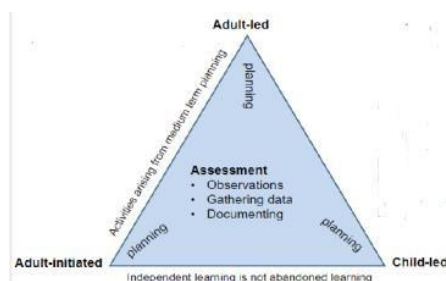




Linlithgow Primary School

Play Strategy



Linlithgow Primary School Play Strategy

Every child has the right to play and relax by doing things like sports, music and drama.

Article 31 UNCRC

In Linlithgow Primary School, we believe play is an active process and it is essential for the development of the whole child. By creating a play based learning community we ensure that everyone can flourish and reach their full potential.

Through high quality play opportunities we ensure that each child's:

- *Growth mindset* is developed. Children 'give things a go' even if it is wrong. They blossom as learners building resilience and developing their self-esteem. Children develop a sense of risk and challenge which promotes both physical and mental health.
- Children build positive *relationships* with their peers and the adults around them while they play and learn.
- All children are given the *opportunity* to explore, investigate and be creative.
- Children's mental health and emotional *wellbeing* is key to play based learning. It helps to build their confidence, resilience and self-esteem.



What are skills and how do we develop these through play?

Meta-skills are innate, timeless, higher-order skills that create adaptive learners and promote success in whatever context the future brings. From birth, children use their meta-skills as they test and explore the world around them. Therefore creating an environment that provides rich play experiences, throughout a child's school journey, is critical in meeting the needs of our children and young people.

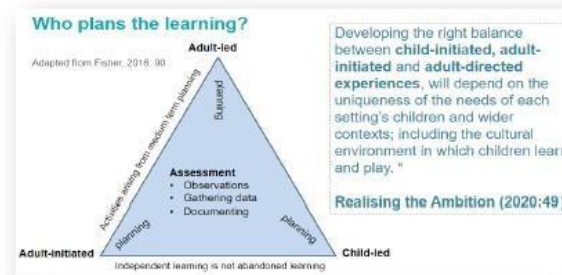


How is the day set up as my child starts school?

In the early years at Linlithgow Primary School, we use the Julie Fisher model for structuring our day. The children experience free play, adult initiated and adult led activities throughout the day. The information below from 'How Good is Our Play for Learning' describes this in more detail.



How Good Is Our Play for Learning?"



Scotland's National Practice Guidance for Early Years, *Realising the Ambition*, places value on the work of Julie Fisher. Fisher explains the three main contexts in which children learn within any high-quality establishment as:

Adult-led learning: Practitioners **focus** children's thinking - the adult has planned objectives/outcomes and stays with children whilst learning takes place.

Adult-initiated learning: Practitioner's **fathom/ignite** children's thinking - the adult sets up a starting point, invitation, provocation or stimulus with planned intentions and then stands back to wait, watch and wonder. Children engage independently until the adult joins to observe, interact or enhance learning.

Child led learning: Practitioners **follow** children's thinking - resources, experiences and outcomes are freely chosen by the child and are under the control of the child. This may or may not involve direct interaction with the adult.

What does this look like for the pupils throughout their school journey?

As children grow, the skills that they develop through play become progressively more complex, therefore what play looks like changes over time. We have created a framework of what play might look like across our school. These are examples and a guide. Children would take part in play opportunities within their classroom and beyond.





Play Progression at Linlithgow Primary School

Design Principles	Challenge & Enjoyment, Progression, Depth, Relevance, Coherence, Breadth, Personalisation and Choice	
Meta-Skills	Focusing, Adapting, Integrity, Initiative, Communicating, Collaborating, Feeling, Leading, Curiosity, Creativity, Sense-making, Critical Thinking	
UNCRC	12 - I have the right to an opinion and for it to be listened to and taken seriously. 13 - I have the right to find out things and say what I think, through making art, speaking and writing, unless it breaks the rights of others. 28 - I have the right to education. 29 - I have the right to education which tries to develop my personality and abilities as much as possible and encourages me to respect other people's rights and values and to respect the environment. 31 - I have the right to play and relax by doing things like sports, music and drama.	
Stage	Provision and activities may include...	Play skills may look like...
ELCC Ante-preschool	High quality books and texts of various genres Small world Construction and block play Malleable and messy play Creativity and mark making Imaginative and role play Dressing up Sand and water play Digital tools Loose parts Natural Materials Outdoor play Puzzles and games Fine motor opportunities Music	Treating dolls or teddies as if they are alive Playing beside other children Using symbols in their play such as a stick becoming a sword Engaging in play themes which reflect less frequently experienced life events (e.g. visiting the doctor) Playing with mechanical toys Taking turns with other children Playing with 2 or 3 children in a group Engaging in play themes which expand beyond personal experience (e.g. fireman rescuing people). Talking about their feelings Feeling shame when caught doing the wrong thing

ELCC Pre-school	High quality books and texts of various genres Small world Construction and block play Malleable and messy play Creativity and mark making Imaginative and role play Dressing up Sand and water play Digital tools Loose parts Natural Materials Outdoor play Puzzles and games Fine motor opportunities Music	Playing with mechanical toys Taking turns with other children Playing with 2 or 3 children in a group Engaging in play themes which expand beyond personal experience (e.g. fireman rescuing people) Talking about their feelings Feeling shame when caught doing the wrong thing Playing with other children with shared aims within play Playing imaginatively (for instance playing in the home-corner, dressing up and cooking) Engaging in games with simple rules (e.g. hide and seek)
Primary 1	High quality books and texts of various genres Small world Construction and block play Malleable and messy play Creativity and mark making Imaginative and role play Dressing up Sand and water play Digital tools Loose parts Natural Materials Outdoor play Puzzles and games Fine motor opportunities Music	Playing with other children with shared aims within play Playing imaginatively for instance playing in the home-corner, dressing up and cooking Engaging in games with simple rules (e.g. hide and seek) Engaging in play which includes themes never personally experienced (e.g. going to space) Negotiating during play Engaging in well-organised play

Primary 2	High quality books and texts of various genres Small world Construction and block play Malleable and messy play Creativity and mark making Imaginative and role play Dressing up Sand and water play Digital tools Loose parts Natural Materials Outdoor play Puzzles and games Fine motor opportunities Music	Engaging in play which includes themes never personally experienced (e.g. going to space) Negotiating during play Engaging in well-organised play Playing with small groups and making up their own games with rules Playing co-operative games but not usually coping with losing Enjoying play with other children of their own sex
P3 and beyond	High quality books and texts of various genres Soft start/active start Construction and block play Creativity and mark making Imaginative and role play Literacy and numeracy games Digital tools and games Outdoor play Loose parts and natural materials (outdoors) Puzzles and board games Sensory and fidget toys Plasticine, play doh and clay	Engaging in play which includes themes never personally experienced (e.g. going to space) Negotiating during play Engaging in well-organised play Playing with small groups and making up their own games with rules Playing co-operative games (getting better at coping with losing) Enjoying play with other children of their own sex

References

UNCRC documentation:

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

How Good Is Our Early Learning And Childcare Framework

Play Pedagogy Toolkit:

<https://education.gov.scot/resources/early-level-play-pedagogy-toolkit/>

Getting It Right For Every Child guidance:

<https://www.gov.scot/publications/child-adolescent-health-wellbeing-scotland-evidence-review/>