

PEER ON PEER OBSERVATION PROCEDURE

Why carry out peer observations?

Peer observations have been around for many years. However, some practitioners are a little unsure of what these are and why they should be carried out. It is important to help practitioners fully understand why these are completed and help them feel confident in carrying them out. Some people think it is the managers responsibility to carry these observations out when in fact there is no reason why practitioners cannot do these. By carrying out these peer observations, it enables practitioners to learn new skills from one another and share best practice.

Involving all practitioners in carrying out peer observations

Peer observations are a great tool for self-reflection for All early years staff. When observing a practitioner during everyday practice it can help identify their strengths and weaknesses, it can also help the observer learn new skills. Encouraging the less experienced practitioners to carry out peer observations can help them evaluate their practice and look at areas where they can improve.

Peer observations can massively contribute to identifying areas of weakness and monitoring the quality of teaching. When often working directly in the environment it can be hard to determine the areas of weakness, however when observing this is the time to stand back and evaluate what is going on.

Using peer observations to help support practice

Ofsted is very keen to see how peer observations are linked to improving not only practice but also the environment. It is good practice that managers evaluate the observations and where necessary, set the employee targets. By identifying and putting actions in place, this will show Ofsted that managers are continually improving the quality of the provision and ensuring best practice is of a high standard. Carrying out regular peer observation across the nursery will give managers a clearer picture of the quality of the provision as a whole.

Practitioners working together

Within some settings, it is the managers responsibility to analysis and evaluate the peer observations and create an action plan. However, some settings have found it more beneficial when practitioners work together to develop their action plan based on the evaluation of the observation. By following this system, it gives practitioners ownership of their training needs and helps them identify areas of weakness within their practice. It is recommended that managers regularly communicate with practitioners regarding any targets that have been set.

Sharing peer observations during employee's supervision

We will use practitioners' peer observations during their supervision. Reflect on the action plan and talk through the targets that were set. We will than use it to highlight strengths and identified area for further training.

Staff self-review Prompt questions:

What do you feel went well? What was the best part of the activity for you? What were you pleased with? What part of the activity do you think the children got the most out of?

Explore and identify any improvements prompt questions:

Which is the bit you were least happy with? What do you think you could have done better? Which part of the activity do you think the children struggled most? What could you do differently that might help tackle this? What do you think would be the one single most useful improvement you could make to the activity/teaching?

Springwood Peer on Peer Observation Record

Staff Name:		Observer Name:	
Role:		Role:	
Date of this observation:		Date of previous observation:	

Session observed:	
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Focus of observation (any target from last peer on peer obs., supervision or PIP, etc.) :

Summary of key observation points:

(Please include staff to staff interaction e.g deployment, attitude, body language, spoken language, focus, organisation)

Observe feedback on activity/session.**Feedback points for the observe from the observation:****Something that the observe has learned / will take away from the observation:**

Date shared at supervision:	
Any forward action agreed:	



Positive Relationships	Comments
<ul style="list-style-type: none"> • Is practitioner smiling and body language is welcoming • Eye contact • Use children's name to help focus • Communicate at child's height • Use simple repetitive language during activities <p>②②Gain children's attention before delivering instructions</p> <p>②②Talk at an appropriate rate using short sentences/instruction</p> <p>②②Adapt their language, vocabulary to the level/development stage of the child</p> <p>②②Model the correct sentence when they hear a child's incorrect utterance</p> <p>②②Give children time to respond</p> <ul style="list-style-type: none"> • Open ended questions <p>②②Use gesture or props to support language</p> <ul style="list-style-type: none"> • Use gesture or props to engage in communication or listening <p>②②Speaking sensitively to shy or unsettled children.</p> <p>②②Playing alongside children without always directing their play.</p> <p>②②Encouraging children's independence and self confidence by acknowledging all efforts.</p> <p>②②Facilitating sustained shared thinking</p> <p>②②Modelling activities and talking about what the child is doing.</p> <p>②②Responding positively to children's efforts to communicate</p> <p>②②Giving clear expectations of rules in children's play</p> <ul style="list-style-type: none"> • Modelling expected behaviour/rules <p>②②Ensuring that children are forewarned of transitions i.e change of activity</p> <p>②②Respecting the child's other 'languages' where relevant i.e. home language (if not English), sign language</p> <ul style="list-style-type: none"> • Staff interactions demonstrate inclusion practices that include children with additional needs 	
Unique Child	
<p>Children:</p> <p>②②are encouraged to talk about their own interests other than just the task at hand</p> <p>②②have opportunities for supported conversation with their peers as well as opportunities to interact with their peers without adult intrusion</p> <p>②②have opportunities to use their own language if English is not their first language</p>	

<p>②②can access adult support if they feel insecure or lack confidence</p> <p>②②are encouraged to access the whole learning environment and curriculum even if it is difficult for them</p>	
<p>Learning & Development</p> <p>②②Making time to say rhymes as well as sing with groups of children</p> <p>②②Frequently supporting songs and stories with actions, objects and puppets</p> <p>②②Using appropriate methods to introduce new concepts and vocabulary</p> <p>②②Seeking opportunities to repeat and reinforce new vocabulary</p> <p>②②Linking children's understanding with action</p> <p>②②Using symbols, pictures or signs to help children with understanding difficulties.</p> <ul style="list-style-type: none"> ●②Linking children's spoken language and written language <p>②②Accepting non verbal communication as well as verbal</p> <p>②②Ensuring that all children (including the least verbal or non-verbal) have a turn at expressing themselves in a group</p> <p>②②Ensure that all activities have adult support at times</p> <p>②②Allow for children to make their own choices for part of the session</p> <ul style="list-style-type: none"> ●Allow for 1:1 support where necessary to meet individual needs 	