



## **Tynecastle Cluster Play Position Paper**

### **Cluster Vision**

In the Tynecastle Cluster, at Early Level, we believe that every child deserves the best possible start to ensure excellent progress in all aspects of their learning and development. We believe that play is fundamental to this.

There is a progression across the Early Level in play, *'most children enter primary school as enthusiastic, independent learners who are used to making decisions, solving problems and initiating their own learning.....staff need to build upon this by planning approaches to learning which reflect these enthusiasms, needs and interests'* (Building the Curriculum 2)

We recognise that children learn through both child led and adult directed experiences and to ensure pupils are able to develop skills in literacy and numeracy, they will be involved in some direct teaching using CEC literacy and numeracy programmes.

As the children progress through Early Level and beyond, the balance will gradually shift towards more direct teaching.

### **What do we mean by play?**

Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children determine and control the content of their play, by following their own instincts, ideas and interests, in their own way for their own reason. See Tina Bruce – 'Twelve Features of Play'.

### **The value of play**

- Play promotes children's development, learning, imagination, creativity and independence.
- Play contributes to keeping children healthy and active.
- Play allows children to experience and encounter boundaries, and learn to assess and manage risk.
- Play allows children to develop a sense of community and by learning about different people, places and environments.
- Play helps children learn about themselves; their abilities, interests and preferences and how that can contribute to a larger group.

### **The role of the adults is to:**

- Provide an enabling environment, which is stimulating, safe and accessible for all children.
- Plan rich opportunities and experiences that are relevant and coherent for children, which allow elements of challenge, enjoyment, breadth, depth, personalisation and choice.

- Plan, observe and assess to support pupils to achieve Early Level by the end of P1 for most children.
- Respect pupil voice by observing children carefully, listening to their ideas and opinions and interacting in a meaningful way.
- Give children time to engage in sustained play to develop problem solving and risk taking and to demonstrate what they know.
- Keep up to date with research and legislation about play.
- Replenish resources to ensure there is a variety of opportunities and experiences available.

### **Transition**

Nursery children across the cluster spend the majority of their day engaged in high quality play experiences. We follow the guidance in Building the Ambition that focuses on uninterrupted, child led experiences with careful observation and support from staff.

As children transition from nursery to P1, they continue to have the opportunity to play indoors and outdoors. Children are given the time to choose what they want to play, who they want to play with and develop a wide body of transferable skills. Children are also part of focused teaching groups.

### **Summary**

Every setting in the cluster is unique. We are all on our individual journey working towards a collective vision. As a cluster, we are committed to working collaboratively, sharing good practise, supporting each other as we move forward on our journey.

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