

Top Tips....

for providing effective feedback after observations

- **Begin by asking ‘What did you think of the learning in that lesson?’** rather than asking ‘How do you think the lesson went?’ This will help focus you both and be a good launch pad for the discussion of learning and progress made in the lesson.
- **Then explicitly link everything that you say to learning and progress.** This will help you to keep focused in your ideas but it does require some practise.
- **Aim for a 80:20 ratio of teacher:observer talk.** This will allow the teacher who has been observed to reflect independently with some coaching from you, particularly with regard to encouraging them to stay focused on learning and progress.
- **Use a blank copy of the Ofsted criteria as a reference point throughout the feedback.** You could even ask the person to say where they thought their lesson fits best.
- **Remember though that you will need to adapt your style depending on the person.** If someone is consistently underperforming and not making any attempt to improve you may need to tell them what they need to do and by when, again making sure it is manageable.
- **Always start with the positives/strengths in the teacher’s lesson.** Be genuinely enthusiastic when you tell them as it will help to make them feel valued. Link this to the learning and progress as it will help you to make your judgements as accurate as possible.
- **Don’t be afraid to change your mind about judgements.** Giving judgements about lessons is not an exact science so there is no way that you can be expected to be exactly identical in opinion to other people. However, if you are prepared to make the observation and feedback process a two-way experience and value the opinions of the person that you observed then you can share good practice and probably make sure that your observations are as accurate as possible.
- **Limit the number of areas for development/targets to one or two.** This will make improvement seem manageable. These could also be a follow up of previous observations.
- **Use the word ‘we’ when discussing targets.** This will remind the teacher receiving the feedback that they are not working in isolation and motivate them to meet these targets knowing that they are supported.
- **Give suggestions of practical strategies** that could be put in place to meet targets. It will help the target to be understood and seem more manageable.
- **Arrange a time scale for the person to put the strategies into action.** Arranging a short observation/learning walk a few weeks later will mean that the teacher is motivated to focus on this target and you can monitor how successful this has been.
- **Be opened minded about being observed giving feedback** as it is a very difficult skill to master; there are lots of different skills involved and the more support that we can get with this the better!
- **Remember and communicate to your team that one lesson judgement does not make or break a teacher.** If observations are terrifying and stressful, no one will perform at their best. They are most effective when they are considered to be developmental and even fun!

Phrases that might help you with this area of your practice:

'What did you think of the learning in that lesson?'

'Can you link that back to the students' learning?'

'How much progress would you say that the students made in this part of the lesson?'

'How did you know that?'

'Did _____ make progress this lesson?'

'What did _____ learn this lesson?'

'How did you support the progress of school action students in that lesson?'

'Which students are not making adequate progress over time? Why not?'

'In which part of the lesson did the students make the most progress? How did you know this?'