

Crafting Impactful Feedback

Enhancing Teaching through meaningful lesson observations

Presented by

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Learning Outcomes

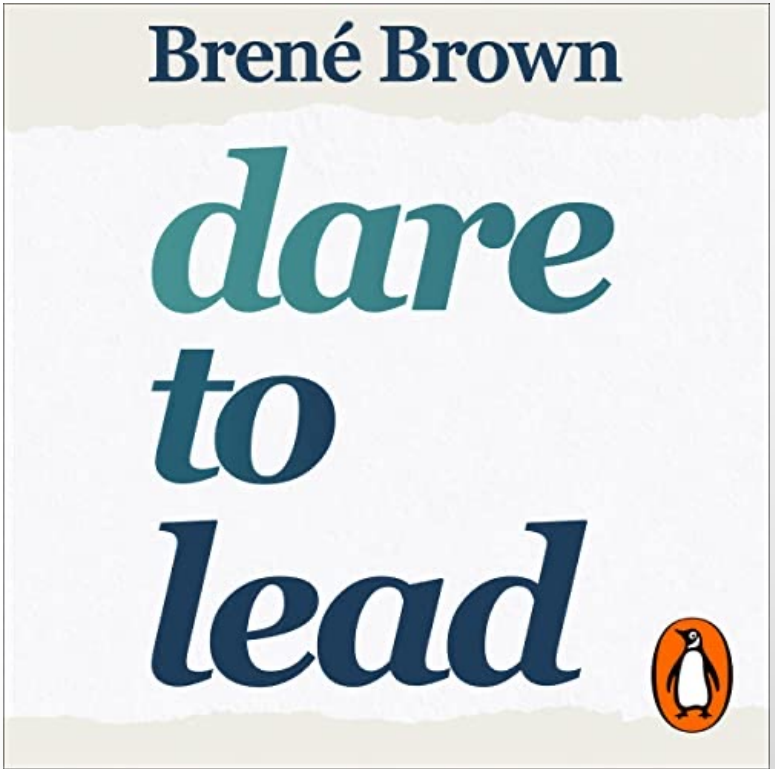
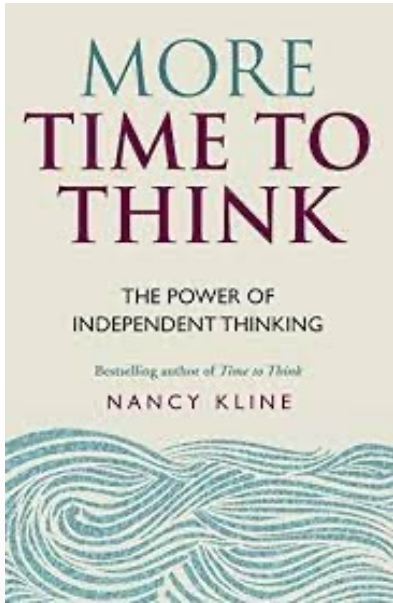
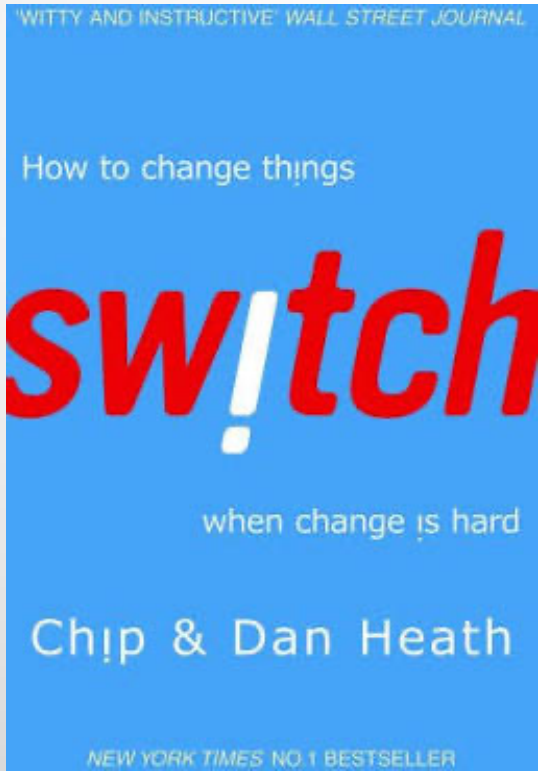
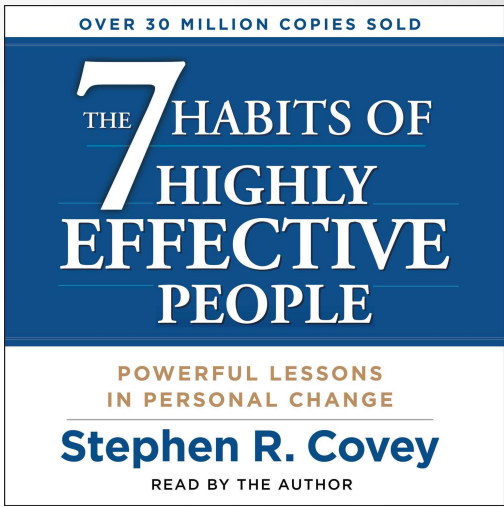
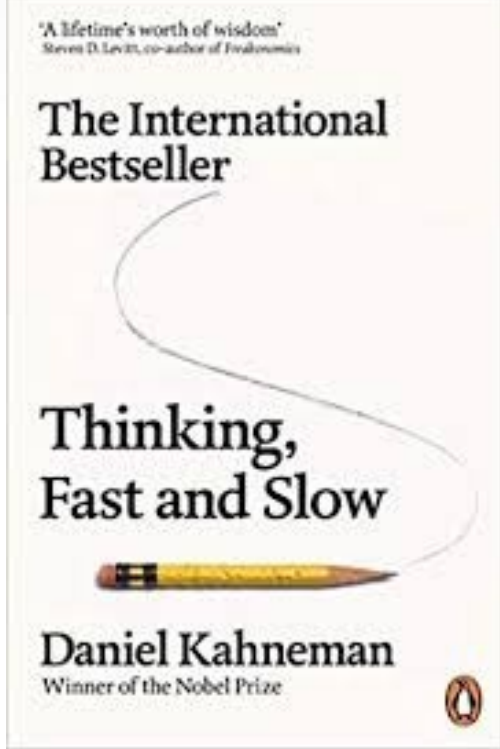
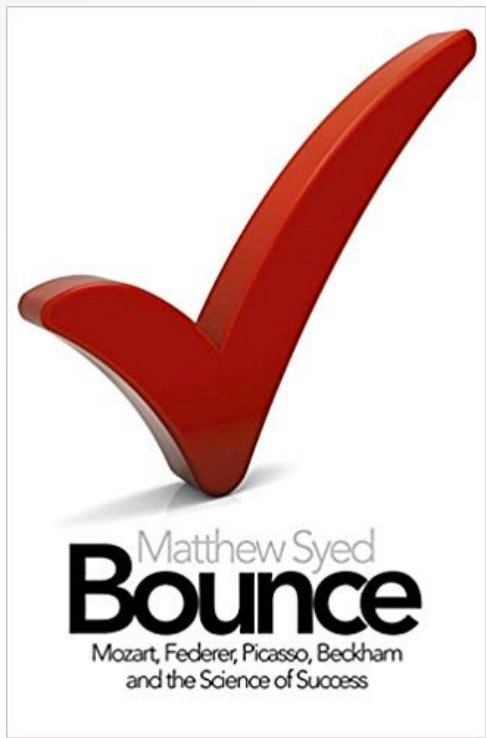
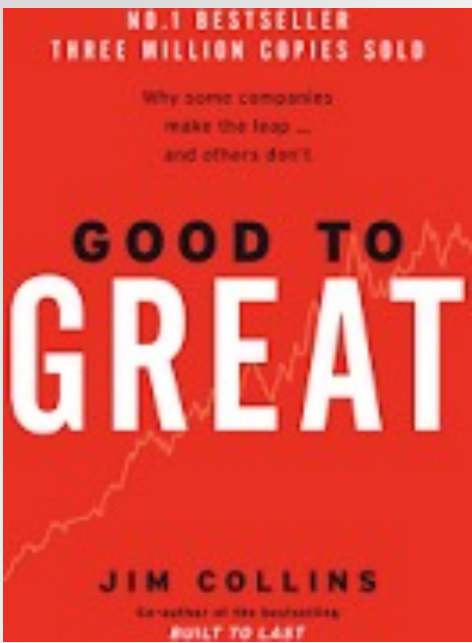
- How to use lesson observations to enhance teacher instruction
- Explore the research into progress that is occurring in schools
- Improving classroom practice through high-quality feedback
- Insights into strategies that improve feedback following a lesson observation
- How we might foster reflection and critical thinking in our teachers
- Practical tips that you can implement in your school

