



HOLLYWOOD PRIMARY
SCHOOL

Play Policy

2021



VISION

Hollywood Primary School prides themselves in facilitating high quality, innovative, and research-based approaches to education. Our vision is to provide a balanced curriculum of explicit instruction and inquiry-based learning. This assists in developing student agency and provides students with opportunities to apply and develop their knowledge and skills, acquired by explicitly taught lessons.

RATIONALE

At Hollywood PS, we value purposeful play, allowing children to apply a new skill or knowledge in an authentic, hands on and play based environment. We believe play involves all aspects of the curriculum and is active and creative. Relationships are a central motivator for learning within the inquiry approach, as students work collaboratively to achieve a common task. This encourages social and emotional development, an improvement in their ability to self-regulate and an overall increase in their emotional intelligence.

The staff at Hollywood PS promote and facilitate high quality teaching through the balance of child directed activities and explicit teaching (Hollywood Primary School Teaching and learning model, see appendix). A balanced, evidence-based approach of intentional, guided and child centred play is planned to ensure children have opportunities to grow.



"The importance of children's play has been recognised since as early as 400BC, during the era of Plato and the ancient Greek philosophers. In 1950, Montaigne, the french essayist espoused the connection between children's play and learning, *It should be noted that most children at play are not playing about; their games should be seen as the most serious-minded activity* (Pal 1958, cited Cooper; 2004)" (AISWA, 2012, p.3).



"The United Nations has recognised play as a fundamental right of children. Tayler's Review of Educational Practice identifies "intentional teaching and child directed play and learning" as key elements that characterised 'best practice' (2010, p.1 & 17)" (AISWA, 2012, p.3).

The Western Australian Curriculum, National Quality Standards, and Early Years Learning Framework (see appendix), all support the importance of purposeful play.

The Department of Education has highlighted the importance of play in the Focus 2019 document (see appendix) stating that schools need to "emphasise the role of play-based learning in a balanced curriculum."

Why is play important?

As educators, we all know the value of play and the how important it is for the development of young children. Recent research states that aspects of learning and development are promoted through play.

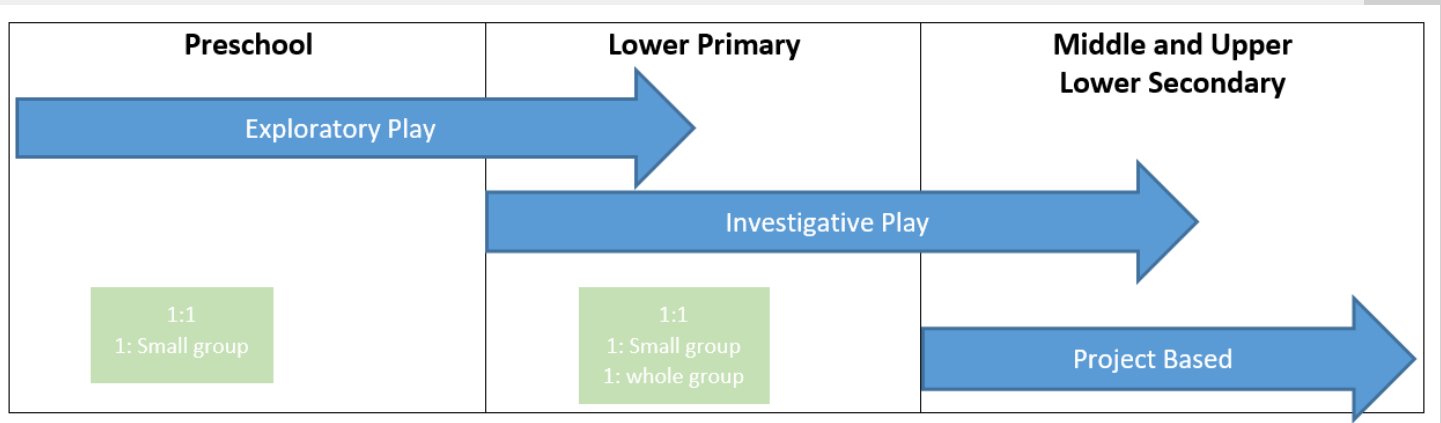
Academic, social and emotional benefits include:

- Divergent thinking
- Emotional regulation
- Language and vocabulary development
- Resilience
- Sense of identity
- Reasoning
- Perspective taking
- Imagination
- Sense of well being
- Memory skills (AISWA, 2012)



AISWA explains that through developing children's academic, social and emotional skills, they "are able to regulate their behaviour, leading to enhanced school adjustment and academic learning" (2012, p.3). Play based pedagogy has an impact on brain development, laying foundations for cognitive functioning, later thinking, coping and social skills (AISWA, 2012).

