

## CRAMOND PRIMARY PLAY BASED LEARNING AT EARLY LEVEL

Cramond Primary



#CramondCares

### UNDERPINNED BY REFERENCE TO

- PLANNING IN THE MOMENT WITH CHILDREN ANNE EPHGRAVE
- CEC PLAY PEDAGOGY TEAMS & EDUCATION SCOTLAND
- EDUCATION ENDOWMENT FOUNDATION TEACHER RESOURCES & RESEARCH



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## PLANNING IN THE MOMENT

Start with the child. To be responsive to a child's needs you must wait and watch first:

- LOOK
- LISTEN
- As you assess and plan what your next action is. It may be to 'wonder out loud' to provoke new thinking or leave the learning alone to continue to develop – or to silently add something or remove something or to play alongside as you think out loud... you may copy what learner is doing...

Learners are hard wired to learn. The role of the adult can help or hinder learning!

Rich adult : child interactions along with child autonomy leads to rich learning at Early level.

## PAPERWORK QUANDRY?

Focus on doing more of what has positive impact on learning and the learners.

**FOCUS ON INTERACTION RATHER THAN DOCUMENTATION.**

**'PAPERWORK SHOULD BE KEPT TO THE MINIMUM PRACTITIONERS REQUIRE TO ILLUSTRATE, SUPPORT & RECALL THEIR KNOWLEDGE OF A CHILD'S ATTAINMENT' A EPHGRAVE**

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## WHAT IS PLAY?

Child initiated. Genuine choice in what to do – where/when to do it- what to use and how long for. Play is natural vehicle of learning for humans.

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## MANY CHILDREN NOW NEED TAUGHT TO PLAY

Increasing numbers of children spend a great deal of time playing with screen-based devices – an isolating, solitary, silent and immobile experience.

Whilst technology has many benefits – at key developmental stages, screen time inhibits talking, listening, play, movement, socialisation, creativity, exploration and experimentation.

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## ENGAGEMENT LEVELS MIRROR PROGRESS IN LEARNING THROUGH PLAY



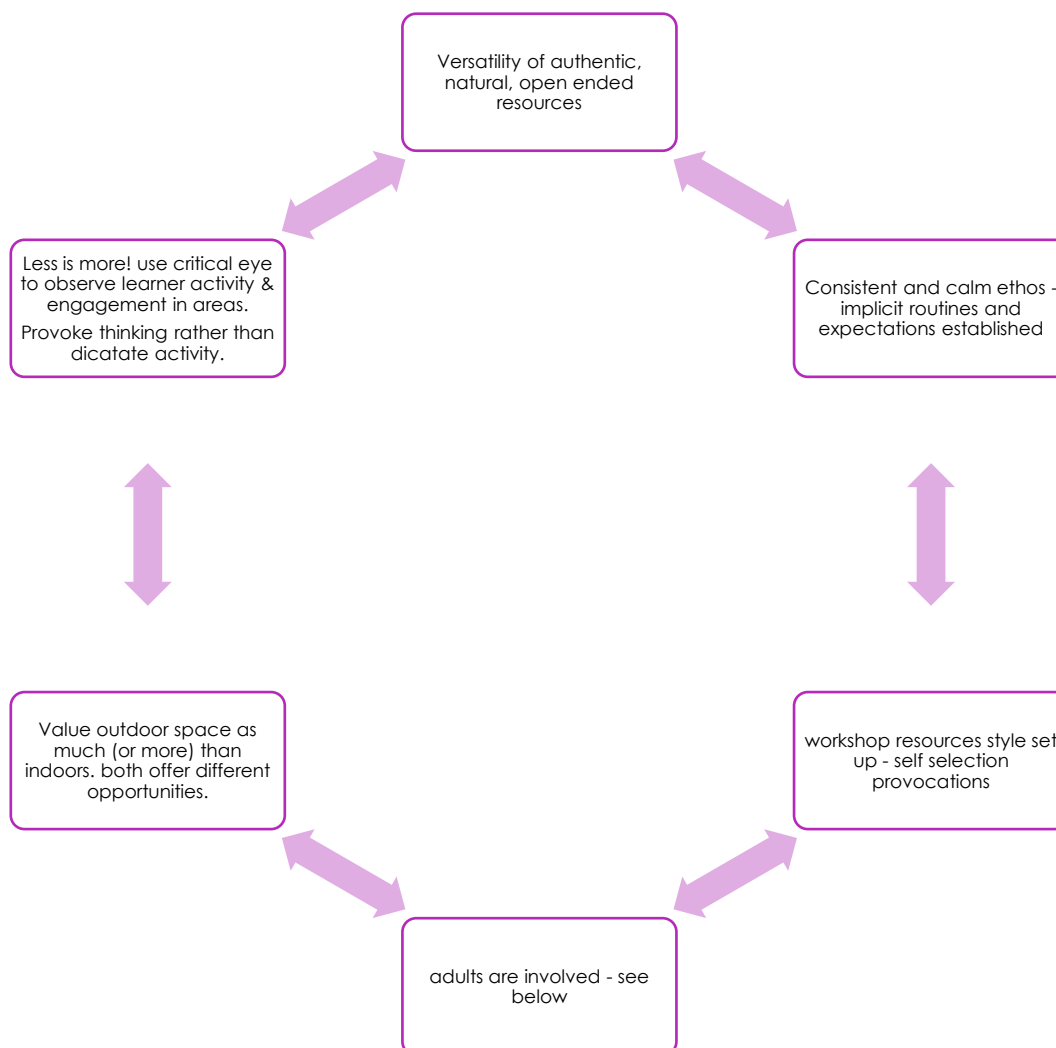
## HOW CHILDREN LEARN BEST AT EARLY LEVEL

