



## Hollinswood Primary School – OPAL LONG-TERM STRATEGY

Last reviewed: September 2025

Reviewed termly

### 1. Commitment

Our school undertakes to refer to this play policy in all decisions that affect children's play. Our school is committed to providing the strategic and operational leadership needed to provide and maintain quality play provision for all of our children.

### 2. Rationale

Our school believes that all children need opportunities to play that allow them to explore, manipulate, experience and affect their environment. We believe play provision should be welcoming and accessible to every child, irrespective of gender, sexual orientation, economic or social circumstances, ethnic or cultural background or origin, or individual abilities.

The OPAL Primary Programme rationale is that “... *better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life.*”

At Hollinswood Primary School and Nursery, we want to be Welders, Footballers, Performers, Teachers, Scientists, Vets, Vloggers, Astronauts, Archaeologists, Pilots, Hairdressers, Engineers and Fashion Designers. We want to be confident in our own abilities and feel like we're a part of something bigger than us. We want to ask questions to expand our knowledge, becoming sociable learners and we want to use our experiences to take on greater adventures in life together, as a team. We need to remember that we can be perfect learners and we can achieve anything we put our minds to.

At Hollinswood Primary our curriculum develops four key values of respect, resourcefulness, resilience and responsibility in our children.

Being respectful:

- Children are encouraged to respect the ideas, attitudes, values and feelings of others regardless of race and culture.
- Children are encouraged to treat others fairly and with kindness, respect and encouragement.
- Children are taught to respect, value and support each other as learners and their learning environment.
- Children are taught about the environment and how they impact on the environment and the world around them.

#### Being resourceful:

- Children will become confident, resourceful, enquiring and independent learners.
- Children will have the mental agility to transfer the skills and knowledge they have learned to solve problems and embrace new opportunities.
- Children will be able to build on prior knowledge and skills.

#### Being resilient:

- Children will be encouraged to take pride in their work and the work of others.
- Children will be confident to take risks.
- Children will develop a 'have a go attitude.'

#### Being responsible:

- Children will recognise their own mistakes and errors as a learning opportunity.
- Children will have high expectations for themselves – learning behaviours, progress in learning, presentation and personal conduct.
- Adults and children establish positive working relationships in the classroom and around school.

### 3. Long term strategy

3 year plan 2024 - 2027	
WHAT	WHY
<ul style="list-style-type: none"> <li>• Establish a clear grounds map with dedicated zones</li> <li>• All play leaders trained in OPAL</li> <li>• Zones properly resources with enough equipment to accommodate many play opportunities</li> <li>• All risk benefit logs completed and review regularly.</li> </ul> <p>Daily safe enough checklists in place.</p> <ul style="list-style-type: none"> <li>• Establish annual play days for children and families (usually Summer Term)</li> <li>• Annual staff training for play leaders, support staff, and teachers</li> <li>• OPAL ambassador elections (Year 6 play leaders)</li> <li>• Annual review of the play charter (using play leaders and play assemblies to gather pupil voice)</li> <li>• Fortnightly OPAL assemblies led by different play team members (depending on zones)</li> <li>• OPAL induction for new staff</li> <li>• Define play team roles and include play leadership in</li> </ul>	<ul style="list-style-type: none"> <li>• All children will develop strong play literacy</li> <li>• All staff will be confident in play principles</li> <li>• Families will understand and support the role of play in education</li> </ul>

<p>INSET days</p> <ul style="list-style-type: none"> <li>• Communications about play zones and loose parts in Newsletters and Class Dojo</li> <li>• Appoint and involve an OPAL governor annually</li> <li>• Improve OPAL visibility on school website with videos and updates</li> <li>• Bi-annual site reviews with play team and site staff</li> <li>• Expand play-based clubs and afterschool activities</li> <li>• Involve curriculum leaders (e.g. PE, EYFS) in play-based learning</li> <li>• Open school grounds for community play access before/after school. Clarify expectations about this with pupils and parents.</li> </ul>	
<p><b>5 year plan 2027 - 2029</b></p>	
<ul style="list-style-type: none"> <li>• Annual advanced play training for staff, especially teaching assistants</li> <li>• Collaborative training across EYFS, play leaders, and support staff</li> <li>• Extend play-based curriculum leadership across subjects</li> <li>• Introduce weekly outdoor lessons across all year groups</li> </ul> <p>Link outdoor lessons with eco and forest schools curriculum maps</p>	<ul style="list-style-type: none"> <li>• OPAL will influence wider curriculum and pedagogy</li> <li>• Hollinswood Primary will become a community hub for play and nature</li> </ul>