**Table 3.7**

Example of a peer observation form

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| Date *April 25th, 2019* | | |
| Area of practice selected for development *Maths in the sand tray* | | |
| Why has this area been selected? (Ofsted report, our own self-evaluation, external evaluation?)  *Ofsted Report (2019): ‘use the sand area more fully to provide even more practical opportunities for children to learn about mathematical concepts, such as weight, measures and capacity’.* | | |
| Team members involved  *Faye, Ali and Fatima* | | |
| Practical plan: e.g. when will you discuss this? Do you need to visit another setting? Do you need reading/researching time?  *Discussion time: Tuesday 10-11am.*  *Visit – Ali booked to visit the nursery class at Ferndown Primary (Teaching School – outstanding teaching programme) on Tuesday afternoon*  Cover arrangements needed:  *Tuesday morning: students + 1 agency*  *Tuesday afternoon: agency to cover Ali* | | |
| Action plan (maximum of three areas to work on improving together)  1. Create and display a list of mathematical language to use in the area (Fatima)  2. Improve the resources and organisation, based on visit to Ferndown (Ali)  3. Practitioners to use more mathematical language and explain more mathematical concepts whilst playing with children | | |
| Brief peer observation notes linked to the action plan | | |
| *Faye heard using ‘more’, ‘bigger’, ‘heavier’. Some of the children used these words later on as they played. One child was silent throughout – will need some further support to check he’s picked up these words.* | *Ali observed introducing challenging language like ‘estimate’ and suggesting that there would be ‘too many grains of sand to count’. But Ali commented so much that most children did not talk.* | *Fatima helped all four children to explore and play purposefully with the new resources. However, there was little discussion so children were not heard using the key vocabulary about size and weight.* |
| Evaluative note on the improvements made  Display and resources have been updated. We are starting to use mathematical language more when playing with the children, and we are using consistent terms from the list. However, we do not always give the children enough of a chance to talk about what they are doing or to use the new vocabulary. Also, some children are so involved in their play and exploration that they aren’t ready to talk about what they know yet. So, we need to keep repeating these play opportunities and drawing children’s attention to these key concepts and words, until we’re sure the children have grasped them securely. | | |
| Next steps?  Some children may need to continue this play in a smaller group and a quiet place – it can be hard for them to concentrate on what’s being said in the middle of the busy nursery room. We need to be sure which children understand the key ideas and have the key words, so that we can give extra help to those who don’t. | | |