

Bridge of Weir Primary School



Learning in Primary 1 Parent/Carer Information

Our Aims for Primary 1

In Primary 1 at Bridge of Weir Primary School, we aim:

- To provide children with a quality learning environment which is enjoyable, stimulating and challenging.
- To show increased understanding of the learning possibilities we provide for the children so that their learning can be planned for (responsively and intentionally), supported and extended.
- To provide children with a range of environments which will support their learning across the curriculum and teach them about the world around them.
- To deliver a holistic curriculum that develops the whole child, considering the Four Capacities of Curriculum for Excellence.

Successful learners - through the use of imagination and creativity, tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating while following their own interests.

Responsible Citizens - through encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions.

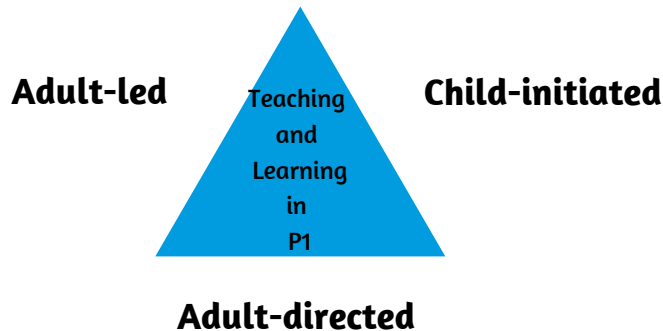
Confident Individuals - through succeeding in their activities, having the sense of satisfaction of a task accomplished, learning about bouncing back from setbacks, dealing safely with risks.

Effective Contributors - through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking, and respecting the opinions of others.

Education Scotland's Play Pedagogy Toolkit (2023)

Balance of approaches

Effective play-based pedagogy in Primary 1 at Bridge of Weir Primary School involves a **carefully balanced** variety of teaching approaches and learning experiences:



Adult-led - this includes direct teaching input from the teacher with specific outcomes. This could be whole-class input, group work or 1-to-1 input.

Adult-directed - this includes activities planned by the teacher to consolidate and extend the learning. These activities enable children to transfer and apply knowledge and skills that are also being developed through direct teaching or may build on possible lines of development that have been observed during child-initiated learning.

Child-initiated - this includes opportunities for free-flow play where children choose for themselves and explore their own interests. The environment must lend itself to providing a range of opportunities for children to engage in different types of play activities and experiences, including the availability of various open-ended resources.

“Developing the right balance between **child-initiated**, **adult-led** and **adult-directed** experiences, will depend on the uniqueness of the needs of each setting’s children and wider contexts; including the cultural environment in which children learn and play.”

Realising the Ambition, Education Scotland, 2020 (p49)

We are confident that this balance of approaches is what works best for our learners at Bridge of Weir Primary School in terms of meeting learners’ needs and ensuring appropriate progression. This is supported by the triangulation of a wide range of evidence.

Play in Primary 1

Why play?

“In school, play pedagogies should be planned to meet the diverse range of children’s needs, acknowledging that most children start school as competent learners, while still needing opportunities to discover, to investigate and to be creative learners through play...”

Realising the Ambition (2020)

The Right to Play

Children and young people have a right to play. The UN Convention on the Rights of the Child states (in Article 31) that every child should have: "The right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts."

United Nations Convention on the Rights of the Child

Skills developed through play

The provision and environment supports the development of skills for learning, life and work. Transferable learning skills that are a focus in Primary 1 include:

- Personal skills such as social competence, working with others and communication
- Thinking skills such as knowing, understanding, applying and creating
- Key skills such as literacy, numeracy, problem solving, technological competence and skills to support physical, emotional and mental health and wellbeing



Structure of the day

Soft Start

Children begin each day with free flow play. The classroom environment is set up with a wide range of provocations including open-ended materials as well as adult-initiated games and activities that children can choose from freely. Children explore their own interests through explorative and imaginative play as well as consolidating and extending their learning through adult-initiated activities.

Literacy and Numeracy

At the beginning of the year, the majority of teaching input happens in small groups at the Teaching Table. Additional activities and games to support the specific learning are added in to the play provision during Literacy and Numeracy teaching times. Teachers will identify targeted tasks that children are expected to complete within the time available. As the year progresses, there will be more whole class teaching input. However, the opportunities to consolidate and extend the learning through play as well as completing independent learning tasks will continue throughout Primary 1.

Other Curricular Areas

Children will have a wide range of experiences including gym times, outdoor learning, free-flow play and specialist teachers (e.g. Science, Spanish and Technologies). One afternoon per week, the classes rotate and experience a lesson with each of the P1 teachers who each cover a different aspect of the curriculum. This ensures a broad coverage of the curriculum and consistency across the stage. Cross-curricular topics and themes are also evident in play opportunities - enhanced provocations around topics e.g. The Farm and Castles, as well as seasonal events e.g. Pancake Day and Chinese New Year.

The Learning Environment

The design and set up of the learning and teaching environment considers the needs of all learners. To further develop inclusivity, we consider four main aspects of the environment:

- physical and social - “refers to the physical layout of the area and the resources used within it... the attitudes, expectations and actions of those within the area and how they can affect learners positively”
- structures and routines - “events that happen in the same way with regularity...predictability through repetition”
- motivation - “gives learners incentive, enthusiasm and interest when engaging with activities and the people around them”
- skills - “the learners ability to follow 6 areas: attention and concentration; organisation and planning; posture and mobility; socialising, emotions and relationships; verbal and non-verbal communication”

The Circle Framework - Inclusive Learning and Collaborative working: Ideas in Practice. Education Scotland, 2021.

In Primary 1 at Bridge of Weir, the immediate environment includes the classrooms, outdoor areas which are an extension of the classroom and a shared area known as “The Wee Flat”. Children will also have regular access to wider school environments e.g. the gym hall, playground and outdoor areas such as “The Secret Forest”.

