

## Child-Led Learning

This is the part of the learning where the child gets to choose and play where they want to. They might have a construction area, sand, water, role play areas etc. to choose from. The teacher does not tell the children what to do in these areas, they can explore and choose things they are interested in.

The teacher values the play and is involved in a number of ways:

- Planning - the teacher will know what skills and concepts they would like to develop more through play and will put out resources designed to do that e.g. when children are learning about money, the teacher could create a shop for the children to play with in order to give them real meaningful opportunities to use money.
- Observation - when the children are engaged in play the teacher will observe where they are in their learning and will use these observations to evidence the child's learning as well as plan responsively for the child's next steps.
- As children play and explore, the teacher can extend the learning. If children are showing an interest in ramps and cars the teacher could introduce different sizes and angles of elevation or measurement devices to enhance the learning.



Play Pedagogy might look different to how you learned at school or even how older children of yours learned, but along with all Education Authorities in Scotland, we have examined national guidance and research and believe it to be the most developmentally appropriate vehicle for learning for young children.

It supports the development of the child as a whole and places an emphasis on child enjoyment and engagement in school, which in turn has been proven through research to lead to positive outcomes in the long run for learners.



## Learning Through Play Pedagogy in NLC



## Why Play Pedagogy?

The Scottish Government published the National Guidance Document - Realising the ambition in 2020. (RTA)

It promotes the use of a developmentally appropriate curriculum for young learners that develops the child as a whole and is not focused solely on academic achievements.



**“In school, play pedagogies should be planned to meet the diverse range of children’s needs, acknowledging that most children start school as competent learners, while still needing opportunities to discover, to investigate and to be creative learners through play...” Realising the Ambition (2020:49)**



Young children learn best by:

- being active
- exploring and investigating
- playing
- using language
- interacting with others

Fisher (2013)

Therefore, if that is how children learn best, we want to ensure children have these opportunities regularly in our classrooms.

Additionally, play has been shown to develop a child’s:

- executive function
- self regulation
- communication and language
- confidence, curiosity and creativity
- movement and coordination
- self and social development

These aspects of childhood development are essential not just for learning but for survival and flourishing. RTA (2020:23)

## How will my child learn at school?

Although Play Pedagogy advocates opportunities for children to play and lead their own learning, this is only one of the ways they will learn at school.

Children will learn through a balance of three contexts.

### Adult-Led Learning

This is the teaching time where children will be taught as a class or in targeted groups by the teacher. They will be taught specific concepts e.g. phonics, reading, number work with a focus on strong, effective learning and teaching.



### Adult-Initiated learning

This is learning that has been planned by the teacher and has a specific targeted outcome. It is planned to give children more practice in specific skills or concepts e.g. phonics or maths games, jotter or other written work, active activities like matching, sorting, making words, etc.