

P1 Play-Based Pedagogy at Insch School



February 2023

Rationale: P1 Play-Based Pedagogy

'The Learning Adventure'

Why do the children 'play' all day and when do they do 'proper schoolwork'?

“Children’s play is crucial to Scotland’s wellbeing; socially, economically and environmentally. Children learn as they play and bringing more play into the school day helps foster children’s natural curiosity and motivation to learn “

Maree Todd, Minister for Children and Young People

(Playful Pedagogy A guide to getting started September 2020 | Play Scotland Toolkit)

Play encompasses children’s behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward and is a fundamental and integral part of healthy development – not only for individual children but also for the society in which they live.

Scottish Government (2013)

Play Strategy for Scotland: Our Vision

To a child, play is about having fun, but it is much more. Play is essential to healthy cognitive development. This includes the development of resilience, language skills, problem solving new and existing problems, gaining perspective, memory, and creativity. We can give children lots of opportunities to learn through play in classroom and outdoor environment by involving them in everyday activities, being curious ourselves asking “I wonder if...” and encouraging them to explore this also allows school to support their development in finding out who they are and where their interests lie. Children may see their play as a ‘busy job’ but these play experiences are carefully planned to allow the children to develop these key skills as well as cater for their developing interests.

Staff need to have a deep understanding of the learning possibilities afforded by their interactions, the experiences provided and the learning environment so that planning for learning and teaching can be both responsive and intentional as well as supported and extended.

Risk-benefits

In play, a degree of risk is beneficial where children can test themselves and extend their own abilities. If children encounter hazards and take some risks this gives them a chance to assess and manage these and similar risks for themselves. Accidents and injuries are not always a sign of a problem because of the value of these rich experiences in the children’s learning. The ‘risk-benefit’ approach allows children to consider the risks and benefits when deciding what to do for themselves.

Different types of play which require a high-quality environment:



Educational guidance for play-based pedagogy

When planning for quality 'play experiences' it is important that we look at the 'whole child' with the underpinning values of GIRFEC, the SHANARRI indicators. We link our own characters to H and WB experiences.



Source: Casey, T. & Scott-McKie, L. (2017) Play Types Toolkit, Edinburgh: Play Scotland

Sergeant Safe	Dr Healthy	Coach Active	Nana Nurtured
School makes me feel	Pupil Voice Record Name: Date:		Home makes me feel
Achieving Albert	Respected Rubies	Mr Responsible	Team Included

Insch School Vision: *Reach for the Stars*

Our Values: *Aiming High, Being Safe, Showing Respect, Valuing our Community*

A play-based curriculum offers rich opportunities to equip our young learners with the skills, attributes and dispositions necessary for them to thrive in an ever-changing world. The Curriculum for Excellence four Capacities.



Curriculum for Excellence Principles for Curriculum Design helps support:

Breadth: engaging children in a greater range of experiences, using a wider range of contexts for learning

Depth: deepening children's understandings, taking children further and deeper in their inquiry

Progression: building on what children know already, providing provocations and stimulations to extend learning

Challenge and enjoyment: enabling children to be engaged, take responsibility, solve problems and lead and develop further their passion for learning

Relevance: connecting with the children's needs and interests, reflecting children's lives, interests and culture

Coherence: helping children to make connections in their learning, using real life contexts that help children make sense of and apply their learning

Personalisation and choice: tailoring provision to meet individual needs and interests, supporting children to make choices and share their perspective

Links with UNCRC:

Article 31 of the UN Convention on the Rights of the Child states that *every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.*

What does this look like in P1 Insch School: January 2022

The Scottish Government's vision is for Scotland to be the best place in the world to grow up and we as a nation must embrace play as a life-enhancing daily experience for all children and young people, in their homes, nurseries, schools and communities. This is documented in Play Strategy for Scotland: Our Vision and Action Plan 2013

Our Vision:

Insch School plays a crucial part in our children's lives and it is our responsibility to offer high quality play opportunities and provision of a physical and social environment that supports play to increase the likelihood of successful outcomes for the children. As no one organisation can achieve all which should be developed through play it is our working partnership with our families that also plays an important part of the encouragement and facilitation of high-quality play experiences.

Insch School has a nurturing ethos where all families feel valued and included. We know that it is vital that we have positive relationships with our families to ensure a successful working partnership.

Working with the wider community is also a very important aspect of our play-based pedagogy due to the environment we have access to in Insch. Children can access the playground for specific outdoor sessions which are supported by an adult. In addition to this, the children have access to green spaces in the village where they can extend and enrich their play experiences.

Mrs M Stirling, Depute Head Teacher, Feb. 2023