

Foundation Stage

Mixed-age Play-based Learning in Years 1 & 2

Implementing mixed-age play at Parkhall Primary had the following advantages for the school's children across Years 1 and 2 and staff:



Staff Training

- Pedagogical training and practical support for Year 2 staff.

Impact of Intervention

“ Pairing with more experienced staff. ”

“ Improved observations using Walsh's Quality Learning Framework. ”

“ Updated staff lanyards, with adult-role reminder cards and prompt cards with questioning suggestions. ”

“ Opportunities to better monitor and evaluate staff practice. ”

“ Two adults in each area minimises risks. ”



Year 1 Children's Needs

- 26 children, including children from five different pre-school settings and some who hadn't been to pre-school.
- The children had a wide range of abilities.
- Some had significant speech and language delays.
- Thinking Skills and Personal Capabilities were also underdeveloped.

Impact of Intervention

“ Having older children as role models. ”

“ Learning from older children, both directly and indirectly. ”

“ Having a wider Zone of Proximal Development (Vygotsky's theory). ”



Year 2 Children's Needs

- 33 children with a wide range of abilities and a significant number with social, emotional and behavioural difficulties.
- Two children had extreme behavioural issues.
- The research had highlighted the benefits of mixed-age group play to help children regulate their emotions.

Impact of Intervention

“ Year 2 children developed empathy, compassion and prosocial behaviour. ”

“ Quieter Year 2 children developed confidence by leading a group of Year 1 children. ”

“ Year 2 children benefitted from small group setting with an adult. ”