



# **Best practice in giving constructive observation feedback**

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- Ofsted additional inspector
- Lead inspector with the ISI and the BAC
- LSIS Improvement adviser
- Teaching and learning consultant
- Teacher



# Objectives

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- To reflect on best practice in giving constructive observation feedback
- To consider how we get the right balance formal and informal observations – creating a learning culture



# Learning culture – personal perspective

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- Measuring and judging in itself, although necessary, maybe of little value
- The stress involved can be a negative experience that can undermine confidence and get in the way of excellence
- It can encourage people to play safe, and to refrain from innovation



# Learning culture – a personal perspective

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- People need to be supported to be the best they can
- Excellence needs to be celebrated
- Develop an 'even better if' approach to improving poor performance
- The challenge is to create a culture within which sharing of ideas takes place



# Learning culture – a personal perspective

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- Peer observations are very helpful - they do not have to be for a whole lesson
- Encourage team meetings to include show and tell experiences and ideas from the classroom
- Use your VLE to share ideas and celebrate good practice



# Learning culture – a personal perspective

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- Dead wood needs to be pruned effectively
- Fresh shoots need to be nurtured
- Make full use of your advanced practitioners or equivalent



# Observation feedback

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- What is the purpose of observation feedback?
- Jot down your thoughts and then share with a colleague





# What is the purpose of observation feedback?

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- To acknowledge strengths
- To develop confidence
- To note areas for improvement
- To offer advice and possibly further support/training
- To explore and offer strategies and alternatives
- To encourage self reflection



# Constructive Feedback

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- What are the attributes of good constructive feedback?



# Constructive feedback:

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- Encourages reflection
- Builds self esteem
- Promotes awareness
- Identifies effective practice
- Helps to identify action
- Brings about change



# Feedback considerations

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- What were the intended learning outcomes and how well were they achieved?
- Any highs or lows in relation to outcomes
- The teaching and learning strategies which contributed to success or otherwise



# Feedback considerations

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- Which aspects might be worth exploring further – 2 or 3 key points
- What suggestions or recommendations might provide useful prompts



# Feedback practicalities

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- The observer should find time to reflect on the lesson before giving feedback
- Be explicit and specific
- Start with the positive and also try and end on a positive



# Feedback practicalities

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- Be evaluative rather than descriptive
- Focus on actions that can be changed
- Choose aspects that are most important and limit yourself to those
- Ask questions to encourage reflection



# Questions in feedback

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- What specifically made you pleased with that ....?
- What did you notice about ....?
- Was that what you expected?
- How could that be improved?
- Do you think the learners at the XX table understood the task/made progress/worked as well as they could ....?
- How do you think your questioning went?





# Giving feedback in challenging circumstances

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- Try to preface with something positive
- Be as specific as possible
- Always check understanding
- Ask whether he or she agrees or not
- Ask if he or she can think of anything that could be done differently
- Summarise



# Feedback exercise

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- The next slide describes key points identified in an observation of teaching and learning. It was a session within which learners worked on assignments
- The Intro consisted of the teacher simply saying 'Carry on with your assignments'.
- How would you grade this?
- How would you feedback the key messages?



## ■ Strengths:

- Most learners work hard on assignments
  - Good roving 1:1 support
  - Good use of questioning to check understanding
- ## ■ Areas for development
- Learners are not set individual goals for the session
  - No review of progress within the session
  - SOW lacks detail and no lesson plan
  - A few learners drift off track for part of the session



# Feedback

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- As a triad role play giving feedback to the tutor – you need a tutor, one giving the feedback and the third is to reflect on the process and then offer comments.



# Reflection

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- How do you encourage reflection?
- Jot down your thoughts and then share with a colleague



# Reflection

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- Good questioning encourages reflection
- Providing the observed teacher with a template on which they can reflect on the lesson and list areas for development and possible actions can be useful.



# Review

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- To reflect on best practice in giving constructive observation feedback
- To consider how we get the right balance formal and informal observations – creating a learning culture