



At Aberdour Primary School, staff are committed to ensuring that children are provided with a stimulating and nurturing learning environment that encourages them to be: **Respectful, Kind, Honest and Fair**. Through a responsive play approach to learning, practitioners will promote creativity and curiosity in an environment where every child is encouraged to aspire, persevere and succeed. This will be highly motivating and engaging for our learners.

UNCRC Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



During play we will develop our learners for the world of work with the skills of leadership, creativity, organisation, responsibility, communication and resilience as detailed in Fife's Skills Framework. When planning for learning through play across the school, practitioners will ensure that the children's experiences are developed around the seven design principals of depth, challenge and enjoyment, relevance, coherence, breadth, progression and personalisation and choice

"It is undeniable that daily, high quality play experiences have a direct and positive impact on children's physical, cognitive, social, mental health and emotional development."

Realising the Ambition: Being Me

According to Education Scotland's Play Pedagogy Toolkit, play supports the four capacities of the curriculum for excellence as follows:

Successful learners - through the use of imagination and creativity, tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating while following their own interests.

Responsible Citizens - through encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions.

Confident Individuals - through succeeding in their activities, having the sense of satisfaction of a task accomplished, learning about bouncing back from setbacks, dealing safely with risks.

Effective Contributors - through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking, and respecting the opinions of others.



Free Learning

The children across the school understand the term 'Free Learning'. This is a time where class teachers allow children to engage with spontaneous and free play in their classrooms and outdoors too. Children are expected to lead their own learning and are free to choose activities that interest them.

Learning Environment

Across the school, staff are committed to providing spaces in their classrooms that develop and promote play across learning. We think deeply about the experiences and interactions the children have in these spaces and how they can best demonstrate and apply taught skills from across the curriculum in play. The children put forward their own ideas and interests and the staff try to accommodate these where possible.

Balance of the Day

In teaching and learning, staff use a balance of child initiated, adult initiated and adult directed learning. The balance of these approaches is different across the school, but all children benefit from all three approaches on a weekly basis.

We understand **adult directed learning** to be learning that is planned by the teacher with learning outcomes already determined. This can be a result of intentional or responsive planning.

We understand **adult initiated learning** to be learning that an adult decides. They will plan an activity, experience or opportunity that children will undertake for much of the time on their own. This can be a result of intentional or responsive planning.

We understand **child-initiated learning** to be learning that is child led. The child is given time, space and opportunity to play, explore, discover and investigate in their own way and in their own time. The child decides when and where these opportunities occur and is in control the whole time.

Assessment and Observation

Staff understand their role within play in their classrooms. They will use a variety of strategies to respond, challenge and extend learning where appropriate. Significant observations of play will be recorded and acted upon if needed. Staff engage with a planning cycle of notice, analyse and act to plan both responsively and intentionally for learning.

At the end of each play session, staff will facilitate a plenary of play where children are expected to discuss and link their learning through play with Fife Skills Framework.

Outdoor Learning

Staff are clear on the benefits of Outdoor Learning. Children should expect a session of Outdoor Learning each week.

Level	Stage	Learning Environment	Balance of the day	Assessment and Observation	Outdoor Learning
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Early/First	P1-P2	Fife's Core Provision	<p>All approaches working simultaneously.</p> <p>Teacher directed inputs used daily to teach key concepts in literacy, numeracy, IDL and HWB.</p>	<p>A plenary or play will be evident at the end of each play session. This will be linked to the Fife Skills Framework.</p> <p>Both responsive and intentional planning will be in use.</p> <p>Use of Top Tasks to support, extend, challenge and assess learning concepts.</p> <p>CT will observe, record and respond to significant learning through play,</p> <p>Staff and children will keep a learning journal to show progress over time.</p>	Children will have daily opportunities to learn through play outside.
First	P3-4	<p>Tuff tray</p> <p>Small loose parts</p> <p>Role Play</p> <p>Dressing Up</p> <p>Sand or water</p> <p>Blocks</p> <p>Construction</p> <p>Junk Modelling</p> <p>Art Area</p> <p>Clay, dough or plasticine</p> <p>Library</p> <p>Message Centre</p> <p>Small World</p> <p>Numeracy Area</p> <p>IT</p>	Children will have daily opportunities to engage with a period of sustained Free Learning.	<p>A plenary or play will be evident at the end of each play session. This will be linked to the Fife Skills Framework.</p> <p>Both responsive and intentional planning will be in use.</p> <p>CT will observe and respond to significant learning through play,</p> <p>P3 Staff and children will keep a learning journal to show progress over time.</p> <p>P4 Children will document and record the skills they have developed through play linked to the Fife Skills Framework.</p>	Children will have weekly opportunities to learn through play outside.
Second	P5-7	<p>Tuff tray</p> <p>Small loose parts</p> <p>Role Play</p> <p>Dressing Up</p>	Children will have 2-3 opportunities over the week to engage with a	<p>A plenary of play will be evident at the end of each play session. This will be linked to the Fife Skills Framework.</p>	Children will have weekly opportunities to learn through play outside.

	<p>Sand or Water Blocks Construction Junk Modelling Art Area Clay, dough or plasticine Library Message Centre Small World Numeracy Area IT</p>	<p>period of sustained Free Learning.</p>	<p>Both responsive and intentional planning will be in use.</p> <p>CT will observe and respond to significant learning through play,</p> <p>Children will document and record the skills they have developed through play linked to the Fife Skills Framework.</p>	
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