

Waterthorpe  
Nursery Infant school



Outdoor Play Policy  
January 2016

**Approved by:** Curriculum Committee

**Date:** 3<sup>rd</sup> February 2016

**Next Review Date:** Spring 2020

# OUTDOOR PLAY POLICY

## THE VALUE OF OUTDOOR PLAY

“Play as disposition is to do with children’s need to explore: with their intrinsic motivation; with the ways in which they pay attention; with their active engagement and involvement in the world around them. These dispositions are intrinsic to learning, and to children becoming lifetime learners”.

*Supporting Early Learning – Vicky Hurst & Jenefer Joseph 1998*

“Frequent lack of attention to the external environment must come from some bizarre assumption that knowledge acquired indoors is superior to that gained outside”.

*Early Childhood Education – Tina Bruce*

“When children play out of doors, they are exercising their growing intellectual and emotional muscles, as well as their physical ones. They are developing the power to think, to feel, to do, to see and understand, to represent and express. They are imagining, puzzling, wondering, exploring, befriending and sharing”.

*“Can I: Play Out” Outdoor Play in the Early Years – Bradford LEA 1995  
Taken from the forward written by Mary Jane Drummond*

At Waterthorpe Nursery Infant School we believe that:

- Outdoor play is central to young children’s learning.
- All children should be included in outdoor play. Staff will ensure support for children with disabilities.
- Indoors and outdoors is viewed as one combined and integrated environment.
- Outdoors receives planning, management, evaluation, resourcing, staffing, and adult interaction on a par with indoors.
- Outdoors is both a teaching and learning environment.
- Outdoor design and layout is given careful consideration.
- The outdoor classroom offers children the opportunity to use effective styles of learning – playing, movement and sensory experience.
- Children should be given a wide range of open-ended equipment and environments.
- Children should be able to control, change and modify their environment.
- Staff time is organised to support children’s learning over time.

These are the key principles that underpin effective outdoor play.

Many areas of the curriculum are developed through Outdoor Play.

## **1. Developing Personal, Social and Emotional Learning through Outdoor Play**

- The resources and experiences outside provide opportunities for children to develop co-operation and build relationships.
- Children are encouraged to work together, take turns and help each other.
- Children are encouraged to take responsibility for the resources in the outside area. They are able to set up the areas and tidy resources away.
- The organisation and management of the area supports children in initiating and developing their own ideas and interests and enables them to work with them in a sustained way.
- Children are encouraged to develop a sense of wonder about living things and natural phenomena.
- Children develop their understanding and show respect of living things?
- The resources and experiences outside provide opportunities for children to act out their feelings.

## **2. Developing Language and Literacy through Outdoor Play**

- There is a good range of stimulating first-hand experiences for children and adults to talk about.
- There are places for children to talk with each other.
- Reading and writing are incorporated into activities and experiences. They are relevant and meaningful to children's interests and patterns of learning.
- Children are encouraged to use the written word or write for a range of purposes, e.g. signs, messages, tickets.
- Children can record events outside?
- Photographs of outside play are used to create own books.
- Non-fiction books are stimulus for investigations outdoors.
- Stories are told/read/re-enacted outside.
- Children are encouraged to express their ideas, interests through role play.
- There are a range of resources to support relevant and meaningful reading and writing.

## **3. Developing Mathematical Learning through Outdoor Play**

- Children are encouraged to explore patterns, shape, measurement and numbers in the natural and made world. There are resources to support this range of learning.
- The available resources enable children to solve mathematical problems.
- Staff encourage children to develop and use their mathematical language.
- The range of equipment enables children to work on a large scale.
- Children are encouraged to play mathematical games with large equipment.
- Numbers are incorporated into children's play.
- Children are encouraged to write numbers or record mathematical ideas.

## **4. Developing Learning about Knowledge and Understanding of the World through Outdoor Play**

- Children are encouraged to observe and express their ideas about similarities and differences in the natural world.
- Children are encouraged to explore the physical environment and are able to solve problems in their own way.

- Changes in the weather are used to stimulate investigative work.
- There is a good range of natural and made materials for children and adults to talk about.
- There is a sufficient range of resources to develop children's interest in movement.
- Children are able to use a range of natural and made materials to design, make and build.
- The outside area is organised so that children are provided with opportunities to play out their life experiences and to develop imaginative play.
- Staff support and develop children's imaginative play related to life experiences.
- Staff ensure that all children have access to a wide range of resources and experiences.

## **5. Developing Physical Development through Outdoor Play**

- The planning of equipment in the outdoor classroom takes into account all stages of a child's physical development.
- There is a good range of equipment to develop children's co-ordination and control skills.
- Children are able to create their words and develop their own interests.
- The resources and equipment encourage a variety of ways of using the body.
- The children are presented with challenges that enable them to discover what they are able to do whilst learning about the limitations of their bodies.
- Children are able to experience a variety of different sized materials and use them in a variety of ways.
- Children are encouraged to use their bodies imaginatively e.g. dance, music and movement.
- Staff ensure that boys and girls have equal access to all areas of physical learning.

## **6. Developing Creative Learning through Outdoor Play**

- Children are encouraged to represent their ideas imaginatively. There are a range of materials so that they can create 2D and 3D images.
- Children are encouraged to explore colour, shape and texture within natural materials.
- Staff plan for music, movement, dance, singing and drama to take place in the outside area.
- Children have the opportunity to experience a large range of textures and different materials.
- Opportunities are provided for children to develop large-scale work.
- Resources are available to support large-scale mark making.

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# Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Outdoor Play Policy	3/2/16

Priority Level	
High	
Medium	<b>x</b>
Low	

<b>Lead Officer: Helen Stokes</b>
<b>Members of the assessment team: Helen Stokes &amp; Suzanne Marriott</b>
<b>Others involved in the assessment (peer review/external challenge): Curriculum committee members</b>

<p><u>What are the aims of the policy or project?</u>  <b>To encourage and develop outdoor play and ensure its effectiveness as a teaching and learning resources</b></p>
<p><u>Who is the intended customer/service user of this project or policy?</u>  <b>Staff and pupils</b></p>
<p><u>What are the desired outcomes from this project or policy?</u>  <b>To ensure that outdoor play is used effectively</b></p>
<p><b>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</b>  <b>Assessment, recording and reporting, curriculum policies, SEN, Teaching and Learning, PE, Foundation Stage</b></p>

<p><i>What are the racial, disability and gender equality implications of the policy or project?</i>          Access for disabled children</p>	
<p><b>Does the policy or project have any significant positive impact for:</b></p> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<p><b>NO ~ the policy needs review with regard to disabled children ~ done January 2010</b></p>

<p><b>Does the policy or project have any significant adverse impact for:</b></p> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<p><b>No</b></p>
<p><b>Do you have any evidence?</b></p>	
<p><b>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</b></p>	<p><b>Positive action for disabled children to ensure equality of opportunity and full inclusion</b></p>

<p><b>Action to take : Include a statement about inclusion and equal opportunities/ positive action for children who have a disability.</b></p>			
<p><b>If you have indicated there is a negative impact, can it be justified?</b></p>	<p><b>YES</b></p>	<p><b>NO</b></p>	
<p><b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A</b></p>	<p><b>YES</b></p>	<p><b>NO</b></p>	
<p><b>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</b></p>			
<p><b>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)</b></p>			

<p>Signed (Person completing the form):</p>	<p>Date: 3.2.16</p>
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