



Calderwood  
Primary



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# Calderwood Primary

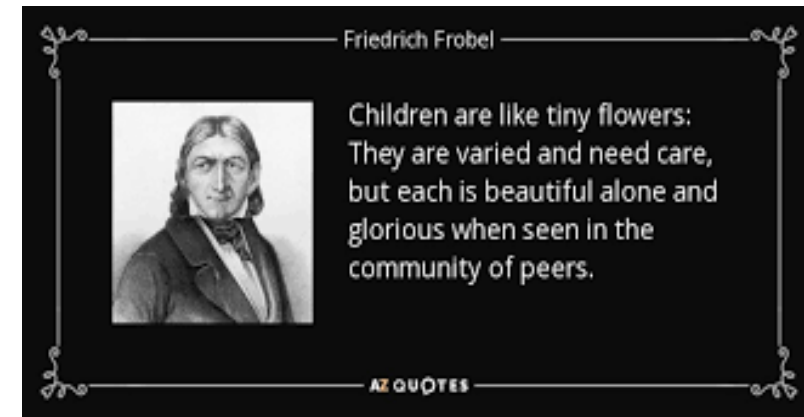
## Our Play Rationale

Playful pedagogy from Nursery to Primary 2

# Calderwood Primary: Our Play Rationale



*Through play a child develops their cognitive, social, emotional and physical capacities.*  
(Realising the Ambition, 2020)



At Calderwood Primary, our playful pedagogy permeates learning from Nursery through to Primary 2 and beyond. Our Play Rationale is influenced by Froebel, Realising the Ambition, Curriculum for Excellence and UNCRC Article 13.

Education Scotland's Early Years Play Pedagogy Toolkit states that, play supports the four capacities of the curriculum for excellence as follows:



## **Successful Learners:**

Through the use of imagination and creativity, tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating while following their own interests.

## **Responsible Citizens:**

By encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions.

## **Confident Individuals:**

Learners can have an opportunity to succeed in their activities, having the sense of satisfaction of a task accomplished, learning about bouncing back from setbacks, dealing safely with risks.

## **Effective Contributors:**

Playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking, and respecting the opinions of others.

# Calderwood Primary: Our Play Rationale



## Supports in Place

Play can be and mean many different things to children and adults. We may describe activities we plan as 'play' whereas a child may not see these as play at all. (Realising the Ambition, 2020)

To ensure consistency across our clans, Champions use a range of tools, professional reading and resources to support high-quality planning for child led, adult initiated, adult led learning experiences.

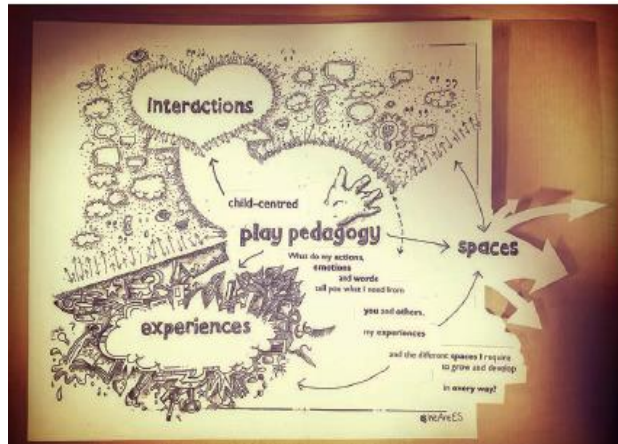
### Who plans the learning?

Adapted from Fisher, 2019: 90



Developing the right balance between **child-initiated, adult-initiated and adult-directed experiences**, will depend on the uniqueness of the needs of each setting's children and wider contexts; including the cultural environment in which children learn and play."

Realising the Ambition (2020:49)



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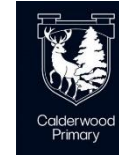


Play Pedagogy Toolkit – Early Level



## Play Pedagogy - What does it look like in practice?

# Calderwood Primary: Our Play Rationale



## Spaces

Champions will consider **interactions, experiences** and **spaces** - both outside and indoors.

At Calderwood we ensure this links to our whole school Inclusive Classroom approach using the Circle Framework and toolkit including the CIRCLE Inclusive Classroom Scale and the CIRCLE Participation Scale.

