



Rimbleton Primary School

Play-Based Pedagogy Policy

Primaries 1 and 2

Authority-aligned | Fife Council | CfE Early & First Level

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1. Purpose and Rationale

Play-based pedagogy at Rimbleton Primary underpins learning in Primary 1 and Primary 2.

In line with Fife Council guidance, Realising the Ambition and Curriculum for Excellence, play is recognised as the primary context through which young children learn most effectively.

Through play, children explore ideas, rehearse skills, solve problems, and apply learning in meaningful contexts. This approach supports equity, inclusion, and wellbeing, while ensuring progression from Early Level into First Level.



2. Principles of Fife Play Pedagogy

Learning experiences reflect a balance of child-led, adult-initiated, and adult-led play. Environments are carefully planned to include provocations that link directly to learning intentions while remaining responsive to children's interests.

Adults act as facilitators of learning, observing first and interacting intentionally to extend thinking rather than directing outcomes.



The balance of these approaches will change in response to the needs of learners.

3. Schemas and Child Development

Schemas are repeated patterns of behaviour that indicate deep-level learning. Common schemas observed in P1 and P2 include transporting, trajectory, rotation, and enveloping.

Staff use knowledge of schemas to enhance environments, introduce challenge and extend learning without interrupting sustained engagement.



4. High-Quality Adult Interaction/Scaffolding

Skilled adult interaction is central to effective play-based pedagogy.

Staff use higher-order questioning to deepen learning, promote language development, and encourage problem-solving.

Examples include: 'What do you think might happen next?', 'How could we solve this?', 'Is there another way we could try?'



Scaffolding is one of the other most important interactions that is used in our classrooms to promote learning. It can only happen during an episode of shared attention, once you have positioned yourself at the child's level and are paying close attention to what they are focusing on.

Scaffolding involves providing temporary support for a child during a task, to adjust the level of challenge. This can include educators helping with elements of the task that are too difficult for the child to accomplish on their own. That means the child can concentrate on what they can do and gradually complete a challenging task. Or an educator may provide support which makes a simpler task more challenging for the child.

5. Observation and Assessment

Assessment in P1 and P2 is primarily formative and observation based. Staff use agreed observation templates (Appendix 1) to capture pupil's voice, adult interaction, meta-skills development, and curricular links.

Evidence from play is triangulated with focused tasks and professional dialogue to support robust teacher judgements, as well as inform planning, assessment and next steps.

There is protected time during soft start, child-initiated play activities, and the end of the day for staff to observe/engage in learning through play.

Observation Record

Who	Date	Observation – where and when	Observation – what has happened, any interactions to take the learning further	Evaluation – what learning has taken place, link with Es & Os and current learning	Next steps – for learner	Next steps – for area/zone/activity





In the moment observations may also be stored on a sticky note in a wallet/noticeboard on the class to be actioned later on the above document.

Tracking and recording of individual observations is recorded on Seesaw, in pupils' jotters and in classroom Floor books.

6. Literacy Assessment through Play

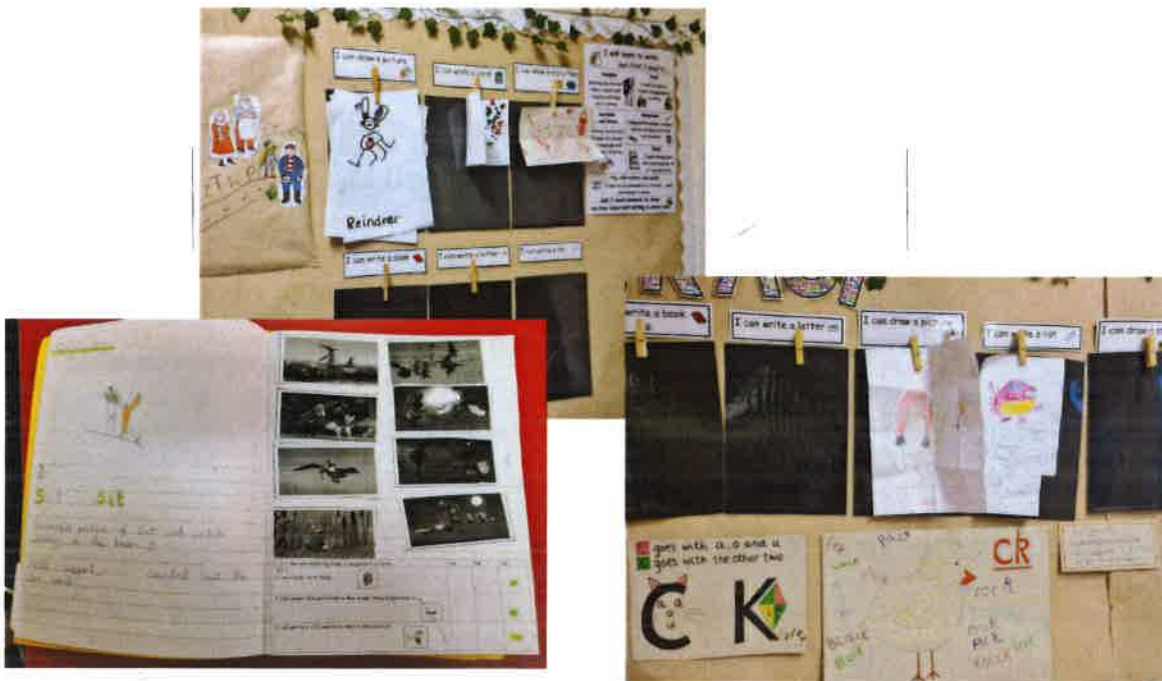
Literacy learning is embedded across play experiences. Assessment includes phonological awareness assessments and phonics tracking through Workshop for Literacy, Jolly Phonics, Read Write Inc., and ORT (Appendices 2, 3, 4, 5)