Play based learning is neither chaotic nor left to chance. It is NOT a case of caught not taught. The role of the adult is far more subtle, complicated and critical in terms of planning and responding in the moment. Two core components of effective learning at Early Level.

**Enabling environment** – access to stimulating & real-life resources to provoke response.

**Interactions** with other children, adults and strong relationships.

### ENABLING ENVIRONMENT



Learning is modelled and supported by caring, interested and skilled adults who are paying attention to the learners' activity, language, questions and interactions.

- adults are involved -interacting, scanning, maintaining, questioning, scaffolding, wondering, thinking out loud, verbalising own action as they do eg scribing, sorting

Staff need to be skilled in observation, analysis and planning an appropriate response in order to give appropriate feedback to feed learning forward. Timing is essential – knowing when to interact, when to stand back, when to offer a resource, statement or stimulus to provoke true learning in the moment.

## INDOOR AND OUTDOOR LEARNING ENVIRONMENTS ARE DIFFERENT

Exploit the contrasting advantages of each.

Outdoors you should be noisier, messier, bigger, faster, louder: affected by weather/ seasons.

Ensure there is a cosy nook for reading outdoors or have quieter time.

Learning is not compartmentalised. Literacy and numeracy are all around us in life and this must be reflected in the learning through play, Mark making, counting, measure, recording, reporting, collaborating, persuading, disagreeing, negotiating, explaining, representing...

Adding in tools and provocations to enable this learning will allow children to build progress. Eg a balance scale or a set of measuring spoons in the mixtures area, a cookbook or map.

Regularly review and reflect how areas and resources are proving productive for play.

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### ESSENTIAL LEARNING ZONES **OUTDOORS** GROSS & FINE MOTOR SKILLS & CREATIVITY

- Bits & Pieces also known as, loose parts – Ensure easy accessible storage.
- Space to run, jump, climb, balance – add PE equipment as required
- Woodwork, sewing & crafts – use of tools
- Natural world – bugs, growing things, weather/seasons,
- Sandpit big enough to get into
- Water area
- Mud and mixtures
- Music / dancing/role play
- Creative & mark making

*Don't call a thing naughty when you mean merely 'it's a nuisance to me'. Don't interrupt anything a child is doing without giving him fair warning. Don't take the child for a walk – go with him. Advice from 1929*

