

St Michael's Primary School



Play Pedagogy Policy

Written: February 2025

Policy for Play Pedagogy, Active Learning, and Meta Skills Development (Ages 4–8)

Purpose

This policy outlines the framework for integrating play pedagogy and active learning into the curriculum for children aged 4 to 8, in alignment with the Curriculum for Excellence and Realising the Ambition documents. The aim is to foster holistic development and provide opportunities that develop Meta Skills that support lifelong learning and inquiry.

1. Vision and Principles

Our vision is to create a nurturing environment where children engage in meaningful play and active learning experiences. We believe in:

- **Child-Centred Learning:** Prioritising the interests and needs of each child.
- **Holistic Development:** Supporting emotional, social, and cognitive growth.
- **Inclusivity:** Ensuring all children have access to learning opportunities that reflect their skills and developmental needs. These learning opportunities should offer support or further challenge to learners reflecting their abilities.

2. Curriculum Framework

We will implement a curriculum that encourages:

- **Play-Based Learning:** Integrating play as a fundamental method for learning across all areas of the curriculum.
- **Active Learning:** Promoting hands-on, experiential learning that engages children actively.
- **Interdisciplinary Approaches:** Encouraging connections across different subject areas through thematic projects.

3. Learning Environment

To support play pedagogy and active learning, we will:

- **Create Engaging Spaces:** Design flexible learning environments that facilitate exploration, creativity, and collaboration.
- **Resource Availability:** Provide diverse materials and resources that inspire imaginative play and inquiry.
- **Outdoor Learning:** Incorporate outdoor spaces for experiential learning and connection with nature.

4. Meta Skills Development

Meta skills are crucial for children's personal and social development. We will focus on:

- **Critical Thinking:** Encouraging problem-solving and decision-making through play scenarios.
- **Collaboration:** Promoting teamwork and communication during group activities.
- **Self-Regulation:** Teaching children to manage emotions, set goals, and reflect on their learning experiences.

- **Creativity:** Supporting innovation and original thinking through artistic and imaginative play.

*All classes will use and display Meta Skills map created May 2025 and attached below.

*Opportunities to observe and record the development of Meta Skills will be built into long and short term planning.

5. Assessment and Evaluation

Assessment will be ongoing and reflective, focusing on:

- **Observation:** Monitoring children's interactions and engagement in play and learning activities.
- **Documentation:** Keeping records of individual progress and achievements in meta skills.
- **Feedback:** Encouraging self-assessment and peer feedback to foster a growth mindset.

6. Professional Development

Staff will engage in continuous professional learning to:

- **Enhance Understanding:** Stay updated on best practices in play pedagogy and active learning.
- **Collaborate:** Share experiences and strategies with colleagues to improve teaching methods.

7. Parent and Community Engagement

We will involve families and the community by:

- **Workshops:** Offering sessions to educate parents about the importance of play and active learning.
- **Collaborative Events:** Organising events that involve parents and community members in children's learning experiences.

8. Balance of the Day

- **Adult-led:** Adult led teaching, differentiated by ability.
- **Adult-initiated:** Activities that arise from adult planning, that are sufficiently open-ended to work on independently until the adult is ready to support.
- **Child-led:** Experiences that children control in terms of experience, time and resources.

Adult-led
Adult-initiated
Child-led

"The important role for the practitioner is to determine what the young child could learn through their **own interests**, **balanced** with learning across the areas of the curriculum. Supporting this in a quality learning **environment** with **high quality interactions** will enable the young child to support and extend their learning, deepen thinking and make progress." RTA pg. 21

Conclusion

This policy aims to ensure that play pedagogy and active learning are central to our educational approach, fostering meta skills that prepare children for future challenges. By adhering to the principles outlined in the Curriculum for Excellence and Realising the Ambition, we commit to nurturing confident, resilient, and curious learners.