Play Continuum



The Play Continuum outlines the different dimensions of play, showing how play changes as students develop and grow throughout primary school. The different dimensions interlock, providing a balance to the different areas.

What play looks like...



TYPES OF PLAY

Imaginative and socio-dramatic play:

Children use a range of materials in fantasy, in creating, and representing their own ideas and understandings through imaginative play. In acting out, imagining and representing through play, their thinking and oral language skills are enhanced. This is one of the major ways in which children construct, make sense of and understand their world.

Constructive and investigative play:

Children require hands-on, concrete materials, with which they can construct, design, and create from their imaginations.

Explorative play:

Children explore, investigate and discover the properties of objects/things, such as water, magnets, sand, and magnifying glasses.

Directed and scaffolded:

Directed play invites intentional teaching and learning of particular skills and concepts. Directed play is supported as an exploration of a skill, or concept.

Sensory play:

Sensory play is an imperative part of children's learning. It involves sensory experiences, such as, water, sand, clay, play dough, aroma and touch. This assists children with their emotions, helping them to self-regulate, be calm, in a safe environment.

Physical play:

Physical play involves elements of risk taking, fine and gross motor skill development, including running, jumping, climbing, as well as, creative construction, colouring and drawing to interact and play with others.

(Bass & Walker, 2015, p. 55)



What play looks like...

SOCIAL STAGES OF PLAY

Unoccupied Play:

The random movements that infants make with no clear purpose is the beginning of play.

Onlooker play:

This is the stage where children are observing, taking information in, but they're not quite ready to engage in the play.

Solitary play:

Children work alone, engaging in their own play and investigation, and are either not aware nor interested in others at this time.

Parallel play:

Children work alongside others, are aware of play and interactions of others, but predominantly work on their own investigation.

Associative play:

This stage reflects maturing cognitive development. Children are slightly less egocentric and are much more aware of others. They may work together on similar investigations and can take particular roles in their play and work.

Social play:

This is a very mature aspect of cognition. This is when children begin to share ideas and toys, and follow established rules and guidelines. It requires some degree of empathetic understanding and a wider range of perceptions of others feelings and needs.



(Parten, 1932)



What play looks like...

At Hollywood PS, our passionate educators have developed a strong set of beliefs, linked to educational theorists.

"Theories do not simply arise and replace one another. Theories overlap, merging in places... This can be seen with the 19th-century theorists and thinkers who continue to have an impact on 20th-century progressive educational theorists" (Nolan & Raban, 2015, p. 6).

Different theories inform approaches to children's learning and development and can be categorised in five main ways. Developmental theories, socio-cultural theories, socio-behaviourist theories, critical theories, and post-structuralist theories (Nolan & Raban, 2015).

The Play Policy is underpinned by theories such as the Walker Learning approach, philosophies from Reggio Emilia, and those listed below:

Theories	Theorists	Focus	Implications for practice
Developmental	Piaget Steiner Montessori Gardner	The discrete and/or continuous stages of development	Educators respond to and plan activities in relation to children developmental stages
Socio- Cultural	Vygotsky Bruner Bronfenbrenner Malaguzzi Rogoff	Development and learning occurs in the context of children's communities	Educators and more knowledgeable others scaffold and transform learning in response to children's prior understanding

(Nolan & Raban, 2015, p. 7)

Walker Learning

Walker Learning is an Australian teaching and learning approach. It encompasses a play based pedagogy, engaging students in real, relevant, and meaningful learning experiences. Walker Learning uses neuroscience and developmental theory as a foundation, embracing the concept of the 'whole child,' all aspects embedded throughout the Early Years Learning Framework (EYLF) and the National Quality Standards (NQS). A vital component of Walker Learning is to ensure learning is developmentally and culturally appropriate, with students acknowledging a growth mindset of effort, strategy, and progress.

At Hollywood PS, we embrace the six core elements of the Walker Learning approach with each of them working harmoniously to meet the needs of the whole child.

- The first element, includes the learning environment, as it acts as the 'third teacher.' The creation of an intentional and engaging learning environment promotes a sense of wonder, exploration, investigation and interest within the child.

- Investigations are scheduled 4 times a week, in the morning, with evidence supporting student engagement is highest at this time. The students have full autonomy to choose which area of the classroom they would like to visit, developing a sense of agency. Provocations around the room are directly linked to concepts explicitly taught in class.

