

Heathfield Primary School and Early Years Centre

Play Pedagogy Policy



'Play is the universal language of childhood. It is through play that children understand each other and make sense of the world around them.'

(Play Strategy for Scotland, 2013)

Rationale

Heathfield Primary School and Early Years Centre are committed to enhancing the quality of current and future play provision which encompasses play for all in a variety of learning environments. We recognise the importance of stimulating play experiences and opportunities for depth, breadth and application of skills in new and unfamiliar contexts. Play approaches will help to develop and nurture social, emotional and physical wellbeing.

Play Scotland explains that within a school setting, Playful Pedagogy is a way of integrating children's play experiences with curricular learning, giving learners the flexibility to find their own solutions to both new and existing problems. It engages children in personally meaningful activities, learning about themselves and others, and encourages autonomy and their independent motivation-to-learn.

Forward

This policy will outline the guidance and expectation to allow for a consistent approach across Primary 1 and 2 at Heathfield Primary School.

Aims

At Heathfield we intend to create a culture and ethos which encourages pupils and staff to achieve our aims.

Our aims:

- To create a safe, inclusive environment for children to access play.
- To provide quality play in a stimulating environment both outdoors and inside which encourage children to develop and learn.
- To encourage creativity, problem solving and stimulate imaginative thinking.
- To develop natural curiosity and foster skills of observation, investigation and enquiry in all areas of the curriculum.
- To actively observe play to facilitate learning, assess and inform planning.
- To provide rich learning opportunities that develop the fundamental skills of literacy, numeracy and health and wellbeing.



Every child has the right to rest, relax, play and to take part in cultural and creative activities.

Article 31 - The right to play.

Article 31 states that every child has the to, 'engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.'

Play Pedagogy Guide

In Heathfield Primary School, a combination of adult-led play, adult-initiated play and child-initiated play are used to enhance learning. As with any learning experience, pupil voice is vital in ensuring engagement and raising attainment. Consulting pupils on play areas is key - this may be approached in a variety of ways e.g. through discussion, completing a KWL, or through each classes floor book. This is key to developing meaningful and engaging play experiences.

Our Strategies & Key Language

Direct Teaching - This is whole class instruction, exposition or discussion to introduce new information and learning. Learning intentions and success criteria are identified and shared by the teacher.



Focus Task (Adult Led) - This is a differentiated group activity which is designed to develop key skills identified and planned by the teacher to maximise learning. The teacher plays a key role in teaching this with the group while other groups are engaged in follow up tasks target or zone activities.



Follow up Tasks (adult-initiated) - At least 2 activities which have clear learning intentions and elements of support and challenge to allow all children to access them. They are planned in response to children's interests and previous learning activities.



Zone Time - These can be accessed throughout the day, but do not all have to be experienced. They can be planned by the teacher or the child and have some possible learning intentions and success criteria but are child led and can take a different route. Children should experience a range of zones which provide opportunities to develop and apply skills from across the curriculum and this should be monitored to ensure breadth.



Provocations - These can be added to any area to help engage deeper thinking and effective questioning while being open ended. It can be as simple as an area which is set up with a variety of media to spark interest and pupils make their own decisions about how to use them.

