

## Overview

This standard is about assessing and evaluating the playwork setting and how children and young people use what is available. It also covers reflecting on how you could enrich their play experiences and opportunities.

### **The main outcomes of this standard are:**

1. observe the playwork setting against the playwork curriculum
2. evaluate the playwork setting against the playwork curriculum
3. make improvements in response to your evaluation

This standard is for staff working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

**This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.**

## Performance criteria

You must be able to: **Observe the playwork setting against the playwork curriculum**

1. observe and record **key aspects of the playwork setting**
2. observe and record the children and young peoples' use of **key aspects of the playwork setting**
3. observe **others'** use of **key aspects of the playwork setting**
4. receive and record feedback from **others** in the playwork setting

### **Evaluate the playwork setting against the playwork curriculum**

5. evaluate **key aspects of the playwork setting** against the playwork curriculum
6. evaluate and reflect on how the children and young people are using the **key aspects of the playwork setting**
7. gather feedback from **others** on the implementation of the playwork curriculum in the playwork setting
8. identify which available key aspects of the playwork curriculum could be enriched
9. use records of observations to assess how much control the children and young people have over changes in the playwork setting

### **Make improvements in response to your evaluation**

10. enable children and young people to access the resources identified in your evaluation
11. provide an improved playwork setting from the changes identified in your evaluation
12. manage the implementation of the playwork curriculum in line with other playwork theories
13. enable children and young people to have control over changes in the playwork setting
14. support **others** to improve the components of the playwork curriculum
15. implement mechanisms to ensure that regular evaluations of the play curriculum take place

## Work within the playwork curriculum

### Knowledge and understanding

You need to know and understand:

#### Observe the playwork setting against the playwork curriculum

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the playwork curriculum
3. why the playwork curriculum is relevant to a quality playwork setting
4. how to distinguish the **key aspects of the playwork setting**
5. the role of **others** in supporting the playwork curriculum
6. what range of methods could be used for objectively observing and recording children, young people and **others**' use of **key aspects of the playwork setting**
7. the range of methods that can be used to gain feedback from children and young people
8. the importance of observing and recording feedback from children, young people and **others** in the playwork setting
9. when is it appropriate to consult with children and young people about their play experiences
10. how to balance the need to engage with children and young people without disturbing the play process

#### Evaluate the playwork setting against the playwork curriculum

11. how to evaluate data gathered from observations and feedback
12. tools and frameworks that can be used to evaluate the playwork setting against the playwork curriculum
13. how to reflect with others on the use of the playwork curriculum in the playwork setting
14. the importance of developing a process for supporting staff to undertake regular observations and feedback
15. the importance of assessing how much control the children and young people have over changes in the playwork setting

#### Make improvements in response to your evaluation

16. how to enable children and young people to access the resources identified in your evaluation
17. ways of enriching the **key aspects of the playwork setting** with elements

## Work within the playwork curriculum

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- of the playwork curriculum
- 18. the relationship between other playwork theories and the playwork curriculum
- 19. the importance of children and young people having control over changes in the playwork setting
- 20. the components of the playwork curriculum and how to support **others** to improve them
- 21. where to get support and resources to implement improvements
- 22. mechanisms that can be used to maintain regular evaluations of the play curriculum
- 23. the importance of the process of assessing, evaluating and implementing

**Scope/range related to performance criteria** **Key aspects of the playwork setting**

- 1. elemental
- 2. experiential
- 3. flexible
- 4. constructional

**Others**

- 1. staff
- 2. parents and or carers

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## Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

### Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

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8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

## Glossary

### **Play space**

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

### **Playwork setting**

Somewhere children and young people have the opportunity to play that is staffed by playworkers

### **Staff**

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Work within the playwork curriculum

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