- Relationships are the central motivator for learning within the Walker Learning approach, through utilising the roles of the focus child, photographer and reporter. During investigations, the teacher spends time with these children scaffolding learning, and making observations to assist future planning.

- Concluding Investigations, the students have the opportunity to self-reflect on their learning throughout the session, and formal teaching links to curriculum areas are made.

- Walker Learning personalises and engages students in active play-based learning alongside explicit and formalised instruction, all aspects embedded within the schools Business Plan of Grattan Institute's High Impact Teaching Strategies.

- Learning intentions are displayed each day on the parent information board. This provides opportunities for intentional and purposeful links back to the curriculum, making valuable links between home and school.

Walker learning has many benefits to student growth. Students have been observed to improve in their creativity, oral language skills, their ability to think and solve problems, and their overall social and emotional development. They become intrinsically motivated to learn, to find out, to try, to have a go and to develop resiliency.

Kindergarten and Pre-primary students engage in Walker Learning investigations three times weekly. Student's in Years One and Two will adopt a more blended approach aiding the transition to middle primary.



Outdoor Learning

Outdoor learning is of equal importance to the indoor environment, and it is seen as a priority at Hollywood PS. It should continue on, and have a flow on effect from the indoor environment for children to move freely and comfortably. Including outdoor learning provocations into your programming also provides opportunities for cross curricular links, and sensory play (Walker & Bass, 2015, p. 68).

In the early childhood area, the children will have access to outdoor provocations during class time, recess and lunch. These will be changed fortnightly, or in accordance to student interest.

Years One to Six will have access to outdoor provocations at recess and lunch and in coordination with inquiry learning. These will be changed once every 4 weeks, or in accordance to student interest.

Students at Hollywood Primary School will also have access to the new Nature Playgrounds being built over the summer holidays of 2020. These areas encourage risk taking, exploration, and collaboration.

To celebrate our shared value of Outdoor Learning, the whole school will participate in Outdoor Classroom Day, in Term 4, each year.



Loose Parts

Loose Parts "come in different shapes and sizes; they're objects with no predetermined purpose that can be used in a variety of ways" (England, 2019, p.4). The term 'loose parts' was introduced by Simon Nicholson in the 1970's. "Nicholson believes that everyone has the ability to be creative, and it's the restrictions put on play that reduce creativity in young children" (England, 2019, p.5). The benefits of loose parts include, creating a love for learning, harnessing creativity, improving well being, establishing a high level of engagement, and improving negative behaviours through self regulation. It improves personal, social and emotional development by assisting in building relationships, developing self confidence and self awareness (England, 2019).

We will have a loose parts area in the early childhood playground and in the years 1 - 6 playground, during Term One and Term Four on Friday only. These will be available at both recess and lunch. Small loose parts play will also be available, on occasion, in both playgrounds and during class time.



Bush School

There are benefits to the children, community and environment when children have regular access to nature. "Young children have a natural connection and interest in nature which can be extended during regular time spent" within it (Buchan, 2015, p. 52).

At Hollywood PS, we value the contribution that nature provides as a learning environment, so we endeavour to take our children out into the world, beyond our school to spend time in nature under the guidance of our experienced educators. We value the community relationship with the Council of Nedlands and the Friends of the Hollywood Reserve, and have organised to commence a Bush School program using the Hollywood Reserve. Bush School is a wonderful way of increasing the children's connection with nature, establishing an Australian version of the European 'Forest School.'



The Kindergarten and Pre Primary students have access to the Hollywood Reserve for Bush School lessons, once a fortnight. Years One to Six will participate in whole school events linked to the Aboriginal seasons, supporting aspects highlighted throughout the Aboriginal Cultural Standards Framework. This will be done in buddy classes, with parent helpers and the Friends of Hollywood Reserve welcomed to join. Please see the appendix for the St John Ambulance Fact Sheets.

Sustainability and the environment



Bush School allows children to learn and consolidate their knowledge about sustainability and the protection of the natural environment.

It offers many other benefits including:

- Developing a natural identity
- Developing nature knowledge and confidence
- Understanding human impact on nature, though collecting natural resources, and having a 'looking but no touching' approach to nature
- Having a voice and the autonomy to make decisions, taking responsibility, and being consulted
- Respecting culture and place
- Health and welfare of the community

(Buchan, 2015)

Risking in Play

Children should be encouraged to take risks and make mistakes in play, and they should be making choices that involve challenge. During risky play, practitioners should offer opportunities to use a range of tools safely and ensure safety without stopping reasonable risk taking. Practitioners help to build children's confidence to take manageable risks in play, by planning activities that offer physical challenges' and teaching them to avoid dangerous places and equipment (Knight, 2011).