Learners at Calderwood can move more freely between two classrooms in Primary 1 and 2 to allow them the choice of:

- Multiple clans (classrooms) and spaces
- Social interactions across the year group
- A wide range of resources and open-ended materials

## Who plans the learning?

Adapted from Friiser, 2018: 30



Developing the right balance between **child-initiated, adult-initiated** and **adult-directed experiences**, will depend on the uniqueness of the needs of each setting's children and wider contexts; including the cultural environment in which children learn and play. \*

Realising the Ambition (2020:49)



**C** CHILD  
**I** INCLUSION  
**R** RESEARCH INTO  
**C** CURRICULUM  
**L** LEARNING  
**E** EDUCATION



# Calderwood Primary: Our Play Rationale

A young child's voice is interpreted by our observations of their **actions, emotions** and **words**. These observations are central to assessment and inform us what children need (Realising the Ambition, 2020)

## Experiences

Champions use a triangulation of data including learner conversations, observations and floor books- mark making by pupils, learners/group conversations recorded to inform planning:

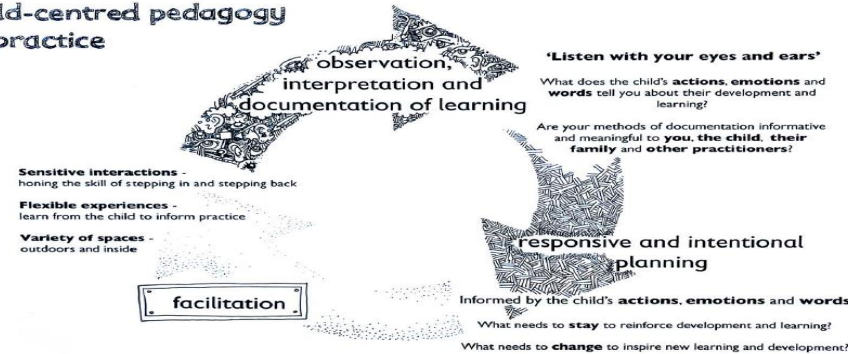
- Primary 1 using the WL Consultative Planner.
- Primary 2 using our Calderwood Flexible Planner

Champions will plan across 2 Clans to allow them to follow learners interests and consider:

“What do the children’s **actions, emotions** and **words** tell them about what they require from their Champion and others [their **interactions**], their **experiences**, and the different **spaces** they need to grow and develop **in every way?**”

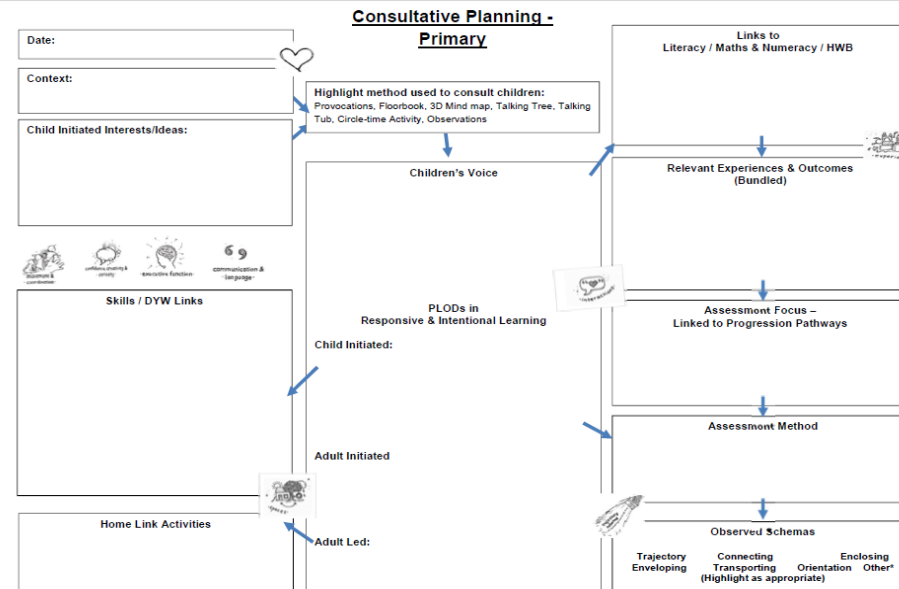


child-centred pedagogy in practice



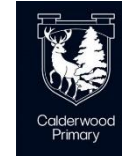
Observation Proforma

Observation
Analysis
Extend Learning



Personalisation & Choice – Coherence – Relevance – Challenge & Enjoyment – Breadth – Progression – Depth

# Calderwood Primary: Our Play Rationale



## Interactions

### Example Day: Primary 1

Taken from WL Early Years Team Sway  
*“Play Pedagogy: What does it look like in practice?”*

Adult led teaching whether it be small group or whole class should be no longer than 10-15 minutes

As our learners journey through Primary 1, the adult led, adult initiated and child led learning evolves into more adult led and adult initiated.

