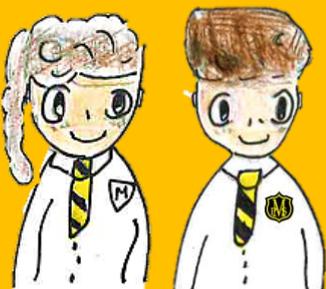




MUIREDGE PRIMARY & EARLY LEARNING AND CHILDCARE

Play the Muiredge Way





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If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Section 1: What is Play

We want Scotland to be the best place to grow up. A nation which values play as a life-enhancing daily experience for all our children and young people; in their homes, nurseries, schools and communities.

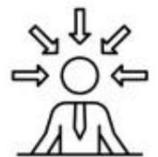
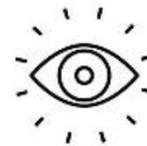
Play encompasses children's behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development - not only for individual children but also for the society in which they live.

Scottish Government Play strategy for Scotland, 2013

Play comes in many forms. It can be active, passive, solitary, independent, assisted, social, exploratory, educational or just for fun. Moreover, it can happen indoors or outdoors, it can be structured, creative, messy, entirely facilitated by the imagination or can involve the use of technology. Play is how young children make sense of the world. There is also evidence to show that play in early childhood can influence the way a child's brain develops, helping to co-ordinate mental and physical capabilities. Children and young people use play to follow their own ideas and interests as well as test their theories about the world and their place in it.

Section 2: What are the benefits of Play

Through play, children and young people of all ages develop problem-solving skills, imagination and creativity, language and observation skills, and memory and concentration.

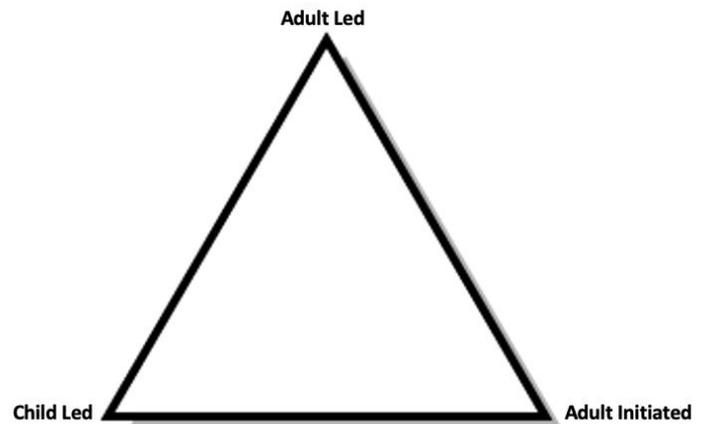


ALL CHILDREN HAVE A RIGHT TO PLAY. THIS UNIVERSAL RIGHT IS ENSHRINED IN ARTICLE 31 OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD (CRC).

Section 3: Our Approach to Play

Our approach is based on Scotland's National Practice Guidance for Early Years, Realising the Ambition which states there are three main contexts in which children learn:

- **Adult-led Learning**
- **Adult-initiated Learning**
- **Child-led Learning**



Fisher, 2016

Adult-led Learning:

'Adult focuses children's thinking'.

A direct teaching input occurs, allowing teachers to guide and instruct children through focussed learning based on set experiences and outcomes.

Adult-initiated Learning:

'Adult ignites children's thinking'.

Provocations are set up around the classroom, usually based on prior learning, and children are given the opportunity to independently engage in these provocations.

Child-led Learning

'Adult follows children's thinking'.

Children are given the freedom to explore their environment and experiences and outcomes are freely chosen by children. The class teacher acts as a facilitator with the ability to observe, interact and enhance learning.



Collect a Rainbow

We follow a target, teach, play approach where children are given a direct teaching input, followed by targeted provocations and free play.

The children in Primary 1 use a 'Collect a Rainbow' task board. After a direct teaching input, children are given the opportunity to independently explore multiple enhanced provocations linked to their learning. Children have the freedom to explore these provocations independently and in any order they choose throughout the day. Once a provocation has been explored, children take a coloured stick/bee and place it on their name to allow the teacher to know they have completed that aspect of their learning.



Literacy through Play

We aim to provide a literacy rich environment in our Primary 1 classes where children are able to develop reading, writing and listening skills through an abundance of high quality provisions within our classrooms.

Reading

In Primary 1, children learn the 26 single sounds of the alphabet, followed by 11 double sounds. Children begin learning 2 single sounds and 3 common words per week, followed by a consolidation week. Children then move on to learning 1 double sound and 3 common words per week, followed by a consolidation week.