Risking in play provides children with the opportunity to engage at an intellectual and sensory level with their environment. It assists children to help manage risks, and feeds their innate need for risk with reasonable risks in order to prevent them finding greater unmanaged risks for themselves. It assists with health development benefits, offering opportunities for children to build and strengthen their character and personality traits, such as resilience and self-reliance (Gill, 2007).

Considering the developmental stages of the children, the staff at Hollywood PS will thoughtfully plan outdoor play provocations, as stated previously on page 8. All risky play provocations will be assessed by the teacher, play committee members, and admin using the 'Evaluating Risks' form, and the 'Risk Assessment Overview' form (see appendix). This will ensure that children are embarking on play that is age appropriate, and has a low probability of injury, with little harmful consequence (Knight, 2011).



Providing Risky Play provocations supports the Department of Education's 'Protective Behaviours' program (see appendix), where children are encouraged to take safe risks, and discuss their feelings and body signs.

Fire Education



Students at Hollywood PS will have the opportunity to engage in fire activities as part of this new initiative. Through planned fire activities using the schools fire-pit and other resources, students will 'learn not to burn' through lessons focused on raising awareness of safety around fire and the cultural and natural importance of fire in our environment. The fire pit and resources can be accessed by the whole school, and will be used in a managed environment during Terms Two and Three, pending weather and fire restrictions. This allows for risk taking, and cross curricular links. Please see the HPS Risk Benefit Assessment form for more information.



Who does play involve?

Administration Team

It is the schools responsibility to monitor and regularly review the Play Policy, and its implementation within the school. The School will fund professional development for staff, resources, and equipment. The outdoor playground will be reviewed, with modifications made, to encourage an implementation of play that supports the schools values that are expressed throughout the Play Policy.

Teachers

Teachers will need to implement and apply the policy in their classroom daily. This includes outdoor learning provocations which encourage risk taking, Bush School, implementing the Fire Program, and loose parts.

Education Assistants

Education assistants will assist with setting up play provocations, continually review the safety of play equipment and areas, and ensure that children are participating in play safely, and purposefully.

Children

The children at Hollywood PS will have the autonomy to decide where they play, and what activity they participate in, developing a sense of agency.

Where does play take place?

Play takes place in a variety of areas around the school. These include:

- Outdoors in the playground, on the oval, on the verandas and decking, in the sand pit, at the fire pit, and loose parts area.
- Indoors in classrooms, and in the Library.
- In the community at the Hollywood Reserve.

Play takes place during classtime, recess, and lunch.



Appendix

Hollywood Primary School Teaching and Learning Model:

<https://www.hollywoodps.wa.edu.au/policies-and-programs>

West Australian Curriculum:

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser>

<https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles>

Early Years Learning Framework:

<https://www.education.gov.au/early-years-learning-framework-0>

National Quality Standards:

<https://www.acecqa.gov.au/nqf/national-quality-standard>

Focus 2019:

<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/strategic-documents/focus-2019.en?cat-id=3457058>

http://det.wa.edu.au/policies/detcms/cms-service/download/asset/?asset_id=22052103

Protective Behaviours:

<https://gdhr.wa.gov.au/-/protective-behaviours>

<https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/health-and-physical-education-overview/glossary/protective-behaviours>

Bush Fire Plan 2019/2020:

<https://www.hollywoodps.wa.edu.au/policies-and-programs>

St John Ambulance Fact Sheets:

CPR Adult or child:

https://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_CPR_adult.pdf

DRSABCD:

<https://stjohn.org.au/assets/uploads/fact%20sheets/english/DRSABCD%20Action%20Plan.pdf>

Recovery Position:

https://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_recoveryposition.pdf

Severe allergic reaction:

https://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_allergic.pdf

Bites and stings:

https://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_bites%20and%20stings%20quick%20guide.pdf

Snake bites: https://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_snakebite.pdf

Asthma emergency:

https://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_asthma.pdf

Epileptic seizure:

https://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_epileptic.pdf

Dislocation: https://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_dislocation.pdf

Fracture: https://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_fracture.pdf

Sprains: https://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_sprains.pdf

Eye injuries: https://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_eye.pdf

Evaluating Risks Form

Risk Matrix

Consequences

Likelihood		Insignificant	Minor	Moderate	Major	Catastrophic
	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High

(Knight, 2011, p. 109 - 112)

The chart below summarises the risk assessment status of the learning provocations around the school. The high risk provocations will be analysed and approved by the Play Committee.

