

# P1 assessment Play, play-based learning, playful learning, curriculum Some thoughts

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PRIMARY 1 PRACTITIONER FORUM

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# Sharing a “world view”

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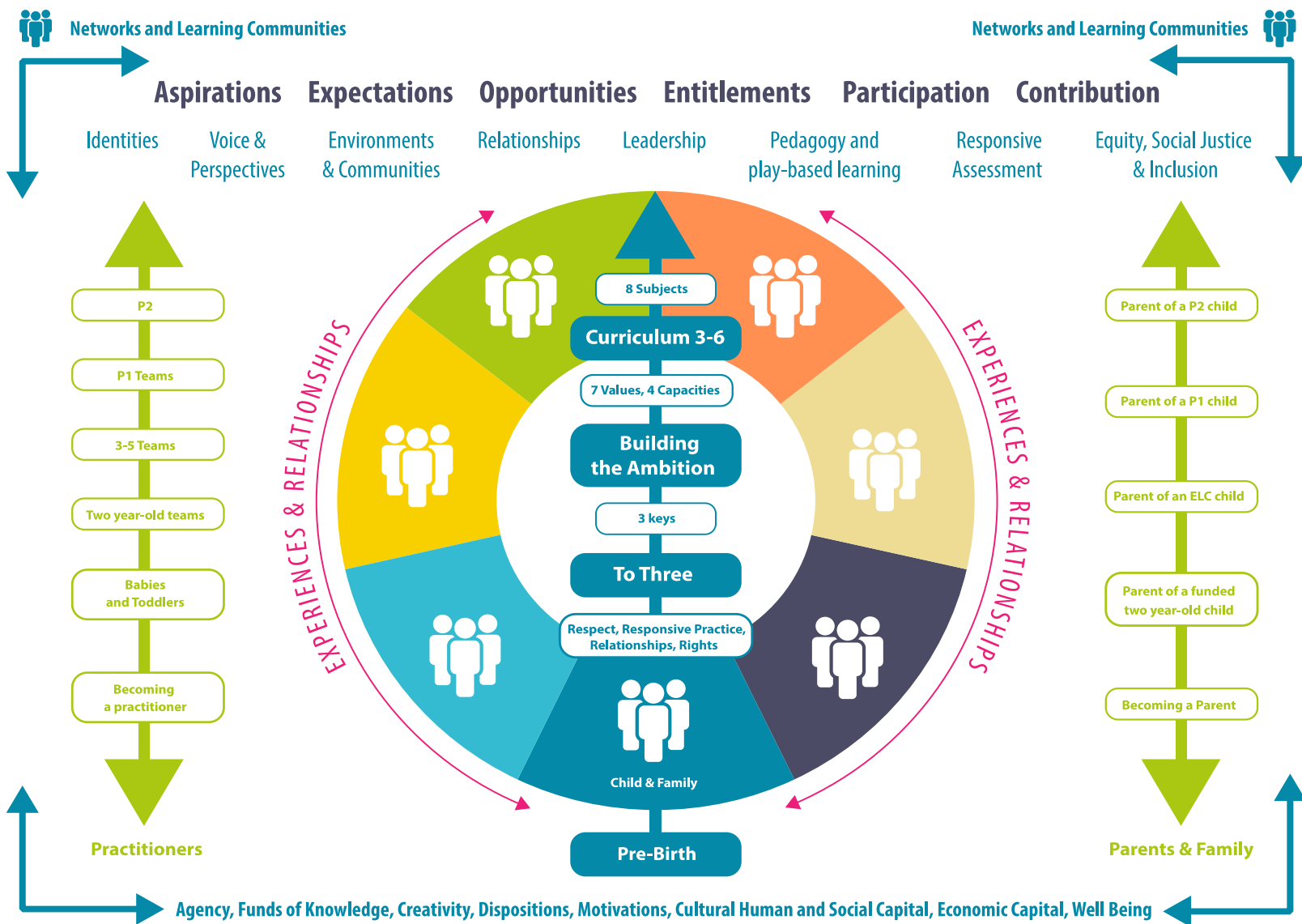
The teacher’s and researcher’s world-view and sets of beliefs are likely to position them in particular ways towards how they approach their work.

Rooted in an idea that humans understand each other by watching and listening, and that self-understanding is a reflection of the mirror we hold up to the world, my philosophy is one of meaning making – through observation, exploration, narrative and interaction.

This ontological position recognizes the complexity of educational experience and the challenge of understanding it.

So too the importance of relationships, the innate capacity of children, the importance not just of educational culture but primarily of home culture.

Many observed differences in experiences between children led me to an interest in how they, their families and educators navigate these differences and to reflect upon them.



# Assessment

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- What to assess?
- When to assess?
- How to assess?
- Why assess?

Curriculum phases – 3-6 Early Level of CfE

Test at school start regardless of age? Or test at 5 yrs-5yrs 6 months regardless of setting? (*OECD International Early Learning and Child Wellbeing Study, 2017*)



*emerging literacy, emerging numeracy, self-regulation and social and emotional skills at age 5.*

***The data have landed***  
*First they said they needed data about the children to find out what they're learning.*

*Then they said they needed data about the children to make sure they are learning.*

*Then the children only learnt what could be turned into data. Then the children became data.*

Michael Rosen

## The International Early Learning and Child Well-being Study - FAQ

Why do we focus on early learning?

Who will benefit from this Study?

Will the well-being of participating children be ensured?

To what extent is the use of tablets appropriate for assessing children?

Does the Study assess school readiness?

How can I get further information on the Study? [EarlyLearning@oecd.org](mailto:EarlyLearning@oecd.org).

