



Rationale

As a Rights Respecting School we respect children's right to play as affirmed by the UN Convention on the Rights of the Child (1990). Article 31. The UNICEF Children's version says simply: "Every child has the right to rest, relax, play and to take part in cultural and creative activities."



The importance of play is well documented and research states the benefits of play "creates a brain that has increased in flexibility and improved potential for learning later in life." Play for Change, Lester and Russell

"The importance of play in early childhood settings is crucial to successful learning. No other activity offers the richness and range of opportunities for development that well planned and purposeful play can provide." Julie Fisher

Donibristle Primary and ELC is committed to establishing learning through play opportunities and experiences that lead to an effective delivery of Curriculum for Excellence.

Realising the Ambition

"The experiences and spaces for play we facilitate for the children should reflect the children's ideas, aspirations, curiosities and next steps in their learning. It is through play that children learn about themselves and make sense of the world around them."

The Value of Play

A play-based curriculum is valued by staff at Donibristle Primary School and will form the foundation to support learning. Learning through play offers rich opportunities for children to develop skills, attributes and dispositions necessary for them to thrive in an ever-changing world.

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.

Pupils will have regular opportunities to manage their own learning, make choices and follow their interests through play. Play/learning areas will be carefully planned and created meeting learning needs and objectives. Education Scotland states that "The learning environment should involve the mindful consideration of interactions, experiences and spaces. Each are important and interdependent. Each should start from the children's abilities and needs." Early Level Play Pedagogy Toolkit (March, 2020.)



Play in Primary 1

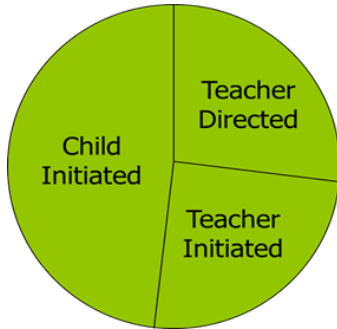


The

Time

Structure of the day

learning encompasses a balance of three learning experiences; teacher directed, teacher-initiated and child initiated. Throughout the course of day there will be some teacher-led sessions. These might be for the whole class or in small groups, with specific learning outcomes. Children will have opportunities to extend these learning outcomes and practise new skills in a teacher-initiated task (Top Task). Children will access these tasks when they are ready and not directed by the teacher. Children will have daily opportunities for free flow play across the P1 area. During free flow play children are encouraged to lead their own learning bringing meaning and understanding.



A Day in Primary 1

| | | | |
|--------------|--|--|------------------------|
| 9.00 - 10.40 | 25min teacher directed | 25min teacher initiated | 50 min child initiated |
| 10.55-12.35 | 25min teacher directed | 25min teacher initiated | 50 min child initiated |
| 1.20-3.00 | 25min teacher directed | 25min teacher initiated | 50 min child initiated |
| 8.55am | Doors open, staff welcome children at open door | Morning routines | |
| 9.00-9.50am | Free Flow Play | Child initiated play. Teacher observations focused on HWB | |
| 9.50 - 10.40 | All children taking part in focused learning tasks across all classes. Children move on to next activity in timed intervals. | Teacher directed Teacher initiated(Top Task) Teacher initiated (choice) Plenary to conclude learning and identify next steps | |
| 10.40-10.55 | Break | | |
| 10.55-11.20 | Free Flow Play | | |
| 11.20-12.10 | All children taking part in focused learning tasks across all classes. Children move on to next activity in timed intervals. | Teacher directed Teacher initiated (Top Task) Teacher initiated (choice) Plenary to conclude learning and identify next steps | |
| 12.10-12.30 | Lunch Accompanied by staff | | |
| 12.30-1.20 | Lunch Break 50mins | Child initiated play (outdoor) | |
| 1.20-2.55 | Provocations to support Es and Os within wider curriculum e.g. RME/Topic | Teacher directed Teacher initiated Child initiated Mini plenaries Big plenary to conclude learning and identify next steps | |
| | | | |

Role of the Adult

Staff will offer high quality support to pupils through timely and appropriate observations, interactions and documentation of learning.

Child Initiated

Pupils will be fully involved in planning, developing and evaluating the play environment. Practitioners will observe and adapt the environment to extend children's interests, stimulate thinking and enhance learning. Julie Fisher states the role of the adult when observing child initiated play should be to:

Watch: what is the child doing? What are they trying to achieve?

Wait: Is the child getting on alright on their own? Are they getting stuck or frustrated? Can I be of help?

Wonder: I wonder what they are thinking right now? I wonder if I can support their learning now or whether they are better left alone? I wonder if there is something I can provide tomorrow that will extend this play further.

Teacher Initiated

Observe activity and question what direction the activity/learning has taken.

Be intrigued by the direction the activity has taken and what the child is trying to achieve.

Enquire: What have you been finding out? What has interested you?

Suggest: Maybe you could try? I wonder what would happen if?

See: Is there a way back to the original learning intention? Can I bring the children back to the planned objectives or have they pursued something far more interesting from which I can learn more about their thinking?

Play is not 'as well as', 'instead of' or 'what comes after' work. (Fisher 2013:149)

Environment

The physical environment is a platform for play. Children will experience a space that they can use in their own way and which offers variety, flexibility and challenge.

Each class will have

- visual timetable to support routines and encourage independence.
- Visual prompt for classroom jobs
- 3 zones:
 - Social (book corner, home corner)
 - Creative (writing, art, junk modelling, transient art)
 - Discovery (construction, loose parts, sand, water)

Health and Wellbeing and STEM should be accessed throughout provision and not necessarily as stand alone areas.

Considerations....

- Why are we setting it out?
- What is the learning potential?
- How will the children know what to do?
- What will the role of the adult be?

How do we know it works?

- tracking and monitoring to check progress of individuals against benchmarks and expected levels
- measure progress against baseline assessments and nursery transition/handover
- parent feedback
- learner feedback
- formal assessment of children's knowledge and skills (BASE)
- holistic assessments - encompassing social and emotional development and circumstantial changes
- use challenge questions in HIGIOS & HGIOELC to adapt and change practice
- self-evaluations, peer observation, SLT classroom monitoring