

# Play Pedagogy Update

*“Research is clearly highlighting a rise in attainment (literacy/numeracy) through this approach. Children are also more confident and independent.” Deirdre Grogan, University of Strathclyde.*

We have been implementing our play Pedagogy Approach in P1, 2/1 and 3/2 since August and wanted to share our success, so far, with you. The teachers work together to plan a balance of teacher led, teacher initiated, child led and child initiated activities for each day. The area is set up to be intriguing and enticing with careful thought given to the resources available to encourage the children to develop their learning and challenge themselves. As well as free play opportunities to develop literacy and numeracy in these areas our children have a set amount of target jobs which they undertake independently. They work with the class teachers, early years worker and support workers directly too. Our tracking of the children, analysis of our data and our professional evaluations have shown remarkable results even this early in the academic year. We are delighted with how the children (and staff!) have adapted and progressed.

## KEY BENEFITS SO FAR IN THORN PRIMARY...

- ✓ Improved attainment- more children meeting milestones and exceeding them
- ✓ Faster pace of learning- tracking spreadsheet evidence
- ✓ Increased challenge for children
- ✓ Increased engagement – Leuvan’s Scale evidence
- ✓ Children happier and even more confident
- ✓ Greater independence for learning shown by children
- ✓ Other schools coming to learn from us- just as we learned from others during our journey!

## Life Skills being developed

**I can...** use coins to pay & I can give change

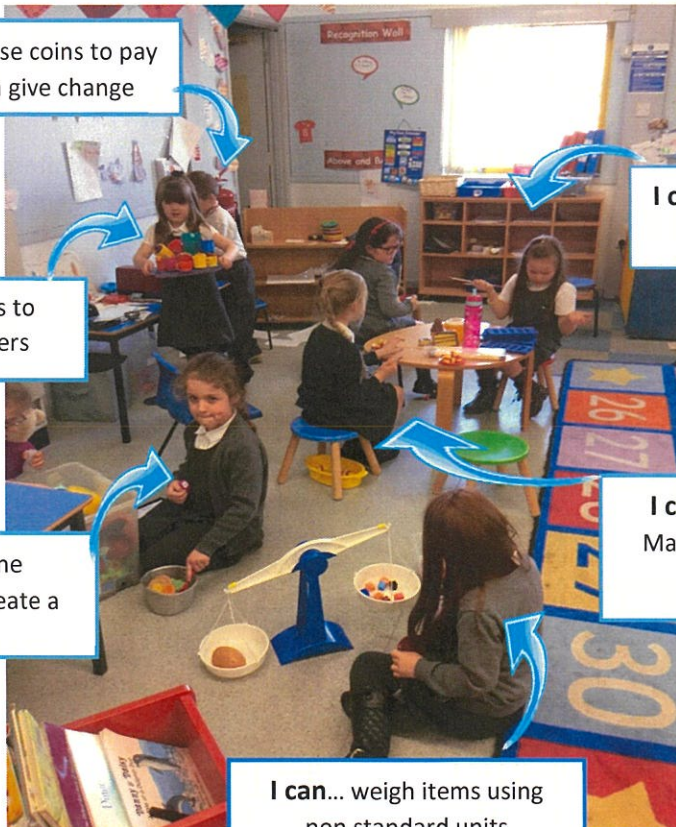
Collecting items to share with others

**I can...** combine ingredients to create a recipe

**I can...** weigh items using non standard units

**I can...** develop and use fine motor skills

**I can...** create menus. Make signs for opening hours



THIS IS AN APPROACH THAT RENFREWSHIRE COUNCIL HAS INVESTED HEAVILY IN BECAUSE IT WORKS. ALTHOUGH WE ARE AT THE FOREFRONT OTHER SCHOOLS HAVE BEEN DOING THIS FOR LONGER IN RENFREWSHIRE AND OTHER AREAS. MOST SCHOOLS IN RENFREWSHIRE ARE NOW TRYING TO TRAIN THEIR STAFF AND INTRODUCE THIS APPROACH.

MRS HART



### Tracking Results:

#### September 2018

P1 percentage of pupils on track in literacy – 89%,  
 P2 percentage of pupil on track in reading and writing 82%

#### January 2019

P1 percentage of pupils on track in literacy – 96%  
 P2 percentage of pupil on track in reading and writing 84%

97% of pupils on track with numeracy and 95% with Listening and Talking

I have learned so much about how to get the very best from children through working with my colleagues and attending the Play Pedagogy training. It was hard at first but definitely worth it!

Miss Hair

Every day I find something else that amazes me. Yesterday everyone in P2/1 was able to identify even & odd number to 1000!

Mrs Morrison

## Steps to Success

- ✓ Mrs Morrison trained 2016/17
- ✓ Mrs Morrison & Mrs Steele developed their use of techniques and approaches alongside more traditional teaching methods 2017/18
- ✓ Staff for P1, 2/1 and 3/2 2018/19 worked together to plan approach throughout 2017/18
- ✓ Staff visited other establishments 2017/18 to learn
- ✓ We invested in restructuring of the classroom area and resources 2017/18
- ✓ All staff completed Renfrewshire Council's Play Pedagogy Training in association with Strathclyde University
- ✓ We implemented our new approach August 2018

Our approach promotes independent, confident learners. The professional development offered on the Play Pedagogy course with Strathclyde University was an inspiration and has demonstrated how pupils learning is enhanced through play.

Mrs Steele

Across the base, all children were observed to be highly engaged in their learning. The environment has been developed well to include specific area for role play, writing, construction, reading etc. An appropriate range of resources were on offer and children had the opportunity to self-reflect if they were looking for something else to incorporate in their play. Children were very independent, choosing who, where and what to play with and completing their targets (Lit/Num and H&Wb) within specified timescales. Teachers withdrew children in small groups to their teaching table to provide intensive teaching input where required – groups varied in ability. In a short timescale, staff have developed a stimulating, motivating learning environment and have altered their teaching approaches in line with recent training guidance – they have to be commended on how quickly they have incorporated changes and continue to self-evaluate and make improvements on an ongoing, almost daily basis.



### Personal Qualities not measured by tests include:

CREATIVITY	RESILIENCE	MOTIVATION
CURIOSITY	HUMOUR	RELIABILITY
SELF AWARENESS	EMPATHY	LEADERSHIP
COURAGE	SELF DISCIPLINE	COMPASSION