Time	Activity	
8.50am – 9.00am	Safe Arrivals – Cloakroom Soft Start Activities – mixed AD/AI/CI Lunches Sign – in/Register HWB Check-in	Operational Support Check-in Give out Lunch money Name writing
9.00am – 9.10am	Morning Huddle Timetable Days, weeks, months, seasons Songs & Rhymes as appropriate	Adult directed
9.10am – 10.20am	Teaching Time <ul style="list-style-type: none"> <li>• Daily Input</li> <li>• Structured Activity</li> <li>• Play</li> </ul>	Adult directed input to teach skill Adult initiated target activity Child initiated play in well-resourced environment
10.20am – 10.30am	Plenary & Reset	
10.30am – 11.00am	Mid-morning break	Altogether snack Story / Talking and Listening opportunity Outdoor free play
11.00am – 12.15pm	Teaching Time <ul style="list-style-type: none"> <li>• Daily Input</li> <li>• Structured Activity</li> <li>• Play</li> </ul>	Adult directed input to teach skill Adult initiated target activity Child initiated play in well-resourced environment
12.15pm – 12.30pm	Plenary & Reset	“pay” for lunch ticket
12.30pm – 1.15pm	Lunch	
1.15pm – 1.30pm	Afternoon Huddle	Songs & Rhymes / Number talks /Circle Games
1.30pm – 3.00pm	Teaching Time <ul style="list-style-type: none"> <li>• Daily Input</li> <li>• Structured Activity</li> <li>• Play</li> </ul>	Adult directed input to teach skill Adult initiated target activity Child initiated play in well-resourced environment Occupations and Gifts play support
3.00pm – 3.20pm	Plenary & Reset, Ready for Home	

Term 1	5 mins																		
Term 2	5 mins																		
Term 3	5 mins																		
Term 4	5 mins																		

Adult Led	Adult Initiated	Child Initiated
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## Interactions

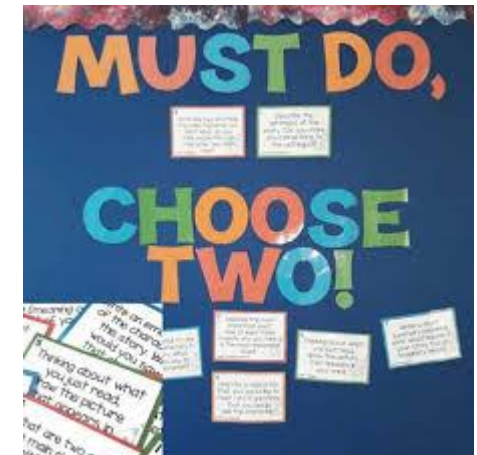
### Example Day: Primary 2

Learning continues to progress at each individual child's stage of development as they transition from primary 1 to primary 2. As our learners journey through primary 2, the balance of adult initiated, adult led and child-initiated learning is adjusted to meet the needs of learners.

Learners will be given a more directed approach as to complete tasks including "Must Do, Choose Two" task boards for literacy and numeracy.

This supports all students to learn in their own way, and demonstrating their individual skills and interests. Learners can engage in deeper, richer learning. *It allows them (learners) to take ownership of their learning. Intrinsic motivation flows from ownership. (Usher, 2019)*

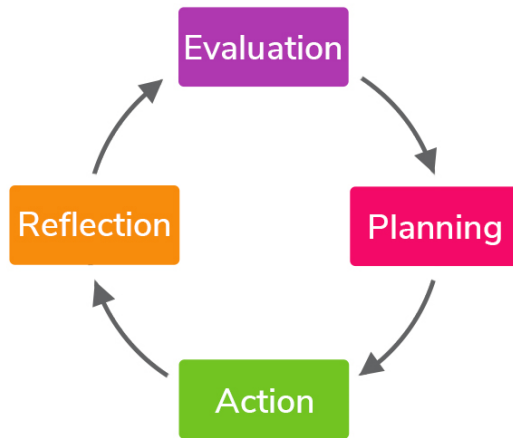
Learners will be challenged to complete the rainbow. This will ensure that they engage in all interactions, experiences and spaces throughout the week.



# Calderwood Primary: Our Play Rationale



How do we know it works?



Asking questions:  
Learners, Parents and  
Teacher Feedback



Tracking and Monitoring of  
Individual progress,  
checking  
against benchmarks and  
progression pathways.



Classroom  
monitoring

Formative and summative  
assessment