Risk Assessment Overview- Learning Provocations		
Term:		
Week:		
Provocation	Current state	Actions to follow/Approval
1.	0 1 2 3 4 5 	
2.	0 1 2 3 4 5 	
3.	0 1 2 3 4 5 	
4.	0 1 2 3 4 5 	

Scale: 0/1 = high risk/unacceptable, 2 = substantial risk, 3 = acceptable risk/moderate, 4 = acceptable risk, 5 = minimal risk

Early Childhood

The developmental domains of a child in early childhood:

Social/Emotional	Cognition	Language	Physical
• Self-help skills • Egocentric world • Attachment/separation issues • Self-concept • Self-regulation • Self-initiation • Independence • Self-expression • Initiating contact with others • Working and playing alongside others • Early conflict resolution	• Egocentric • Limited concentration span • Following directions two to three at a time • Making sense of the world through concrete examples • Creative/imaginative experiences promote understanding of their experience • Limited understanding of time, space, and perspective • Thinking and perceiving/reasoning (closely related to language) • Lack of empathy-cerebral cortex developing in first eight years • Difficulty predicting ahead • Process orientation rather than future planning and end product	• Speaking and listening • Articulation and pronunciation • Growth of vocabulary • Comprehension greater than vocabulary • Difficult to express needs and wants • Self-talk promotes thinking	• Handedness being determined • Body/bilateral coordination becoming refined • Spatial awareness developing • Fine motor/eye-hand coordination • Gross motor • Vision and peripheral vision still maturing • Tiredness and need for approximately 11 hours sleep

(Bass & Walker, 2015, p. 11)

Early Childhood

Key learning experiences available in the early childhood area are:

Key elements and skill development of learning play areas				
Dramatic play	Sensory	Collage	Construction	Planting and drawing
Dramatic play offers a whole range of skills and understandings about a wide range of roles and aspects of community life. Skill development includes: • Oral language • Dramatic self-expression (non-verbal) • Therapeutic role play • Thinking • Social interaction • Collaboration • Perspective taking • Literacy • Numeracy • Problem solving • Reading • Writing	Sensory areas are extremely important for children. Sensory areas need to be presented in a range of different areas in multiple learning play areas for individual and small groups of children. Skill development includes: • Fine motor development • Eye-hand and muscle control • Soothing and therapeutic value • Oral language • Artistic expression nature • Science • Creativity	Collage, constructing, making and pasting, is one of the most popular learning play areas. Skills development includes: • Cognitive processing • Fine motor and muscle control • Literacy and numeracy • Perceptual development • Imagination • Resilience • Persistence • Planning, designing, thinking, measuring, and adapting.	Construction involves blocks, Lego (and other manipulative equipment), road signs, train tracks and as many construction and manipulative tools that are accessible and age appropriate. Skill development includes: • Constructing • Building • Designing and mapping • Perspective taking • Measuring and balancing • Oral language • Collaborating • Extending upon • Mathematical and physics concepts • Gross and fine motor development	Painting and drawing provides a range of resources by which children explore mediums and forms of expression. All experiences are open-ended rather than stencils or cut-outs or colouring in. Skill development includes: • Creativity • Hand-eye coordination • Fine motor skills • Gross motor skills • Planning • Large and small scale creative self-expression • Opportune to cross the midline • Left/right eye coordination • Colour concepts
Reading	Science and nature	Tinkering and carpentry	Literacy resource	Numeracy resource
Pre-reading opportunities with fact, fiction, rhyme, and poetry. Time to read alone and alongside others in cosy tucked-away areas, outside and inside, in specifically designed reading areas. Skill development includes: • Pre-reading cognition • Story telling • Relaxing • Relationship building • Care of books • Decision making	Science and nature learning play areas provide opportunities for the exploration of science and the natural world. Skill development includes: • Oral language • Eye-hand coordination and muscle control • Soothing and therapeutic value • Experimentation • Exploration of the properties of scientific investigation	Carpentry is most usually an outdoor learning play area. However, tinkering is either indoors or outdoors. Safety goggles are a must. Objects can include old keys, radios, telephones, things to pull apart, the list is never ending! Skill development includes: • Conversation • Experimentation • Problem solving • Fine motor skills • Thinking • Designing	Literacy is a part of everyday life - the literacy resource area contains tools of literacy: texts, clipboards, signs, children's writing, books, notes and opportunities to write, design and read.	Numeracy is also everywhere around us. The numeracy resource learning area is filled with tools of numeracy: stop watches, currency, dice, calculators, rulers, tape measures and abacus.

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Play Policy Overview

Outdoor Learning

The whole school will participate in Outdoor Classroom Day, in Term 4, each year. This will be partnered with Bush school.

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