

Core Plan: 2025- 2026

Quality of Education: To implement Imaginative Play (name to be chosen by learners)

	Autumn Term 2025	Autumn term 2025	Spring Term 2026	Spring Term 2026	Summer Term 2026	Summer Term 2026
Intent	To engage parents and promote Imaginative play to the wider school community. Make parents aware that the school will be looking for donations to implement the new scheme. To purchase storage for all the donations that is accessible for children ready for the donations to be received.	To put together a working party for Imaginative play and give people their assigned roles. Ensure staff understand their roles and the entitlement of non-contact time and the expectations of how to use that time. Discuss extra responsibilities and wages for lunchtime play coordinators with QofE. Discuss with PSA to support with donations. Create a name with the letters of what we want the aims to be for the lunchtime initiative.	Start receiving and organizing donations from parents/companies. Choose zones in the playground for where specific toys will be placed/how this will be managed. Decide on any equipment that is still needed to ensure this is successful. Provide a mud kitchen area where children can get creative and make pies/potions etc.	Staff training so MSAs understand the purpose of imaginative play. Children apply to be Imaginative Play leaders who will be shown how to organise/tidy up equipment before and after lunchtime with support of the MASs/lunchtime staff. Imaginative Play to be rolled out at lunch times.	Assess with facilities where sandpit can go/how we would go about digging it etc. Do we need to hire a skip? Equipment? Discuss and price up sand for the sand. Increase parental engagement by inviting parents in to observe and play with their children at lunchtime. Aim for a 5-minute tidy up time after lunch led by MSAs and Imaginative Play leaders.	Review how imaginative play lunchtimes are working. Have discussion with SLT about whether we want to take this further and start Opal Play in 2026 Autumn Term.
Implementation	Email to be sent to parents to explain Imaginative play. Imaginative play slide show shown on lobby screen during parents evening (lobby screen to be created of children playing with toys etc). Newsletter items throughout the term. LL/NG to put in order form for storage cupboards.	LL or NG to attend QofE to discuss core plan with SLT. LL/NG to have discussions with CT/HH about job role and if either of them/both would be happy to be the play coordinators. Non – contact time for play coordinators will be 1 afternoon a week to share between them to check for broken items and overseeing lunchtimes.	Hold a non-school uniform day in return for specific items to be donated. Place these items in the lookout with curriculum play leader and play coordinators supporting the collection of the equipment to quality check it. Ask for facilities for support with this. LL/NG and play coordinators to have this day out of class to organise equipment/donations into	LL/NG to organise staff training for MSAs. Twilight session held for teachers. LL/CT/HH to create a timetable of staffing/zones of play areas for lunchtimes. LL/NG/CT/HH to choose imaginative play leaders and train them/show them how to look after their zone.	Parents/community support to dig sandpit for school- tbc with facilities/SLT. Send email when date is confirmed for parents in KS1 and KS2 to come and see their children playing.	Pupil voice – date TBC Lunchtime observations – date TBC Review with SLT and QofE meeting.

	Discuss with HH/CT and facilities about the best place to put these where they can be accessed by the children. LL/NG to hold assembly with the children to explain types of donations needed/wanted when we have a non-school uniform day.	Curriculum Play leaders (NG/LL) will oversee organising donations and strategic planning. Non – contact time will be 1 hour each a week or 2 hours for 1 person for the Spring Term. LL/NG to send email to PSA to explain new lunchtime plans and ask how they can support with donations.	storage boxes/sheds ready to be used. Year 5 to use their persuasive writing unit to write to companies to persuade them to make donations for our school for Imaginative play: - Mud kitchen - Sand - Toys - Tyres - Bigger items LL/NG to discuss with facilities whether we can build a mud kitchen area/best place for this.			
How, who, when	LL/NG/Office staff- 24.11.25 LL/NG – 02.12.25/03.12.25	LL/NG/SLT- 18.11.25 LL/NG/PSA- 1.12.25	LL/play coordinators/facilities – 16.01.26 (non-school uniform day and day out)	LL/CT and MSAs (deadline for rota) – 23.01.26 LL/Class teachers/pupils – 23.01.26 (deadline for Imaginative play leaders) LL/CT/HH – play leader training 06.01.26 Imaginative play to be rolled out across the school by 02.02.25	Facilities/LL/NG and SLT. Summer Term 1	LL/NG/lunchtime staff. Summer term 2
Costing	Costing- £6000 to spend on storage and tuff trays etc.	Cost - TBC	Free	Cost- TBC (staff training for MSAs)	Cost- TBC	Free
Impact	Parental engagement will improve, and parents will be supportive of their children having proper play during their lunchtimes. Parents will become aware that we need donations so that during the Christmas period they will save toys/equipment that they may be getting rid of.	Clear picture going forward on how Imaginative play will work and staff members involved will understand their roles. Parents and staff members will understand the positive impact Imaginative Play will have on the children in the school. Parents will be aware that the school will be looking for donations so will consider this during the lead up to Christmas.	We will receive good quality donations that will be checked by facilities and imaginative play team. These will be organised into boxes for easy set up and tidy up which will make lunchtimes efficient and more exciting. Year 5 will be able to use their skills as writers and put it in real life terms to support their learning. Children across the school will get good quality donations from companies.	MSAs will have clear direction at lunchtime and have clear zones to look after. MSAs and staff members will engage in playing with the children. Children will become leaders during lunchtimes and will take responsibility for looking after the toys/equipment. Behaviour will improve as children will have more things to do outside. Learning in class will be more effective due to less issues outside.	Parental engagement will increase, and they will support the new way we are doing lunchtimes which will increase our donations and support. Play leaders (children) will take on the role of 5-minute tidy up time. This will increase student leadership and responsibility.	Children will have an area to dig and explore which means the field will not be covered in holes. The field will become more manageable with the upkeep and be safer for children to play on/do PE lessons on etc. Lunchtimes will be more inclusive for all children. Lunchtimes issues will decrease, and behaviour logs will be less.

	This will support our Climate Action plan of reusing and recycling.	PSA will support the donation process.	Parent engagement will increase across the school.	Children across both key stages will learn how to use their imaginations and lunchtimes will be more fun and interactive.		Children will be confident with their leadership roles across lunchtime. Children will have learned how to respect and look after equipment because they will learn the value of playing with toys etc. Children's engagement in lessons will increase due to stimulating lunchtimes.
Next steps <i>To be included in next plan, Inc. actions towards next steps</i>						