Ashpark Primary School

Healthy, Hardworking, Caring and Kind

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Playful Pedagogy Policy

*”Do not keep children to their studies by compulsion but by play”*

 **Plato Greek philosopher, 427 -347 BC**

**Playful Pedagogy in Ashpark Primary**

*“The creation of something new is not accomplished by the intellect but by the play instinct. The debt we owe to the play of the imagination is incalculable.”*

 Carl Jung, Swiss psychoanalyst,

Building the Curriculum 2 and 3 cited the importance of learning through play. Building the Curriculum 2 talks about active learning in the early years in terms of:

* Spontaneous play
* Planned and purposeful play
* Investigating and exploring
* Events and life experience

**Aims of Playful Pedagogy in Ashpark Primary**

* To provide opportunities for adults and children to plan learning together.
* To provide interactive and enjoyable experiences in which children learn through play
* To develop literacy and numeracy skills and, enhance oral communication.
* To enable children to learn collaboratively
* To develop curiosity and problem solving skills.
* To create opportunities for children for personalisation and choice.
* To provide opportunities for developing physical and manipulative skills.

**Practice at Ashpark**

Play is complex but research has shown play has a beneficial impact on attainment. Research identifies 3 key features of successful play based pedagogy:

* child led play
* adult led learning
* adult initiated learning

 In order to deliver this methodology we have adapted our practice in Primary 1 and 2 .

**Planning**

Long and medium term planning follows the school guidelines in relation to Literacy, Numeracy and Health and Wellbeing. Other curricular areas are developed through play and these may be thematic, child centred or address a specific focus. This is to ensure coverage and balance within a broad general education (Appendix 1).

Short term planning. Since the child is placed firmly in the centre of this process it is not feasible to plan all the learning activities in advance. Therefore, some fortnightly planning at Ashpark is recorded retrospectively (Appendix 2). Teachers and Support for Learning Workers complete planning collaboratively.

**Implementation**

Through the use of task boards, pupils can explore a variety of concepts in the Literacy Room, STEM Room, Play Area or Outside Area. Activities within zones are presented to encourage pupils to experiment, problem solve and experience challenge. Teachers initiate differentiated core tasks and pupils also have opportunities for free play.

**Assessment**

Assessments are based on Learning Intentions and Success Criteria. Formative assessment is on-going, through observations and learning conversations, by staff, peers and through self-assessment. These are recorded through Floor Books, termly. Teachers and SfLW identify and plan next steps which are recorded on short term planning sheets (Appendix 3).

Summative assessments are planned in relation to benchmarks and are recorded in our yearly overview. These include the Ready, Steady Read assessment, termly assessments created by class teachers and the National Standardised Assessment.

**Moderation**

Moderation across each stage is essential at Ashpark as teachers take responsibility for STEM and Literacy for two terms each year. Outward looking Moderation activities are completed with other schools within our learning community.

**Environment**

Space generally shapes the flow of play and communication in the classroom or outdoors (Kritchevsky, Prescott, & Walling, 1977; Loughling & Suina, 1982).

At Ashpark, we aim to provide natural materials against a neutral backdrop. Space and areas have been created to allow children to discover and explore inside and outside the school building.

**Roles and Responsibilities**

Our Senior Leadership team manage the overview of the play curriculum in line with quality assurance. They also support training of staff and provide information to parents through workshops.

Class teachers and the Nurture Teacher work collaboratively to provide fluid transitions and ensure progress.

Support for Learning Workers, initiate activities and model language to promote curiosity. They are involved in planning activities and providing feedback from their observations.

**Useful Links**

There is a selection of books in the CPD library containing practical strategies and play based research.

Year One in Action: A month by month guide to taking early years pedagogy into KS1.

 London: RoutledgeFisher, J. (2012).

Starting from the child: teaching and learning in the foundation stage. Berkshire: Open University Press.

Interacting or interfering: improving interactions in the early years. Berkshire: Open University Press

On line resources include

Scottish Executive. (2007). A curriculum for excellence, building the curriculum (2):

 Active learning in the early years. Edinburgh: Scottish Executive. http://www.ltscotland.org.uk/curriculumforexcellence/publications/Buildingthecurriculum2/index.as

The work of Alistair Bryce-Clegg

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