**POLLI** **Date:** **Class:** **Peer**:

**Question**: Which elements of the awareness of number are evident during this story session?

**Learners:** **Learning Focus**: To engage in discussions during ‘book talk’ story session

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| **Background:** | *First session using this format. Seven children in group. Child A has shown an interest in backward number sequences. Child B is finding backward number sequences. Child C is not confidence in number recognition; Child D is not able to demonstrate an understanding of one to one correspondence beyond 2.* |
| **What could I see?**  **C:\Users\Louise\AppData\Local\Microsoft\Windows\INetCache\IE\HTB1QG35\17192-illustration-of-a-human-eye-pv[1].png** | *All children were engaged in the story. A child decided to join in half way through the session. Child A was anticipating the next number in the backward number sequence. Child B was finding number sequences challenging but was using one to one correspondence skills to point and counting pirates.* |
| **What could I hear?**  **C:\Users\Louise\AppData\Local\Microsoft\Windows\INetCache\IE\925LJ0IH\197842244[1].jpg** | All children were making pirate noises.  Child A –shouting out next number in backward sequence.  Child B – mirrored child A’s responses.  Child C – hesitant to respond |
| **C:\Users\Louise\AppData\Local\Microsoft\Windows\INetCache\IE\QC5LDRDC\magpie_by_blindthistle-d6ek34p[1].jpgMagpie** | *What can I learn/steal for my own use?*  *Practitioner making deliberate mistake and allowing children to correct them.*  Use of wait time for children to respond |
| **WWW** | *What went well?*  *Almost all participated at own level and listened for whole session.*  *All responded well to OWL* |
| **EBI** | *Even better if…*  *(discussed together)*  *Differentiated questions for each child.*  *Concrete materials i.e. Pirates* |
| **Joint conclusion** | *Refer back to big question*  *One to one correspondence number sequences, number recognition were all evident but D could benefit from individual session to develop confidence.* |
| **Next Steps** | *Agreed course of action, targets, next meeting (doesn’t need to be an observation, can be reflection meeting).*  *Polli observation with practitioner 2 (LPA)*  *Repeat Polli observation with different story and same group to identify if progress has been made. Provide more opportunities and encouragement for child C and D to develop confidence in number recognition and one to one correspondence. Provide challenge for child A – e.g. numbers beyond 10.* |