In my previous school:

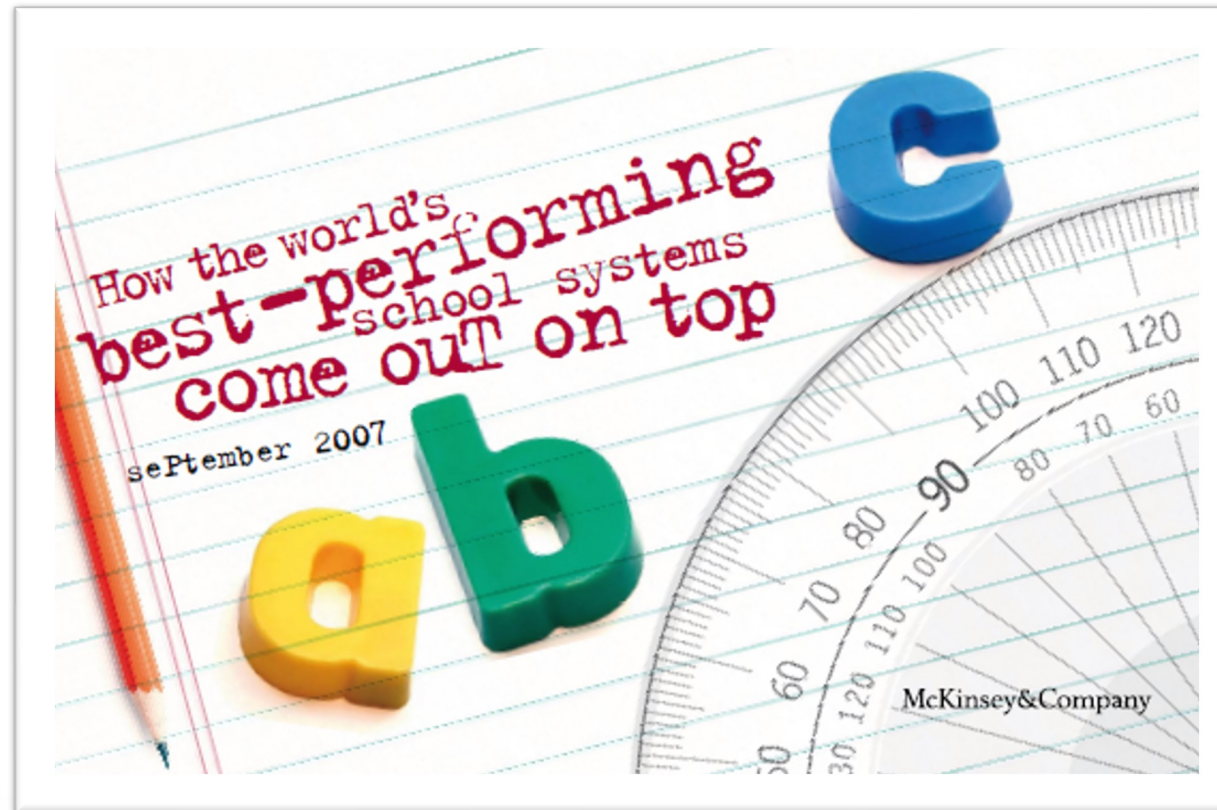
- Teachers were typically observed once a year.
- Feedback lacked substantial value for improving classroom teaching.
- Feedback varied.
- CPD (Continuous Professional Development) was not improving student outcomes or teaching standards in our school.