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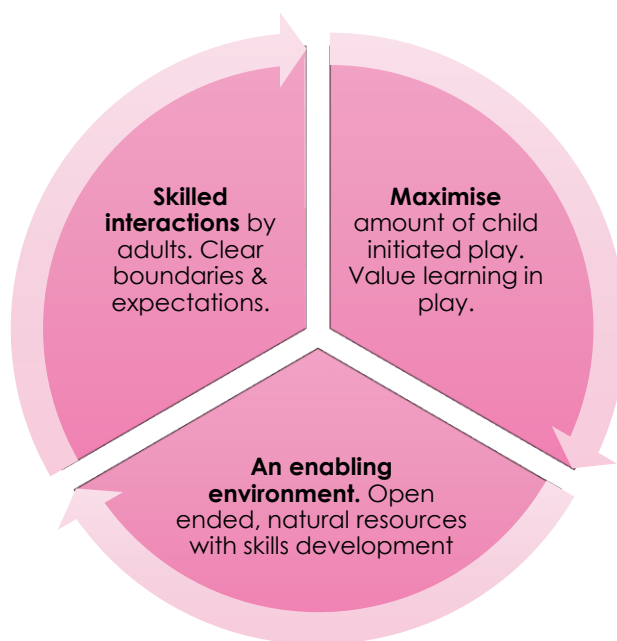
### ESSENTIAL LEARNING ZONES INDOORS-AVOID TOO MANY TABLES!

- Playdough area
- Cooking
- Creative mark making
- Literacy – reading – story making – books, puppets
- Snack area
- Small world/construction/carpet \*avoid dead spaces eg only used for gather times.
- Book area is all areas of the room
- Sand area – only dry indoors with fewer resources than outdoors
- Water
- Role play – home area all time with pop up areas as additional eg the vets
- Crafts – sewing. Woodwork
- consistent, clear and modelled expectations, boundaries and routines allows a learning framework to be established.

## THE ROLE OF THE ADULT IN EARLY LEVEL LEARNING

THE ADULTS IN EARLY YEARS SHOULD BE ANSWERING, PROMPTING OR FACILITATING FINDING OUT MUCH MORE OFTEN, THAN ASKING QUESTIONS.

*Deep learning/engagement will not happen without good levels of wellbeing. Priority at Cramond is to build strong relationships, ensure effective transition and nurture-based induction involving parents/carers.*



<b>child at centre</b> <ul style="list-style-type: none"><li>•adult goes to where child is rather than call</li><li>•child level - interested, genuine, open, relaxed, wonder...</li></ul>	<b>observe, watch, wait</b> <ul style="list-style-type: none"><li>•scan room</li><li>•when/where/how can I be of most influence on learning?</li></ul>	<b>where are children engaged?</b> <ul style="list-style-type: none"><li>•engaged, interested</li><li>•opportunity to add something?</li><li>•listen, watch, wait</li></ul>	<b>child initiated</b> <ul style="list-style-type: none"><li>•let child initiate</li><li>•when it's their agenda they will often ask a question</li><li>•find teachable moment</li></ul>
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**TRY PONDERING**...I wonder how... I wonder what will happen if.. I wonder why...

**REFLECT BACK** child says 'baby eat' adult may say 'oh the baby is eating?'

**SCAFFOLD & MODEL** add words child may have omitted, mis-said in their talk

**AVOID TOO MANY QUESTIONS** 'I wonder' invites but does not need further talk.

**COMMENT AS A CHILD PLAYS** oh you have made five sausages to fry in the pan

**TEACHABLE MOMENTS ON OCCASION** says I want this. A: it is a nail, can you say nail?

WRITE LESS. INTERACT MORE.

In early level the adult will have thousands of interactions a day – almost all happening in a matter of moments where they have observed something, assessed it, responded and moved the learning on.

Cannot and should not even try to record this.



IMPORTANCE OF TRANSITIONS

Particularly moving between settings eg nursery to P1. Induction/settling is critical and needs to be carefully planned.

Involve/inform/empower parents and carers to 'teach' own child how to 'be' in the setting (expectations – what can do / should do – as opposed to what not to do!)

