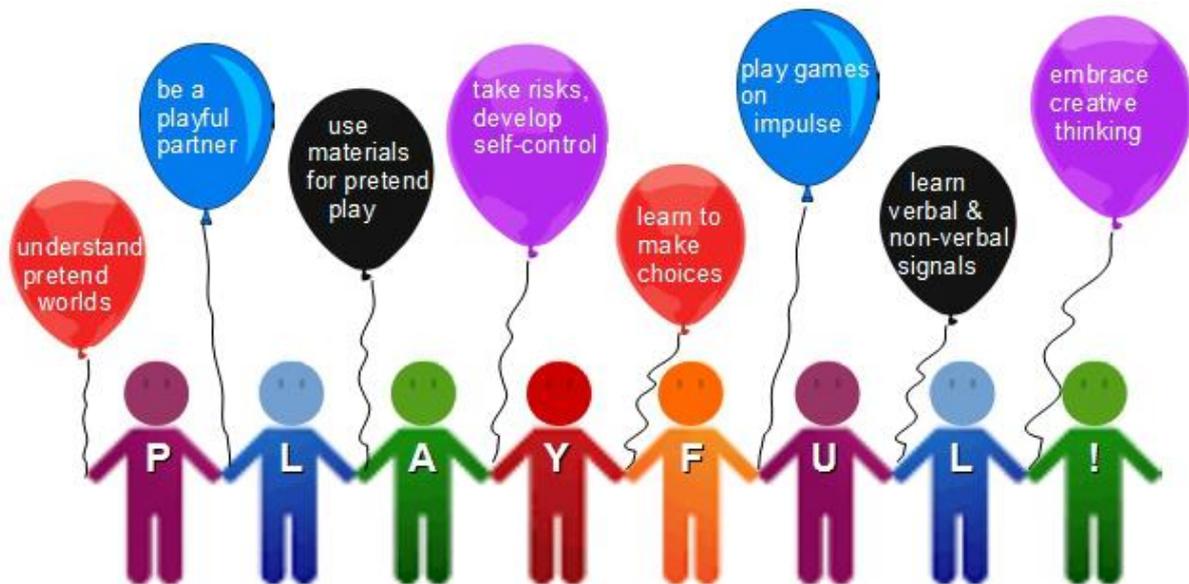


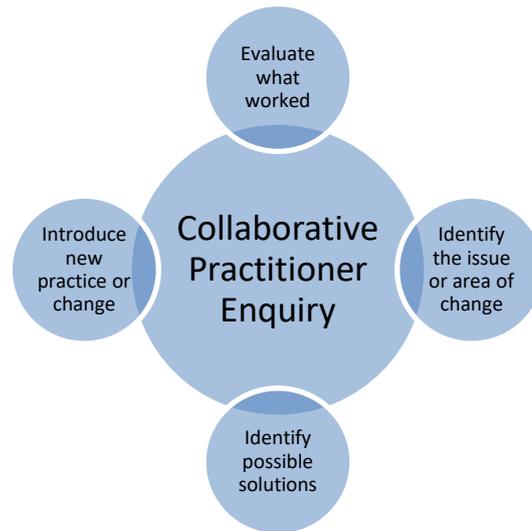
**Play 2 Learn: Collaborative practitioner enquiry**

**Steps 1-4 (October 2017-February 2018)**

**School name: Primary**



**Attributes of playfulness** (Inspired by Thomas and Harding, 2011)



### **Step 1: Identify the issue or area of change (August – early September 2017)**

What is the issue/need for change that you have identified and want to address through CPE?

X Primary was part of the P2L pilot in 2016-2017. The current P1 class teacher, although very experienced and committed to play-based learning, had not been part of the training and practice of P2L during the previous academic session. The aim of the CT for this session was to implement P2L using child led, child initiated and adult led practice. In order to achieve this, it was identified that significant modifications to the classroom environment were required, including purchasing furniture and new resources, and introducing loose parts. There was also an identified need to make early level more consistent between nursery and P1, thus improving transitions.

Are your SMT 'on board' with this?

Yes, and have been since the start of P2L in EDC

Are there alternative viewpoints about the issue/area for change within your school? (e.g. colleagues, parents?)

Parents and colleagues are 'on board'

### **Step 2: Identify possible solutions (September – early October 2017)**

Which resources have you explored in order to find solutions to the identified issue/need for change? (e.g. personal reading, materials from the P2L conference)

Building on practice from pilot which took place in XPS (2016-2017) – lots of elements of P2L are already in place. CT attended training run by EDC and follow up PLCs. Sharing practice at PLCs has helped shape thinking. Close liaison with school's link nursery staff was key in planning P2L environment.

An audit of existing resources took place prior to introducing P2L to the new cohort of P1 children.

CT has also visited a range of feeder nurseries and discussed practice in each environment. CT has a qualification in 'infant teaching' and has a strong pedagogical understanding of early child development and play.

Parents were informed of P2L at p1 induction days, and the messages were reinforced at the follow up maths open day, meet the teacher evening, parents night.

### **Step 3: Introduce new practice or change (October 2017-January 2018)**

#### **Your plan of action:**

Physical environment: Cupboards/worktops have been removed so that trolleys of resources can be accessed much more easily by the children (self selection and supporting free play). This also allows for flexibility in terms of changing areas/resources around as required.

The resources in the room are at children's height, again to support free play and independence.

An easel/art creation station has been purchased as the children have been keen to paint and this is difficult to accommodate in the current environment.

An outdoor classroom has also been created, although this weather/staffing dependent.

Resources: Loose parts are being introduced more and more, and the children are being supported in using these by having examples/visual prompts.

Gaps in resources are being identified on an ongoing basis, and this will continue following the purchase of new flexible storage.

Teaching practice: There is far less whole class teaching and lots of group teaching. There is far more play, as previously the 'play' would be classed as 'active learning'.

### **Step 4: initial review/evaluation**

Tell us about your P2L experience: what has worked, what hasn't worked and what have your main insights and challenges been so far?

The small group teaching (as compared to whole class teaching) is having a positive impact as teacher-led small groups has allowed for much quicker grouping of children, and much higher quality interactions with each child. Every child is 'getting what they need' from CT, supported by SLA.

The children are settled and happy. The classroom is theirs and they know how to access resources.

The classroom environment continues to develop and it is anticipated that this will continue to positively impact on the children's free play.

A recent challenge has been a deterioration in children taking responsibility for returning resources to their places at the end of the play. CT has re-introduced stickers to encourage this. To encourage this further, when the new storage equipment is in place, baskets/drawers etc will be labelled with a picture.

Managing the play and the curriculum can be a balancing act. CT is continuing to deliver whole class lessons for art, PE, music, drama, IDL skills development. Children develop their own interests through the play.



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A challenge has been getting the time to observe the children in their play. CT will build in time for this between February and June. Involving children in the planning of play e.g. through weekly discussions.

Magic moments board will be introduced.

CT will visit other P2L schools over the next few months.

The completion of the flexible storage will be highly beneficial to supporting P2L generally.

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