

At Crosshouse Primary School we recognise the importance of providing time and space to develop key skills and knowledge to improve outcomes for all learners. Our curriculum supports a learning environment built on **play** and is designed to provide opportunities for our children to become life-long learners, problems solvers and critical thinkers within an environment built on trust and security. We encourage our children to have ownership of their own learning; following their own interests, make informed choices, learn at their own pace and make sense of and connections with the world around them. Learning through play has a positive impact on children's sense of wellbeing and supports the development of core skills. It allows children to learn by doing while engaged in activities of choice. Play supports the foundations of literacy and numeracy and helps foster skills for life, such as effective communication, relationship building, social skills, critical thinking, motor skills and confidence. While the core values of play remain the same throughout our school, it will look differently as our learners progress and develop through early to first level and beyond. Our young learners will have the freedom to express themselves, be creative and follow their own pathway to develop the skills to support their own learning journey. As children engage in more formalised learning environments, the freedom to play and learn should be supported and extended by the appropriate interactions of adults who hold the skill and knowledge of child development and understand the key role they play as an observer, player, commentator and facilitator.



Early Years

Freedom to play, express themselves and lead their own learning is at the heart of our early years' curriculum. Our early learning planning responds to the interests of our young learners and their learning needs. We acknowledge that children at this early stage of their learning journey should benefit from the support of adults who know the children emotionally and socially and value them as individuals. We work hard to ensure that practitioners supporting our youngest learners, have a good knowledge and understanding of childhood development and how children learn.

Our children direct and are engaged in their own learning throughout the day. Children enjoy long periods of uninterrupted free-flowing, high quality indoor and outdoor play.



Primary 1

As our young learners move through their learning journey, our Primary 1 environment provides a wide range of play experiences set within a relevant and meaningful context. Using their curricular knowledge, staff confidently observe and respond to children's play experiences as they arise. This ensures that children are engaged in deep and meaningful learning experiences for longer periods of time with minimal adult intervention and support, for example using strategies to deal with conflict, problem solving and teamwork.

Whole class learning takes place as BIG learning is introduced. This is then developed further in small teaching groups while the classroom environment supports new and previous learning through contextualised provocations. Independent target tasks identified daily in numeracy and literacy support prior learning to be consolidated. Through working closely with learners, class teachers are able to target interventions timeously and support pace and challenge appropriately.

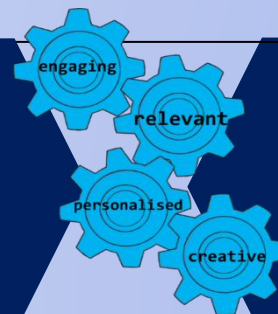


Beyond Primary 1

As our young learners move beyond Primary 1, they will continue to enjoy and benefit from an environment that supports a pedagogy of play. **Primary 2** aims to build on and take forward the high-quality learning experiences already had and continuing to provide rich and varied opportunities for intellectual challenge. In Primary 2, target tasks may be increased as the children progress and develop. At this stage they will also be encouraged to evaluate their learning environment, providing the opportunities for children to shape their learning experiences and develop skills in talking about their learning.

As the children move on, the learning environment in **Primary 3** the Teach, Task, Play approach has transitioned to planned experiences and outcomes supported by a wide range of engaging and relevant play opportunities. Classroom environments offer pace, challenge and support independent learning.

"Play transforms children because it helps them to function beyond the here and now. They can become involved in more abstract thinking about the past, using the past, and into imagining the future, or alternative ways of doing things. It helps them to problem solve, and to experiment. It helps them to work out what they think and feel." (Bruce 2016)



"Child-centred play pedagogy starts from the children. Child-centred play pedagogy requires us to take the lead from the children. This approach actively responds to the individual and constantly changing needs of a young child." (Realising the Ambition, Education Scotland 2022)

Choice

Feels like... Empowerment, autonomy, ownership, intrinsic motivation

fun in class

Looks like..... setting goals

Challenges, purpose

Making and changing rules negotiating

Having and sharing ideas choosing collaborators and roles

I can choose the things I want to play with

Wonder

Feels like... curiosity, novelty, surprise, engagement, fascination, challenge fun

Looks like... improving creating

learning from mistakes expressing excitement

pretending taking risks trying

new things out to play with all the time

Play

Delight

Feels like... enjoyment, excitement, satisfaction, inspiration, pride, belonging

Lots of fun

Looks like... smiling/laughing singing. humming joking

being silly achieving succeeding focusing attention anticipating celebrating being altruistic