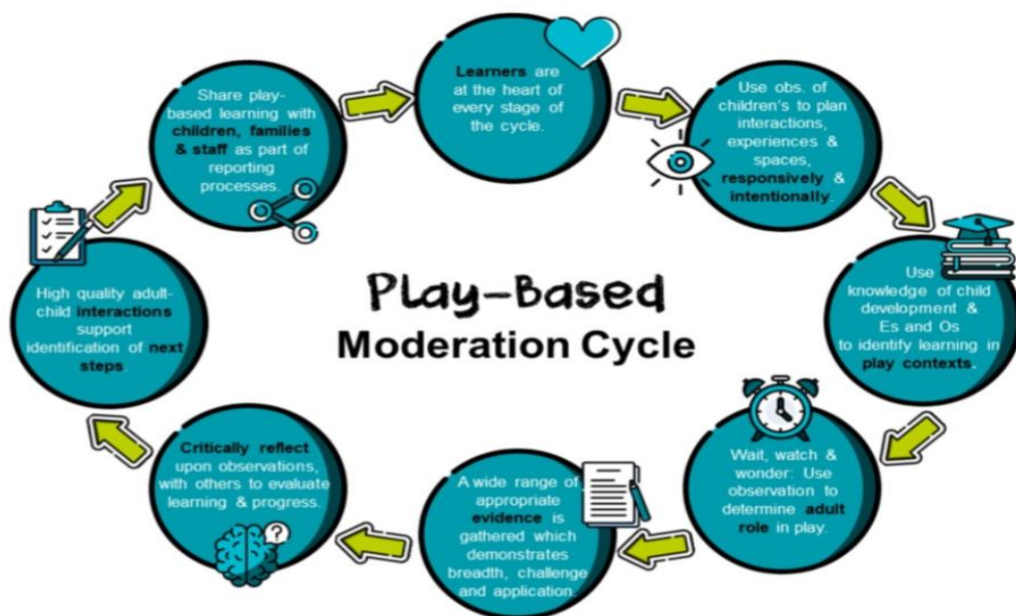
Interruptions to play only where necessary, kept to a minimum and if absolutely necessary then this should be kept to the start & end of a session.

Consider organisation of the day – make adaptations for learners as required.

Reflect on observations of learners at gather/carpet/group time: involvement scale!

SUPPORT & CHALLENGE WITHIN THE SETTING

THE SETTING IS THE INTERVENTION! CORE PROVISION MUST MEET NEEDS OF ALL.



Early	<ul style="list-style-type: none"> <li>•Nursery/P1</li> <li>•Core provision</li> </ul>
First	<ul style="list-style-type: none"> <li>•P2 - 4</li> <li>•daily access incorporated with enquiry learning approach. Zones of areas.</li> </ul>
Second	<ul style="list-style-type: none"> <li>•P5-7</li> <li>•use of digital to enhance Learning, teaching &amp; assessment 1:1 provision</li> <li>•STEM &amp; skills based play</li> </ul>

## Learning @ Cramond


*Pedagogy & Practice*

vision for learning - collaboration, curiosity, creativity and critical thinking




child - led, purposeful & engaging







**Early Level**




Natural provocation



Skills focus through play




Loose Parts and open ended resources




**STEM**


Open ended challenges with success criteria




Skills based Learning




Team work and collaborative




computational thinking and coding




**Digital**




Our Place and Outdoor classroom




Flexible learning with clearly defined zones




**Our Environment**



Our Place and Outdoor classroom



Flexible learning with clearly defined zones



Our Place and Outdoor classroom

## EXPECTATIONS FOR ALL LEARNERS AT CRAMOND

excellent learning provision	learning environment	core provision	relationships for learning
<ul style="list-style-type: none"> <li>• know our learners</li> <li>• support &amp; challenge in equal measure</li> <li>• involve learners</li> <li>• include all</li> <li>• address barriers</li> <li>• raise attainment and increase engagement of all</li> <li>• ensure attendance</li> <li>• values based: excellence, ready, respectful and safe.</li> <li>• professional learning &amp; partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• flexible seating</li> <li>• nurture based</li> <li>• UNRC underpin</li> <li>• inclusive</li> <li>• celebrate diversity</li> <li>• challenge discrimination</li> <li>• inspiring</li> <li>• organised</li> <li>• SHANARR</li> </ul>	<ul style="list-style-type: none"> <li>• reading area</li> <li>• chill space</li> <li>• construction options</li> <li>• self select resources</li> <li>• maths and measure</li> <li>• writing - mark making</li> <li>• creativity - craft &amp; skills, art, STEM,</li> <li>• teaching table</li> <li>• class, group &amp; individual learning</li> <li>• weekly PE</li> <li>• regular outdoor provision to enhance learning &amp; teaching</li> </ul>	<ul style="list-style-type: none"> <li>• see Cramond Relationships for learning policy</li> <li>• holistic approach</li> <li>• pastoral care &amp; corporate parenting</li> <li>• engage, inform &amp; involve parents/carers</li> <li>• involve pupils in decisions and leadership of learning</li> <li>• collaboration, communication, critical thinking &amp; creativity</li> </ul>