



How Play Approaches Can Transform Learning and Improve Outcomes for Children in West Dunbartonshire Council

Kathy Morrison
Lead Officer,
Early Years



Rebecca Mutch
Principal Teacher,
Early Years



Delivering Excellence and Equity in Learning Through Play: Scottish Attainment Challenge

- **A Universal Approach in WDC**
- Improve the provision for play at the early stages (ELC – P3) to ensure a continuous provision of child centred learning experiences at the early stages supporting children's cognitive, social and emotional development.
- Curriculum for Excellence



Learning Through Play

Delivering Excellence and Equity in Learning Through Play: Expectations

- Improved play based approaches to learning at the early stages (ELC – P3)
- Deeper understanding of pedagogy; teaching and learning approaches used through play
- Active learning environment, zones, flexible learning spaces.
- Progression in each aspect of literacy, numeracy and health and wellbeing data to support this.
- The variety of assessment approaches and what these look like in practice across early level



Delivering Excellence and Equity in Learning Through Play:

What We Did

- 3 year training programme to enhance knowledge and skill base
- Action research through a task driven approach which allowed educators at nursery and P.1 to develop approaches and to work collaboratively across the early level
- Environment for early learning in ELC and Primary One
- Key Issues at Transition
- Key Issues in planning at the Early Level
- Building the Ambition: Taking it Forward
- Observation, Assessment and Recording, Moderation
- Collaborative Action Research
- WDC Guidelines: 'Delivering Excellence and Equity in Learning Through Play'



Delivering Excellence and Equity in Learning Through Play: Tracking

- All head teachers, heads of centres, early years practitioners, P.1 – P.3 teachers and early stages teachers trained in play based approaches to learning
- Literacy and Numeracy progression planners updated to track attainment. Tracking included:

- SIMD for all children and pupils
- Staged Intervention
- Looked after and accommodated
- Attendance
- FME
- Social work involvement
- Child protection

- Young Carers
- Clothing Grant
- Nurture Class
- EAL
- Traveller Community
- Exclusions
- Health Plan

Delivering Excellence and Equity in Learning Through Play:

Data Analysis

- Literacy and numeracy baselines measuring attainment show increases year on year on all aspects of literacy and Numeracy
- Attainment data for early literacy and numeracy progression in skills shows that children are making appropriate progress.
- Analysis of qualitative data shows the main themes emerging are an increased focus on learning through play and establishments linking play to literacy and numeracy leading to improved attainment.
- Improved and effective use of play based approaches to learning by teachers in early years establishments and P1 - P3
- Adaptation of curriculum model to give a balanced curriculum which has more emphasis on Learning Through Play
- Curriculum balance and content personalised to the needs of individuals and groups (responsiveness to children's needs and interests)



Delivering Excellence and Equity in Learning Through Play: Impact

- Increased confidence and skills of teachers in early years establishments and P.1 –P.3 teachers in schools using play-based approaches to learning.
- Increased focus on learning through play and clear links to literacy and numeracy attainment.
- Learning environments are more exciting and motivating.
- Leaders are reviewing and adapting curriculum design and their balance.
- Qualitative evidence from training undertaken to support Learning through Play (task based approaches).
- Qualitative evidence taken after training to measure impact on learning environment.
- Teacher Judgement evidence towards P1 achieving level.
- Quality improvement and validation visits.
- Attainment profiles and equity gap.



Delivering Excellence and Equity: Action Plan for 2020

- Near doubling of ELC from 600 to 1140 hours from August 2020, for all 3 and 4 year olds, and eligible 2 year olds.
- Research ELC can contribute to closing the poverty related attainment gap but it must be **high quality**.
- Funded ELC entitlement must be delivered in high quality settings.
- The Quality Action Plan has 15 actions to further embed and strengthen quality in ELC.



A BLUEPRINT FOR 2020: THE EXPANSION OF EARLY LEARNING AND CHILDCARE IN SCOTLAND

FUNDING FOLLOWS THE CHILD AND THE NATIONAL STANDARD
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<https://www.gov.scot/search/?q=Funding%20Follows%20the%20Child&page=1>

Delivering Excellence and Equity: Action Plan for 2020

- Froebelian approaches closely linked to high quality play
- Many of these drivers are already well embedded but, where they need to be strengthened there are new actions that build on existing foundations and work already underway
- Strong Pedagogical Leadership and Play Based Approaches

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Delivering Excellence and Equity: Holistic Curriculum

- Froebel believed learning should be meaningful and connected to children's own experiences
- Secure children's wellbeing and rights and reflect children as capable and competent learners
- Children can connect new ideas to what they already know.
- The principles of CfE are consistent with the drivers of quality
- Pedagogy and practice that encourages warm and supportive interactions with a holistic focus on child development
- Ensure appropriate levels of choice, depth and challenge across all areas of learning



Links to National Standard: A Focus on Active Play Based Learning

- Highest form of learning
- Free flow play/ open ended
- Connectedness
- Exploring, experimenting and trying things out
- Be well matched to the stages of development
- Build on previous learning and based firmly on Principles of CfE
- Support children to develop early Literacy, Numeracy and HWB
- Provide opportunities for children to experience high quality play both indoors and outdoors
- Actively promote and develop the essential aspects for early learning: wellbeing, communication, curiosity, inquiry and creativity





Reflective Questions and Discussion

Part 1



Links to National Standard- Physical

Environment

- Key element of Froebelian Practice- Rights of the Child
- The child is part of the community, family and nursery
- Appropriate and stimulating care and learning environments for all children in ELC
- *'The environment should be flexible in offering choices and carefully selected resources which capture interest to create moments which spark children's play'* - Building The Ambition
- Adventurous, risky and challenging play which offers resilience both indoors and outdoors
- Allow children to develop a sense of wonder- *'life long appreciation of the natural world'*
- Sense of connectedness



Improving Outcomes for Children through Block Play

*The future builder must play at building...
and those who have the care of their
education should provide them when
young with mimic tools’
(Plato, 4th Century BC in Gura, 1992)*



Video



Uninterrupted playing= team work!

<https://drive.google.com/file/d/1sDmjvTZvvX5-mj3-25C7f7tRJTgMmdnF/view?usp=sharing>



Reflective Questions and Discussion

Part 2





Reflective Questions and Discussion

Part 3