T R U S T

CONSISTENCY



Teaching and Learning: The connection to outcomes and school improvement



Mckinsey Report—International Study

1. Getting the right people to become teachers
2. Developing them into effective instructors
3. Ensuring the system is available to deliver the best possible instruction for every learner

Types of Lesson Observations

- Performance Management
- Teacher Drop-ins
- Learning Walks
- Peer Observations
- Focused lesson Observations

Classroom Lesson Observations: Lessons from the Past

- High-stakes
- Tick-box exercise
- Summative
- Judgmental
- Proving capabilities
- Formal



Growing Great Teachers

Annual

On-going

Fits all

Fits One

Past



Future

Hierarchy

Collaboration

Talking about

Talking with

Proving

Improving

5 Misconceptions



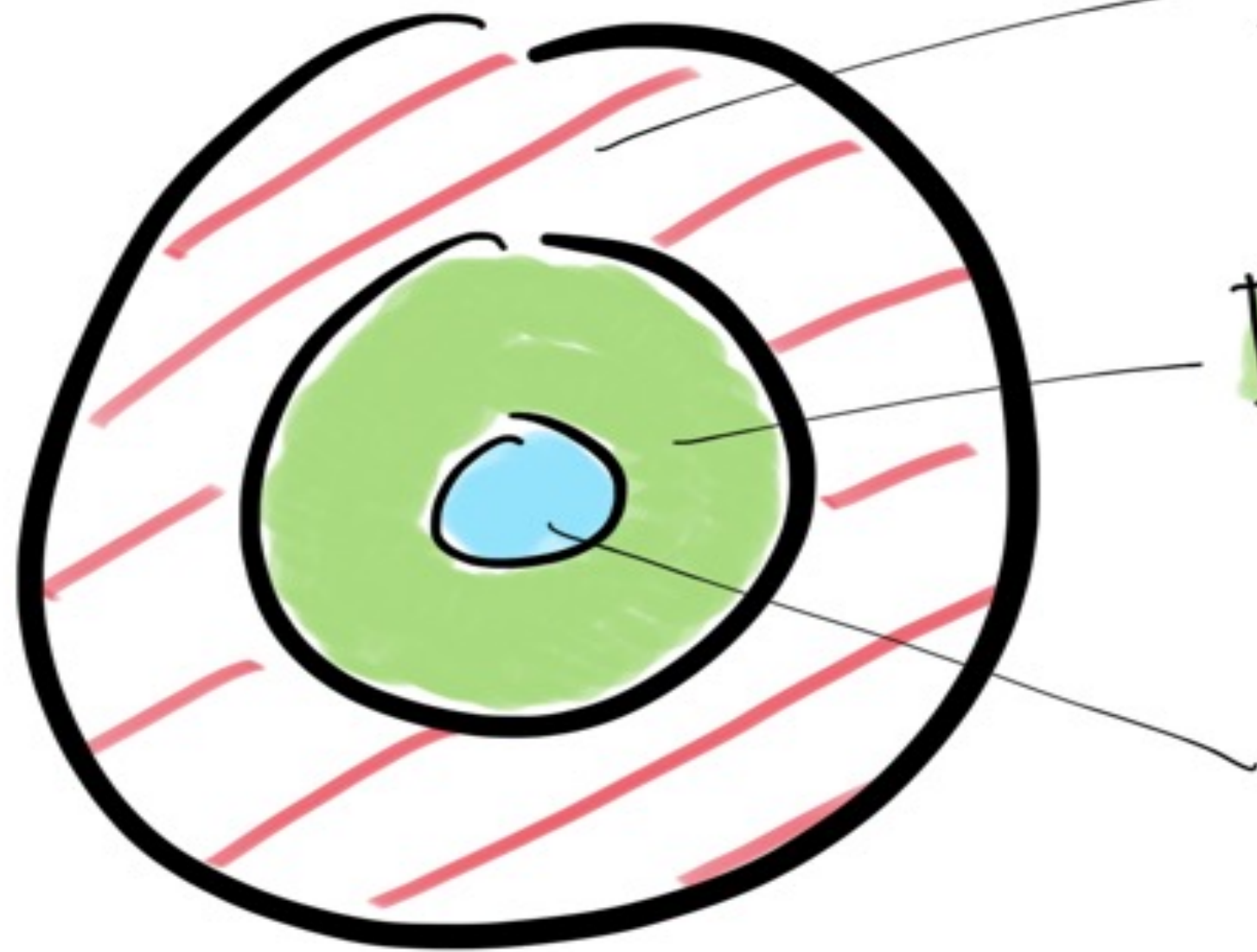
Mistake No.1: More is better

Mistake No.2: Just tell them, they'll get it

Mistake No.3: Lengthy written observations drive change just as effectively as any other form of feedback

Mistake No.4: Teachers can implement feedback at any time

Mistake No.5: State the concrete action step. Then the teacher will act



PANIC ZONE

high anxiety and stress block
learning and growth

LEARNING ZONE

challenge, excitement, and
engagement create learning
and growth



COMFORT ZONE (zzzz...)

boredom and complacency
stifle learning and growth

Time for Poll!