Staff observe oral language, mark-making, role play, and storytelling to gather meaningful evidence of literacy progression.



Observation and discussion provide rich evidence of understanding, supported by written evidence where appropriate.

Tracking and recording of individual Literacy observations is recorded on Seesaw, in the pupils' Literacy jotters, in specific Literacy topic classroom Floor books and/or on the classroom Literacy wall.



Pupils should be provided with daily opportunities to read to themselves and/or others, and to hear an adult reading. This should be a mixture of their own relevant stage reading book and books from the classroom library.

Phonics and high frequency words from ORT wordwalls should be assessed at least every two weeks to ensure appropriate pace and progression.

Writing targets and learning outcomes/skills from Workshop for Literacy should be assessed before and after topics/book studies are taught.

7. Numeracy Assessment through Play

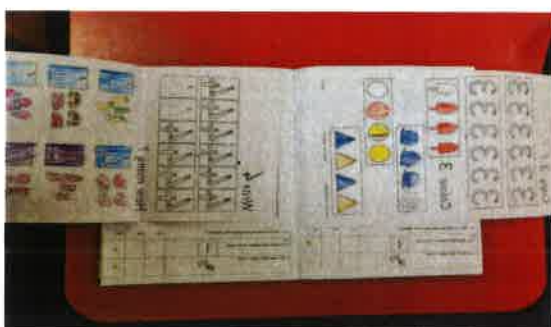
We use Fife's Conceptual Numeracy Approach to underpin our Numeracy learning in Rimbleton. (Appendix 6)

Numeracy is assessed through practical play experiences such as counting, measuring, sorting and problem solving. For summative assessments, teachers adapt relevant individual assessment resources, or use SHM and/or TeeJay Assessment Booklets (Appendix 7)

A mix of formative and summative assessments should take place before, during and after all Numeracy learning topics.



Observation and discussion around Numeracy learning provide rich evidence of understanding, supported by written evidence where appropriate.



8. Progression, Tracking and Moderation

Baseline assessments, BASE, Progression pathways, Routes of Understanding, SHM data and professional moderation support consistency and progression.

Play-based evidence contributes directly to attainment, achievement, and reporting.

Fife's Play Audit is used to moderate and improve key aspects of Play Pedagogy across our environment termly (Appendix 8)

Staff are expected to use Elips data and Pupil Learning Journals (from Nursery) Scotland's Circle Framework (Appendix 9) and Leuven Scales, alongside aforementioned assessments as part of their progression, tracking and moderation.

Staff must align with the school's Infant Jotter Policy for pupil jotters. (Appendix 10)

9. Appendices

1. [Observation Tracking Sheet Play Pedagogy.docx](#)
2. <https://blogs.glowscotland.org.uk/fi/play/curriculum/how/literacy/>
3. https://jolly2.s3.amazonaws.com/Resources/Jolly%20Phonics%20Pupil_Student%20Checklist.pdf
4. Read, write Inc Supports: Find on Allstaff:

 "\\prcentralnas\RimbletonPS\\All Staff\\Infant & Junior
 Resources\\Other Useful Things\\Read Write Inc Alphabet
 Flashcards.pdf"

 "\\prcentralnas\RimbletonPS\\All Staff\\Infant & Junior
 Resources\\Other Useful Things\\Read Write Inc Alphabet Jotter
 Prompt Sheet.pdf"
5. ORT High Frequency Wordwalls: Find on school Allstaff:

 "\\prcentralnas\RimbletonPS\\All Staff\\Infant & Junior
 Resources\\ORT Photocopy Masters"
6. <https://blogs.glowscotland.org.uk/fi/numeracy/>
7. SHM and TeeJay Assessments: Find on school Allstaff:

 "\\prcentralnas\RimbletonPS\\All Staff\\Infant & Junior
 Resources\\SHM Infant Workbooks"

 "\\prcentralnas\RimbletonPS\\All Staff\\Infant & Junior
 Resources\\TeeJay Infant Workbooks"
8. <https://blogs.glowscotland.org.uk/fi/play/getting-started/audit/>
9. <https://education.gov.scot/resources/circle-resource-to-support-inclusive-learning-and-collaborative-working-primary-and-secondary/>
10. Jotter Policy: Find on Allstaff:

 "\\prcentralnas\RimbletonPS\\All Staff\\Staff folders\\Tessa
 Wilson\\Child_Friendly_Numeracy_Jotter_Policy.docx"