



# ASTON-ON-TRENT PRIMARY SCHOOL



## PLAY & SUPERVISION POLICY

Local Authority Policy reviewed and approved by Governors on 31<sup>st</sup> March 2025

This policy has been impact assessed in the light of all other school policies, including the Disability Equality Scheme.

**SIGNED:**

**PRINT NAME:**

C. Jones

**DATE:**

31.03.25

Chair of Governors

**SIGNED:**

**PRINT NAME:**

S. Moore

**DATE:**

31.03.25

Headteacher

# **Play and Supervision Policy**

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children 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. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practice and build up concepts, ideas and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings.
- Take risks and make mistakes.
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in setting will support play by:

- Planning and resourcing a stimulating environment.
- Supporting children's learning through planned play.
- Extending and supporting children's spontaneous play.
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.