Research findings indicate that lesson observation feedback typically lasts up to 15 minutes.

True

False

Duration of Feedback

'The Role of Lesson Observation in Shaping Professional Identity, Learning and Development in Further Education Colleges in the West Midlands'

O'Leary, Matt, 2011

Giving Feedback To Others

Suggestive Tip 1



- Praise

- Probe

- What are your initial thoughts of the lesson?

- Did you feel you achieved your key aim?

- What did you feel was the most successful part of the lesson?



- What did you think went well today?
- Can you give me an example of?
- I noticed that you did.. Why was this?
- Tell me more about xxx
- What impact did your lesson have upon pupils' learning?
- You chose to do x at the point in the lesson, why was this?
- What would you change if you were to repeat the lesson?
- Tell me how you have met your observation focus today. Give me a couple of examples to demonstrate how.
- If you were to reteach this lesson, what one thing would you change?
- Is there a particular aspect of the lesson you would like me to focus on to help you explore further?

Self-evaluation Prompts for Observees

1. What do I think I did well in the lesson?
2. What makes me proud about the lesson?
3. Did my students learn what I wanted them to?
4. Was I happy with how I planned the materials I used and teaching strategies?
5. What worked well/didn't work? Why? Why not?

Giving Feedback To Others

Tip 2—Using Socratic Questioning



Six Types of Socratic Questions

1. Questions for clarification
2. Questions that probe assumptions
3. Questions that probe reasons and evidence
4. Questions about Viewpoints and Perspectives
5. Questions that probe implications and consequences
6. Questions about the question

Giving Feedback To Others

Tip 3: Avoid Generalisations

Generalisations

www.emmasaying.com

Avoid Hasty Generalisations

- ‘I think it would help you to walk around the classroom more and talk to students while they are working.’
- ‘You need to differentiate for SEN/EAL pupils’
- ‘You need to work on your classroom management’

