

The essential role of play for children and young people is well documented. Play allows children to develop their cognitive, emotional, social and physical capacities and having the right to play features in the UNCRC (Article 31). As learners move into P5-7, they continue to develop skills through enquiry based learning including problem solving, curiosity, and time management. At Bent Primary School we use Play Pedagogy and Enquiry Based Learning to support children to develop across the Four Capacities. Play Pedagogy meets the needs of our learners and enables them to take forward their learning in a way which is developmentally appropriate and of specific interest to them.

Our provision is supported by both Local and National guidance. At Local level we are supported by guidance from 'Being Me in SLC' and at National level we consult 'Realising the Ambition'.



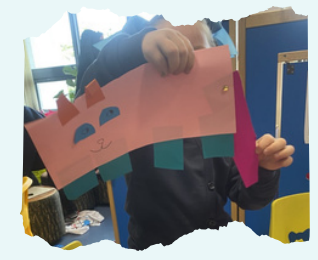
Through play and enquiry learners develop Skills for Learning, Life and Work in line with the **SLC Skills Framework**. Learners develop skills across the Four Capacities enabling them to become: **Responsible Citizens, Effective Contributors, Successful Learners and Confident Individuals.**

Learners develop their learning skills by taking ownership of, and becoming more independent with, their learning. They enhance their leadership, communication, problem solving and team working skills through playing with peers and working on enquiry projects. Co-ordination is developed through risky play and resources to develop Literacy, Numeracy and Health & Wellbeing skills are always available to learners. Skills are discussed with learners and are tracked through weekly observations.



RATIONALE

SKILLS FOR LEARNING, LIFE & WORK



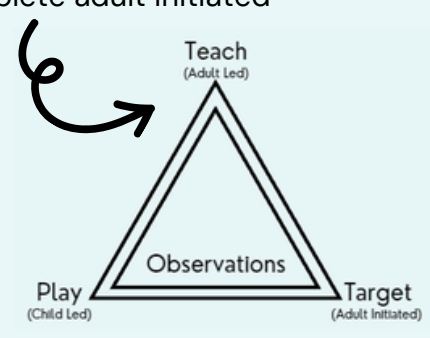
- Learners take ownership of their learning spaces.
- Learners contribute to big decisions such as the purchasing of resources and the layout of the indoor and outdoor provision.
- Learners have individual spaces on the classroom walls, they determine which items are displayed and add comments to explain their work.
- Learners take ownership of class floorbooks to document learning through play and enquiry.
- After adult led inputs, learners have control over their day, deciding when to play and when to complete adult initiated tasks.

LEARNER VOICE

**BENT PRIMARY
PLAY AND ENQUIRY
POSITION STATEMENT
MAY 2024**

ASSESSMENT, TRACKING & MONITORING

- Summative assessments are used to assess learning, inform planning and determine next steps.
- PM Benchmarking, PAST, RWRA, Maths Recovery assessment tasks, Leckie Maths assessments, PM Writing, Active Literacy assessments and SNSA are used.
- Ongoing formative assessment data is stored in the Forward Plan and discussed with HT at regular intervals.
- Learners who are 'off-track' are identified from assessment data and interventions are put in place.
- Coverage of CfE Es & Os is tracked across the level.



SUPPORT & CHALLENGE

OUTDOOR PLAY EXPERIENCES



- Ongoing observations allow adults to determine which children need supported and challenged during their play.
- Adults know when to step in and scaffold a child's play to allow them to progress, when to provoke and extend children's thinking/play to challenge them and when to stand back and allow children to progress independently.
- A play classroom is a lively, busy environment and so quiet spaces are available to support learners.
- Additional Support Plans are in place for specific children.



A dedicated outdoor play & learning area was established in 2022. The area was developed in consultation with learners and features resources and areas which they requested.

Our outdoor area provides free-flow access to continuous provision for all Primary 1-4 learners as well as having dedicated Literacy & Numeracy areas with resources for all stages.

All stages have access to the outdoor area for outdoor learning and play experiences.

PLANNING



Long Term Planning

- Termly Forward Plans are completed in line with whole school planning procedures.
- Coverage of Es and Os at appropriate CfE level is tracked.

Short/Medium Term Planning

- Plan using Teach/Target/Play model.
- Planning documents show any amendments after teaching staff reflect on their observations.
- Planning reflects school programmes eg. Maths Recovery, PM Writing & Active Literacy.
- Teaching inputs are planned around natural breaks to allow time for deep play.
- Planning for interdisciplinary learning emerges from learner interests.

LEARNING EXPERIENCES



Teach (Adult Led)

- Direct teaching inputs for Phonics, Literacy, Numeracy, Health & Wellbeing and Interdisciplinary Learning.
- Teaching inputs are between 10 and 20 minutes, depending on the stage of the learners.

Target (Adult Initiated)

- Learners are assigned 1 or 2 (stage dependent) high-quality follow up 'Target Tasks' for Literacy & Numeracy.
- Teachers ensure opportunities for both independent and group tasks and a mix of practical, digital and written tasks are provided.

Play (Child Led) - P1-4

- Children have free-flow access to two indoor and one outdoor learning area all day. These spaces provide a wide range of continuous provision.

Enquiry (Child Led) - P5-7

- Children engage in enquiry projects following their own interests.
- Learners have access to a range of resources including Art, STEM and Digital.

PLAY AND ENQUIRY AT BENT PRIMARY SCHOOL

Bent Primary



School

ENGAGEMENT



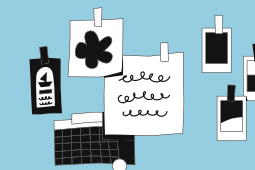
- Engagement is measured using the Leuven Scale of Engagement.
- Whole class engagement observations take place in September, January & April.
- Leuven Scale forms part of the observations recorded on the weekly focus children.
- Data from engagement observations is used to determine learners who may need support during play.

OBSERVATIONS & DOCUMENTATION



- Observations for three focus children take place each week and are recorded on individual 'Learning Journey' documents.
- Observations for moments of spontaneous teaching and learning for larger groups are recorded on the 'Planning in the Moment' document.
- On both documents, details of the children's thinking, adult input and the outcome are recorded.
- Floorbooks are used to record evidence of children's learning through play and enquiry. Learners are encouraged to add photos and comments to the floorbook.
- Learners in P5-7 have personal notebooks where they record learning through enquiry.
- Observations are used to inform next steps.

LEARNING ENVIRONMENT



- Both the indoor and outdoor learning environments are split into three zones.
- Creative - art, junk modelling, stage, music, malleable, woodwork, loose parts.
- Discovery - sand, water, STEM, construction, mud kitchen, large loose parts.
- Social - role play, library, puppets, small world.
- All resources are open access for learners.
- Writing is encouraged in all areas by providing writing materials in portable storage.
- Learners take responsibility for their learning environment, learning how to clean, store and care for all resources.
- Wall displays are neutral.
- All learners have their own display space and choose which items are displayed. Comments from adults and children are added to the displays.