<http://www.oecd.org/education/school/the-international-early-learning-and-child-well-being-study-the-study.htm>

# The International Early Learning and Child Well-being Study

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*A critique:*

*The political reduced to the technical*

*A lack of self-awareness*

*Criticism? What criticism?*

*Valuing or dismissing diversity*

*Power is always present*

## Children's creation of play culture - Creation of meaning in play

*Play is defined as children's active engagement and involvement in activities which are meaningful for them or through which meaning is created in participation with others, and which fosters the exercise of agency, collaboration and reflection.*

Agency		Collaboration		Reflection
Autonomy- wanting to do what you do; Exploratory play; Symbolic play becoming representational; Play with rules; Self-other regulation; Persistence; Exercising choice; Participating through negotiation; Stepping up		Reason, reflect and collaborate; Role switching; characterisation; Intersubjective relationships: mutual self-other consciousness and its contribution to the child's ability to collaborate with another's action and interests and to learn from them; Play as practice (Piaget, 1971); Constructive play (Smilansky, 1990) – a process of children building and re-building - and in the process inventing, testing and representing their ideas about the world; Reciprocity		Mediation Introspection Describe and problem-solve Language, play and cognition- know, think, learn, reason and remember, formulate plans, to reflect and to collaborate Reflecting on own thinking, mentalise about others Self-expression
Complex play: imitative role play; make-believe play with objects; make-believe with actions and situations; persistence; interaction and verbal communication (Smilansky, 1968).				
Role play - imitative play - intersubjective relationships				
Using first-hand experience, making up rules, making props, choosing to play, rehearsing the future, pretending, playing alone, playing together, having a personal agenda, being deeply involved, trying out recent learning, co-ordinating ideas, feelings and relationships for free-flow play (Bruce, 2001).				
Role of adults * Self- and other-regulation * Environmental affordances * Culture of play as such and play in school * Peers				

# So what does it look like? School start

<p>Morning workshop: computer, library/house listening centre, lego building/shopping trolley</p> <p>(Ruby: listening centre; Katie: building a shopping trolley; Colin: lego building; Trevor: library)</p>	<p>In 4 groups: teacher &amp; classroom assistant support</p> <p>Whole class in groups</p> <p>Reporting back from morning workshop: house construction &amp; shopping trolley</p>	<p>The children start the day with Morning Workshop: this is a play opportunity: the teacher arranges the groups and where they will be each day, but not necessarily the content of what they do: sometimes children are able to choose and sometimes Mrs Devine provides a challenge. Children participate in groups and negotiate with each other</p>
Phonics session: onset & rime	Whole class	<p>Oral session with considerable participation from the children, and plenty of laughter at nonsense rhymings. Ruby seems a little distanced. Trevor contributes confidently. Colin &amp; Katie follow group responses</p>
Word building: hats activity	Whole class	<p>Building on from the oral work, Mrs Devine introduces the hat game: the children help her to word build and enjoy the session. Katie is keen to be chosen: she puts her hand up. A discussion of the activity follows.</p>
<p>Block trolley, writing, morning workshop. A space station provides an imaginary context. Children have made props.</p> <p>(Colin, Katie &amp; Ruby)</p>	Group tasks	<p>Children move fluently between morning workshop and more formal learning tasks: self-regulating. Socio-dramatic play, manipulative play, group play.</p>



# Is play still visible?

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Maths story of 4 (Ruby, Katie & Colin)	Whole class and individual contribution	Teacher introduces the number bus: class works on composition of four and all possible number bonds. Children volunteer to take part. Katie & Colin contribute successfully, Ruby appears not to understand what is being asked of her.
Language session  The Lost Key  Sentence building	Whole Class   Small groups: paired tasks	Book making the story of the lost key Acting out the story Building on the content of the story, Mrs Devine has prepared language task including sentence building. Children work in pairs to complete sentences: they have 8 large cards with complete sentences, and little bags of words to use to match these up. There are not enough single words to complete all the sentences at once: this involves negotiation with their partner: children focus well.
Language new topic introduced: estate agents (Ruby, Katie & Colin)	Small groups discuss where they live, their experience of moving house, missing a friend who has moved away	Mrs Devine introduces a new topic about houses and home which will lead to an imaginative context around the idea of an Estate Agents. Children relate well to this: they have lots of first-hand experience to offer about houses and homes.

# Terms of reference for review

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- the compatibility of the P1 assessments with the play based approach to early level of CfE
- the alignment of the P1 assessments to the benchmarks for early level
- the effect of taking an on-line assessment on P1 children
- the usefulness of the diagnostic information provided to teachers and how it supports their professional judgement
- the implications of the review for the ongoing development of the national Gaelic Medium Education standardised assessments (MCNG)
- the future of the P1 assessments considering in particular whether they continue in line with the current continuous improvement model; be substantially modified; or should they be stopped

<https://www.gov.scot/publications/independent-review-of-p1-assessments-how-it-will-be-conducted/>

# References

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The Scottish Government (2019) *Independent review of P1 assessments: how it will be conducted* [<https://www.gov.scot/publications/independent-review-of-p1-assessments-how-it-will-be-conducted/>]

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# Long longitudinal study

## Ernie's funds of knowledge

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$$\begin{array}{l} 1 + 2 = 3 \quad 6 + 2 = 8 \\ 2 + 2 = 4 \quad 10 + 10 = 20 \\ 2 + 2 + 2 = 6 \\ 30 + 6 + 2 = 38 \\ 40 + 40 + 2 = 82 \\ 40 + 40 = 80 \\ 6 + 6 + 6 + 5 + 5 = 28 \\ 9 + 80 = 89 \end{array}$$