Giving Feedback To Others

Tip 4: Feedback is a two-way process



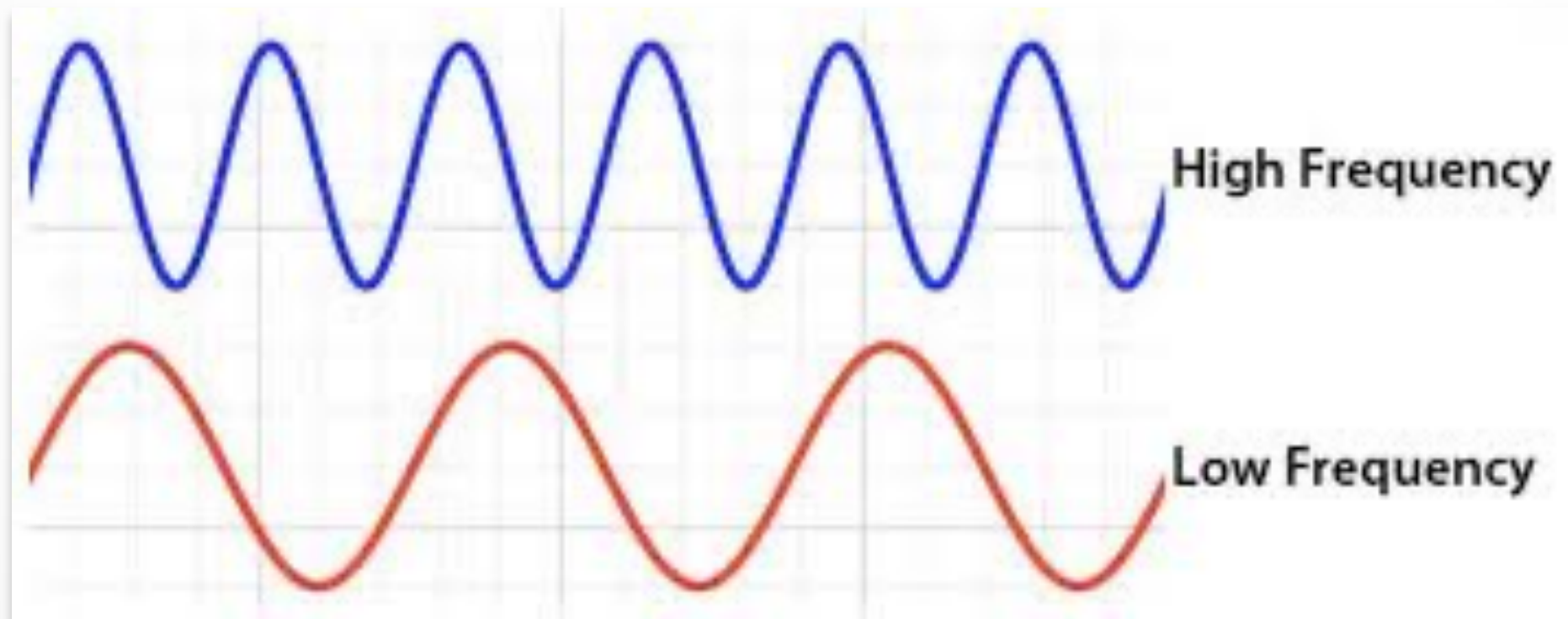
Giving Feedback To Others

Tip 5: Peer Coaching



Giving Feedback To Others

Tip 6: Frequency



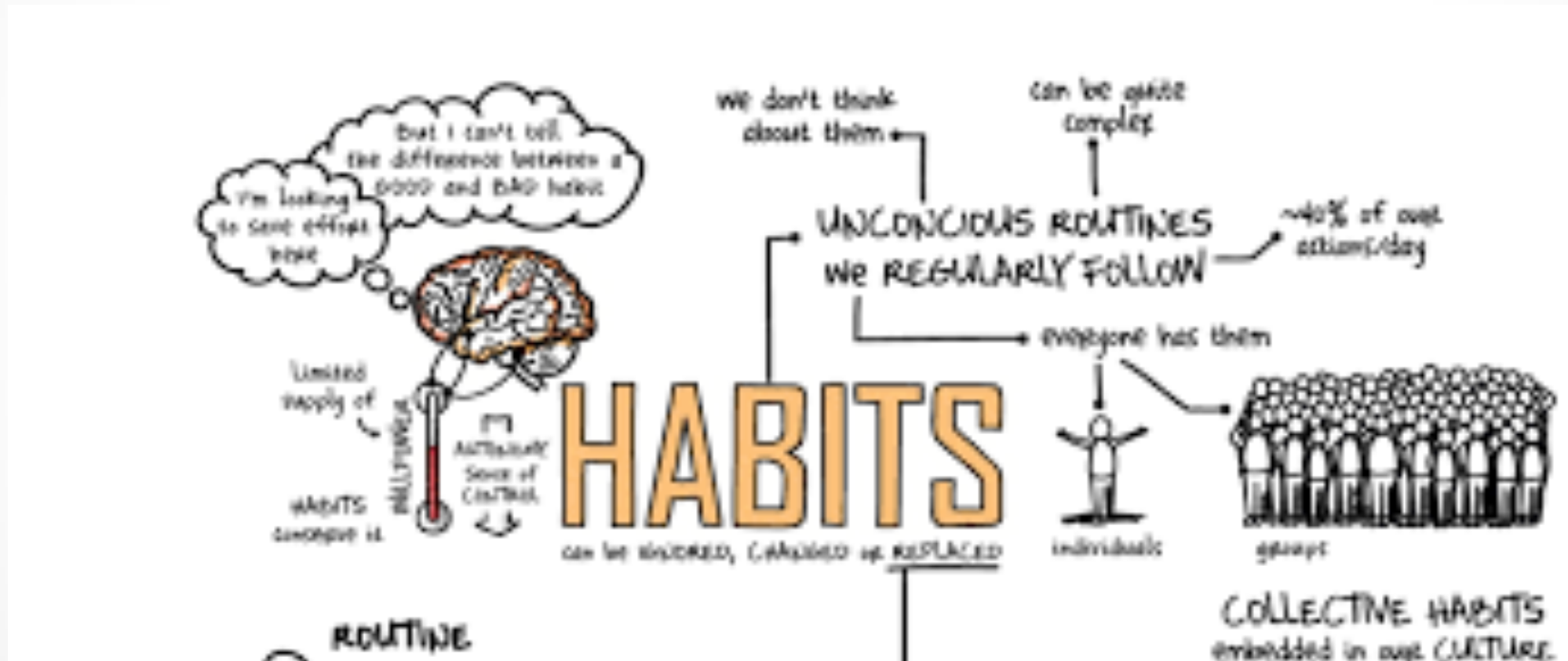
Giving Feedback To Others

Tip 7: Focused Observations



Giving Feedback To Others

Tip 8: Small Changes



Giving Feedback To Others

Tip 9: Clear Next Steps



The reasons why these strategies work...

- 1.Support backed by evidence
- 2.Collaborative approach
- 3.Building good habits
- 4.Developmental
- 5.The teacher is in the driver's seat to develop their own teaching practice

Collective Responsibility, Observation and Consistency

‘The greatest variation exists within schools by department rather than between schools. The search for consistency across all classrooms thus becomes an important part of the school improvement drive.’

Teddlie et al (2000)

Point to Consider

Further reading:

The key finding of the TDT review was that professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a **significant impact on student achievement.**

<https://www.dropbox.com/s/m76p6mdep95git2/DGT%20Summary.pdf?dl=0>



Creating Consistency

What are the biggest barriers to learning in your school?

Creating consistency should be clearly linked to improving student outcomes in YOUR context.

- You may be guided by hot topics in education but knowing your school's needs is key

Pre lesson observation discussions help to focus the observer and prepare the teacher.

Pre lesson observation whole school reflections help to drive a shared purpose, consistency and understanding in the observation process.

- Do ALL TEACHERS understand your school's barriers to learning?
- Are their voices heard when deciding what the barriers are?
- Do they know that lesson observations are a collaboration towards improved student outcomes?

Roland Barthes once claimed famously that,

“The moment of greatest learning for any of us takes place when we find ourselves responsible for a problem that we care desperately to solve”

- ‘How the World’s Most Improved Systems Keep Getting Better’
- Michael Fullan Professor Emeritus, University of Toronto Special Advisor on Education to the Premier of Ontario

Many systems in our sample have created a pedagogy in which teachers and school leaders work together to embed routines that nurture excellence. They embed routines in the teaching community, make classroom practice public, and develop teachers into coaches of their peers.