After a direct teaching input, children explore various exciting provocations, linked to weekly sounds and common words, within the classroom.

Children begin group reading sessions in October and are given one reading book per week.



Writing

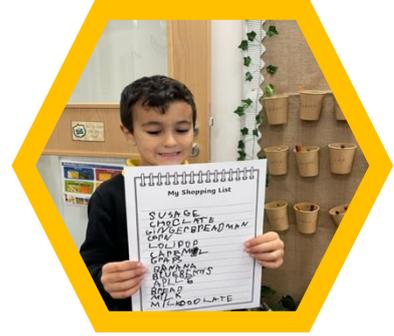
Children are given an abundance of opportunities within the classroom to explore mark making materials.



Children creating stories at the writing table.



Children planning and designing in the construction area.



Independent writing based on child's interests.

We follow the Foundations of Writing programme where children develop the physical strength and fine motor skills required to form letters and write well. The programme focuses on drawing/art experiences, as well as oral storytelling, to develop the technical skills of writing. Children take part in one formal piece of writing per week.

Talking and Listening

While playing, children can develop solid communication skills. Children can verbalise their intentions to others and learn to negotiate rules. As children narrate stories and describe scenes, they also learn skills essential to clear and effective writing.

Numeracy through Play

Within numeracy, we aim to:

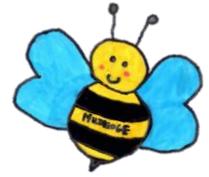
1. Create a play environment (indoor and outdoor) rich in mathematical experiences.
2. Build on and encourage children's natural interest in mathematics.
3. Build on children's prior knowledge and experience of mathematics.
4. Be aware of the opportunities for children to develop mathematical concepts through their play.
5. Make connections between real-life mathematics and classroom mathematics.
6. Model the use of mathematical language and discussion of mathematical ideas.

We use a range of resources to teach numeracy and mathematics:





Section 4: Tracking and Monitoring



Observations

We are working on strengthening our approach to observations. Through taking the time to observe the children's learning, the adult is given an opportunity to deepen or extend the learning that is taking place. After reflecting on the key learning for the child we can facilitate a provocation or response to allow the child to further pursue their own thinking. The provocation/response allows further time for us to capture what the child's thinking is prior to interacting with them and then developing a plan for extending the child's learning.

We are currently trialling the focus child approach where we will observe several children throughout the week. This will allow us to notice the quality of the environment and experiences and to identify the significant learning, needs and interests of the children. Noticing where significant learning is taking place allows the teacher to make judgements about how best to extend and deepen learning. This can be 'in the moment' or at a later point.



Collecting Evidence

All children have folders for literacy, numeracy and writing. Daily and weekly high-quality pieces of work are stored in folders and are taken home at the end of the year. We are currently trialling Thinglink as a method of collecting evidence for IDL.

P1 Assessments

Children are regularly assessed through daily formative assessment strategies as well as regular summative assessment strategies.

Assessments throughout the school year:

- Termly Scottish Criterion Writing Assessments
- SLC PAST (Phonological Awareness Screening Test)
- SLC LST (Letter Sound Test)
- SLC RWR (Regular Word Reading Test)
- GL Maths Assessment
- SNSA (Scottish Government Standardised Assessments for Literacy and Numeracy)

Section 5: Play Across the Curriculum

Children's interests are fostered and developed through IDL (interdisciplinary learning).

They are challenged to develop skills through a variety of quest questions throughout the year.



Section 6: Outdoor Learning

We are currently developing our outdoor area in order to promote high quality outdoor learning opportunities. We have recently taken part in fantastic outdoor learning and play training with Learning Through Landscapes. We are looking to continue our outdoor loose parts journey and are hoping to fundraise for outdoor storage and furniture.



Section 7: Our Play Promises

Developing High Quality
Outdoor Learning
Experiences

Strengthening our Approach
to Observations

FOCUS



LIVED STORIES



I AM A THINKER



I am open minded and creative.

I AM A SELF MANAGER



I am resilient and reflective.

I AM A COLLABORATOR



I am empathetic and reliable.

I AM A COMMUNICATOR



I am responsive and respectful.

I AM A RESEARCHER



I am curious and persistent.

I AM A CONTRIBUTOR



I am courageous and responsible.

Promoting Play Beyond
Primary 1 through Enquiry
Based Learning

Section 8: The Learning Environments

Creative Zones

- Paint
- Playdough
- Junk Modelling
- Writing Table

Discovery Zones

- Blocks
- Sand
- Water
- Loose Parts

Our classrooms are based on three zones.

Social Zones

- Home Area
- Role Play
- Library



Section 9: A Day in the Life



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