

Wallacestone Primary School – Play Rationale



WORK TOGETHER
PLAY TOGETHER
SUCCEED TOGETHER

UNCRC Article 31 “I have a right to rest, relax and play.”

Our ethos is centred on the school vision of ‘Work Together, Play Together, Succeed Together’. Our values of Care, Community, Curiosity and Challenge underpin the spaces, experiences and interactions, and we strive to show those values in everything we do in Wallacestone Primary School.

Our objective is to cultivate an enriching and inquisitive setting that empowers children with the time and freedom for curiosity. This approach fosters deep learning, enabling students to apply their literacy and numeracy skills, and challenge themselves, in practical contexts. We value all of our learners and seek to nurture a strong pupil voice. Through play pedagogy, learners can assess their strengths, identify areas for improvement, and progress through meaningful interactions with peers. Through play pedagogy, we aim to enhance children’s enthusiasm for learning, fostering independence, self-directed learning, and the development of lifelong skills.

Play supports the four capacities in Curriculum for Excellence



Individuals

Through:

- following their own interests to explore
- the use of imagination and creativity
- tackling new experiences and learning from them
- developing important skills including literacy and numeracy



Citizens

Through:

- encountering different ways of seeing the world
- learning to share
- learning to respect themselves and others
- making decisions.



Contributors

Through:

- succeeding in their play opportunities
- learning from not always getting things right first time
- dealing safely with risks.



Learners

Through:

- playing together
- communication with others
- leading their own learning
- supporting others
- tackling problems/set backs
- respecting the opinions of others.
- Motivated to learn and explore.

*“Children learn as they play. Most importantly, in play children **learn how to learn.**” -O. Fred Donaldson*



Experiences

- A balance of time for all different types of learning and play.
- Well established classroom routines.
- A positive playground experience.
- Well planned provocations.
- All personal needs met.
- Time for decompression and regulation.
- Adults responding to observations noted on planning wall.
- All adults working together to reflect on learning during Huddle process.



Interactions

- Kind and caring adults who are positive role models.
- Positive interactions showing mutual respect.
- Developing an awareness for all children to understand other's thoughts and feelings as they work together.
- Pupils feel valued and heard as their thoughts and opinions are embedded into the learning, teaching and assessment.
- Emotion Works lessons to help educated children about all emotions and how to regulate.

Spaces

- Learning environments where children feel safe, happy and content.
- Calm spaces within each classroom that can be accessed independently.
- Continuous Provision that allows for curiosity and challenge.
- Outdoor learning spaces that provide a wide range of opportunities.



Care

Learn to be kind & respectful to myself & others. Build empathy & understanding of people & environment.



Community

Learn to co-exist, co-operate & participate as local and global citizens where who I am, my voice and my actions matter. Learn that we are all unique & valued.



Curiosity

Learn as an engaged, active participant & have opportunities to wonder, learn deeply & apply my learning creatively.



Challenge

Learn to approach challenge with a positive mindset, be resilient & get the right support when I need it

Within Wallacestone Primary School, we still feel quite strongly that there needs to be a balance between adult led, adult initiated and child initiated learning. We approach this using the Falkirk Model for Play Pedagogy which is based on the work of Julie Fisher “Starting from the Child”.

