

## Learning and Development

### Learning and Teaching Through Play Policy and Display Procedure

## Statutory Framework for the Early Years Foundation Stage

### Quote reference: 1.6

*'Practitioners must consider the individual needs, interests and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development'*

### **Purpose of the Policy**

The purpose of the policy is to ensure the Family Centre provides children with equal access to high quality teaching and learning that will provide them with a broad range of knowledge and skills that builds the right foundation to make sure they are ready for and make good progress through school and life.

### **We aim to:**

- Implement within play opportunities, the Early Years Foundation Stage Framework (EYFS) which includes: playing and exploring, active learning, creativity and thinking critically.
- To encourage a love for learning, through carefully planned play-based activities throughout the setting both indoors and outdoors.
- To help parents understand more about learning through play.

### **What parents\carers should do**

- Be aware that play is essential for children's development, to build confidence to enable them to learn and explore, think about problems and relate to others.
- Provide opportunities and experiences for your child to play on their own, with other children and with you and/or other familiar adults.
- Enhance your knowledge of play and learning by accessing information provided by the Family Centre.

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Policy Approved by: ECS, Senior Management Team  
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## **What we will do**

Most children play spontaneously, although sometimes they may need adult support. It is through play that children develop intellectually, creatively, physically, socially and emotionally. Therefore we will encourage play and learning by:

- Provide a well-planned stimulating environment to support children's learning which incorporates daily/spontaneous events, provides opportunities for exploration and discovery, helps children make sense of the world and encourages them to persevere, take risks, ask questions and problem solve.
- Provide a balance of activities and experiences that are play-based, exciting, relevant and varied which are both child led and guided by adults.
- Use the Assess, Plan, Do, Review cycle to support children's individual interests and needs, identify next steps, or any concerns to ensure they reach their full potential.
- Track children's progress using the **Toolkit to Support the Tracking of Attainment and Progress**
- Respond to each child's emerging needs and interests, by ensuring there is an appropriate level of challenge to guide their development through warm, positive interactions.
- Ensure all practitioners working with children model good communication skills, manners and behaviour and are consistent in their approach.
- Encourage all practitioners working with children to be enthusiastic and ensure they have good knowledge of child development and a sound understanding of the Early Years Foundation Stage, known as EYFS.
- Give parents/carers access to the **Parents' Guide to the Early Years Foundation Stage Framework Booklet – What to Expect When?** which will enhance their knowledge of the importance play in early years.
- Display stimulating and interesting real life images, photographs as well as celebrating children's artwork and models.