitehead

Primary School
& Nursery Unit

'LEARNING AND GROWING TOGETHER'

Play Based Learning & Activity Based Learning Policy 2019

Last Review	April 2019	S Kidd
Next Review	April 2020	S Kidd

Play Based Learning in Foundation and Key Stage 1

Policy Statement

The teachers of Whitehead Primary School are committed to the provision of play as a medium for learning. At each level, planned opportunities for free and structured activities will be offered for the promotion of each child's emotional, social, physical and intellectual development.

The aims of our Play Based Learning and Activity Based Learning policy are designed to embrace the General School schemes.

Aims

- to create an enjoyable learning environment
- to develop self-esteem, self-confidence, independence and a positive attitude to learning
- to foster social growth and sensitivity in inter-personal relationships
- to encourage children to respect and care for classroom materials and equipment
- to encourage children to work co-operatively and collaboratively
- to encourage creativity, self-expression and imaginative thinking
- to help ensure physical development and improve co-ordination
- to help develop skills of observation and an appreciation of the world and the need to care for it
- to provide opportunities to develop and use the skills necessary for talking, listening, reading and writing
- to provide opportunities to develop and use mathematical skills
- to stimulate curiosity and foster skills of observation, investigation and problem solving in all areas of the curriculum
- to provide opportunities to use ICT across the curriculum
- to deepen and lengthen the child's concentration span through his curiosity and interest
- to help the child enjoy the satisfaction of work well done and to share this with the teacher, peers and other adults
- to develop good habits of health and hygiene

The aims of our Play Based Learning and Activity Based Learning policy will be delivered showing relevance to the Northern Ireland Curriculum.

Role of the Curriculum Leader

Within the area of Play Based Learning & Activity Based Learning the curriculum leader will: -

- develop and regularly review a policy statement for the area of Play with Foundation Stage and Key Stage One
- oversee planning in the area of Play Based Learning & Activity Based Learning within Foundation Stage and Key Stage One
- provide a planner/change over timetable for Foundation Stage staff to co-ordinate the shared resources in the 'outside' area of Play Based Learning each half term
- monitor and evaluate the planning and classroom implementation in the area of PBL & ABL
- ensure adequate resources for the effective classroom implementation of PBL & ABL within Foundation Stage and Key Stage One
- keep abreast of new development within PBL & ABL to ensure their implementation within Foundation Stage and Key Stage One

The Role of the Teacher

- to plan PBL/ABL in conjunction with the children
- to provide areas of play that are stimulating and interesting
- to make observations during play
- to interact when appropriate
- to motivate when necessary
- to encourage independence when setting up/tidying away resources
- to continuously monitor and evaluate the quality of learning outcomes from the children's play
- to consider the needs of the children and adapt the PBL/ABL lessons accordingly
- to ensure progression and build upon the previous year's PBL/ABL experience

Organisation of PBL and ABL

The timing of PBL and ABL very much depends on the children involved, the type of activity and the time of year. Each teacher will offer the PBL and ABL programme when she/he feels it is best suited to the needs of the children in her/his class.

Rules and routines in the classroom will be established and the children will be given lots of practice and positive praise to help appreciate these. There will be a balance between adult led and child led play, depending on the age of children and the aspect of play to be addressed. The children in Years 3 and 4 will be grouped for ABL. These

groups will be changed at regular intervals to take into account friendship and gender mix. When appropriate, the teacher, classroom assistant or a parent helper will interact with children.

The structure to the play will come from the teacher and her/his planned learning intentions. She/he will ensure that the quality and level of play addresses the requirements of The Northern Ireland Curriculum.

Implementation

Year 1

Initially five hours of play will be offered each week in September. From October this will be reduced to three hours with the addition of Golden Time and Outdoor Learning. Learning experiences will be provided to enhance aspects of the Northern Ireland Curriculum and the children will have some input into the planning. Play opportunities in the outside/communal areas will be changed at least half termly to ensure that children remain stimulated and interested. Areas inside the classroom will be changed more frequently depending on the topic, type of activity and the learning intentions. Areas of play will encompass imaginative play, construction, sand and water, table top/small world, creative and manipulative, thinking skills and problem solving activities. Elements of The Northern Ireland Curriculum will also provide stimuli for play activities through Literacy, Numeracy, World Around Us, The Arts, PDMU and Physical Development. Learning intentions will reflect the importance of developing Thinking Skills and Personal Capabilities.

Children will mostly initiate their own play and use the playtime board in the classroom to indicate their choices. Teachers and classroom assistants will encourage children to try out new activities. When specific learning intentions for an aspect of play are deemed as essential for all children, the teacher will ensure that each child has that experience.

At least one written observation per half term will be made for play.

Year 2

Three hours of play will be offered each week in Year 2 with the addition of Golden Time. Learning experiences will be provided to enhance aspects of the Northern Ireland Curriculum and the children will have a significant input into the planning. Play opportunities in the communal areas will be changed at least half termly to ensure that children remain stimulated and interested, but may be changed more frequently depending on the topic, type of activity and the learning intentions. Areas of play will encompass imaginative play, construction, sand and water, table top/small world, creative and manipulative and outdoor play. Elements of The Northern Ireland Curriculum will also provide

stimuli for play activities through Literacy, Numeracy, World Around Us, The Arts, PDMU and Physical Development. Learning intentions will reflect the importance of developing Thinking Skills and Personal Capabilities. Children will mostly initiate their own play and use the playtime board in the classroom to indicate their choices. Teachers and classroom assistants will encourage children to try out new activities. When specific learning intentions for an aspect of play are deemed as essential for all children, the teacher will ensure that each child has that experience. Children will integrate together in the communal areas with the other Year 2 class.

At least one written observation per half term will be made for play.

Years 3 and 4 Activity Based Learning

One, to one and a half hours of ABL will be offered to the Year 3 and Year 4 children each week. Learning experiences will be provided to enhance aspects of the Northern Ireland Curriculum and the children will have a significant input into the planning. ABL activities will be changed half termly to ensure that children remain stimulated and interested and the learning intentions will closely reflect the six areas of learning in The Northern Ireland Curriculum. Literacy, Numeracy, World Around Us, The Arts, PDMU and Physical Development will form the basis for ABL with a strong emphasis on Thinking Skills and Personal Capabilities and STEM related activities. Children will be grouped and directed to activities. The groups will rotate each week to allow the children to experience each of the planned learning intentions for ABL.

One written observation per term will be made for each child.