



WEST PARTNERSHIP PRIMARY CURRICULUM PROGRAMME

Townhill Primary, South
Lanarkshire



Self Evaluation

Fine motor skill development amongst a group of pupils was identified as an area to strengthen. The team considered how writing could be incorporated into a play-based approach.



Inquiry Question

What is the impact of a play-based child centered approach to writing on a target group of boys?



Intervention

Prior to the intervention, staff gathered feedback from the children, observed them in their play-based sessions, and evaluated their fine motor skills. Staff engaged in professional learning aimed at enhancing writing in play-based sessions. The learning environment was altered and activities were devised based on what children had asked for. Staff limited access to desktop computers to specific times of the day.



Evidence and Impact

Observations of what the children were doing during play-based learning found that the boys spent more time on writing based activities post intervention. As such, more time was being spent on developing fine motor skills. Qualitative assessment of the children's drawings found that significant improvements in fine motor skills had occurred. In discussions with the children staff also noticed that many of them now enjoyed drawing and writing during play-based learning sessions.



Key Reflections

The self-evaluation of practitioners led to changes in their children's learning environment, which enhanced pupil engagement. As a result, fine motor skills were improved through the permeating literacy and numeracy skills within play-based learning.

For more information on the Primary Curriculum Programme, scan the QR code below.

