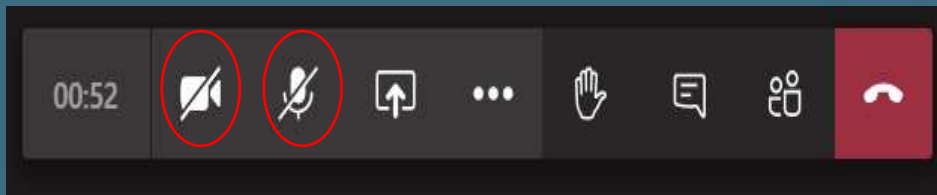


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**GREATER  
MANCHESTER**  
DOING THINGS DIFFERENTLY

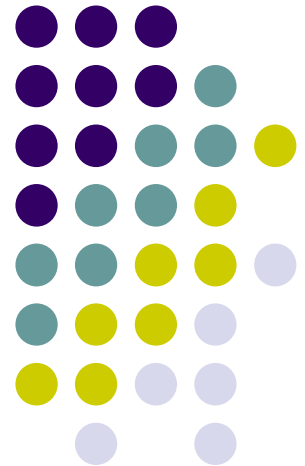
# The place of play in KS1

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*Julie Fisher*

*Greater Manchester Research Seminar Series*

*September 2020*

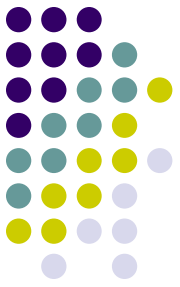


# Engagement and motivation



A KS1 classroom that embraces play is more likely to engage and benefit a greater range of children

# Necessary but not sufficient



Whilst teacher-directed learning is of vital importance, it is not sufficient



# Life skills



Play develops life skills in ways that learning led and controlled by adults cannot



# Consolidation



Play consolidates the teacher-led agenda in ways that enable children to make personal sense of their learning

# High quality play



*High quality play in KS1 requires:*

- patience...it will not be high quality overnight
- extended periods of uninterrupted time in the learning day
- sufficient space and good quality resources
- high calibre staff
- encouragement, support and commitment from SLT



# Headteacher research



Beliefs  
Knowledge  
Child Development  
Play  
Mental health and  
happiness  
Evidence  
Progress  
Standards  
Monitoring

- Play **engages** children in ways that give them **positive attitudes** to their learning
- Consequently..... **all** children become more **involved**, try **harder**, find learning more **meaningful**
- Consequently...
  - **well-being** improves
  - **behaviour** improves
  - and, in the end, **KS standards** improve

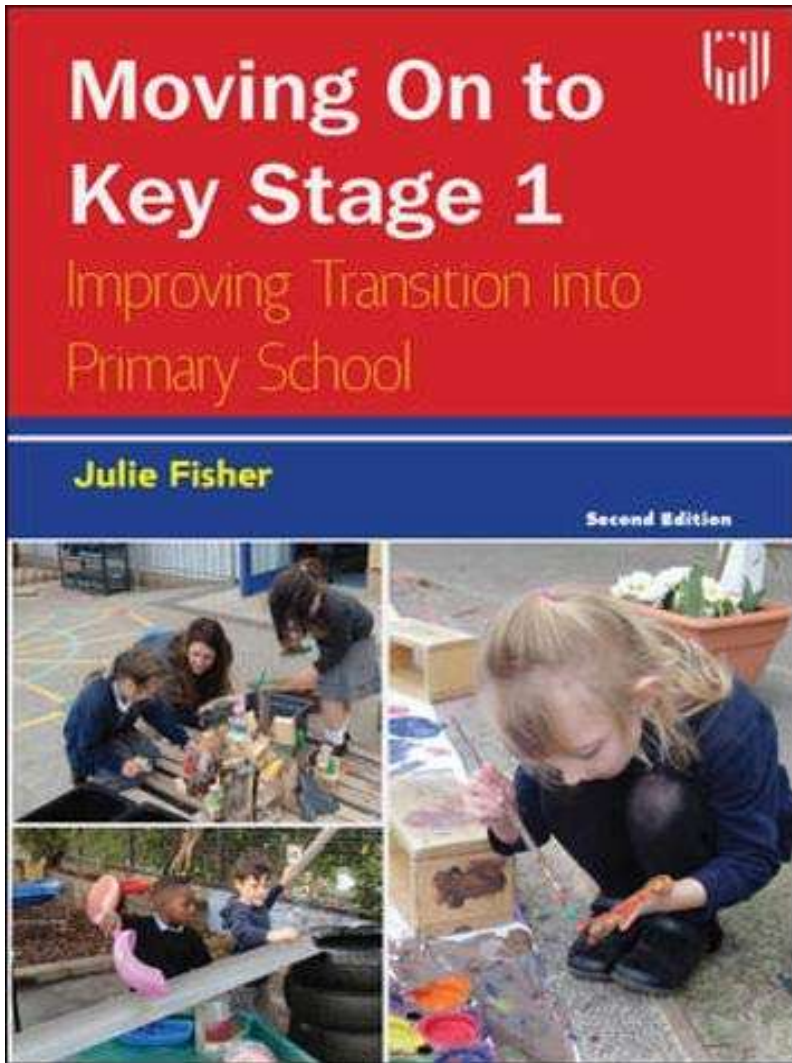




# Headteacher comment

“No-one is going to tell me that improving resilience and persistence and engagement is not going to raise standards in all aspects of learning. It’s inevitable”





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[https://www.amazon.co.uk/Moving-Key-Stage-One-Transition/dp/0335248853/ref=sr\\_1\\_2?dchild=1&keywords=moving+on+to+key+stage+1&qid=1600691284&s=books&sr=1-2](https://www.amazon.co.uk/Moving-Key-Stage-One-Transition/dp/0335248853/ref=sr_1_2?dchild=1&keywords=moving+on+to+key+stage+1&qid=1600691284&s=books&sr=1-2)