Pre January INSET: Leaders of learning review the current position of the school. They identify barriers to learning and research potential issues.

January INSET day: All staff are led in reviewing the current position, their voice is heard. CPD provided demonstrates how the barriers could be removed. All staff pledge to focus on one or more areas for improvement. CPD also includes understanding learning teams. How to support each other to make improvements and lesson study.

Staff form triads of learning partners to support each other in improvements. Triads include at least one experienced member of staff where possible. Teams must have time on timetable to be able to regularly visit each other's lessons. All staff have learning teams not just teachers (SLT). Each team know the areas of improvement for their team members.

Time is set aside for team discussions fortnightly. Discussions include review of observations. Development of further ideas. Reviewing video lessons. The focus is on team improvement. Meetings are recorded and stored centrally as a continuous case study. CPD needs are discussed and acted upon.

Once per month a team is chosen to deliver their case study of improvement. Successes are reviewed in fortnightly bulletins. All staff are able to learn from the case studies being produced.

Pre- summer INSET: A review of improvements takes place at SLT level.

ACTION	INTENDED IMPACT	SLT REVIEW
<p>Pre January INSET: Leaders of learning review the current position of the school. They identify barriers to learning and research potential issues.</p>	<p>SLT are clear on potential barriers raised in January INSET. Reading and research is completed in how this might be removed. January INSET is effective.</p>	<p>SLT meet to agree INSET purpose and intentions. Agree further reading and roles.</p>
<p>January INSET day: All staff are led in reviewing the current position, their voice is heard. CPD provided demonstrates how the barriers could be removed. All staff pledge to focus on one or more areas for improvement. CPD also includes understanding learning teams. How to support each other to make improvements and lesson study.</p>	<p>All staff have a shared purpose for improving teaching and learning. All staff are invested in the journey of learning. All staff are aware of the purpose and activities of learning triads. Staff are prepared with methods for improvement that can be self-led and will feed into whole school knowledge.</p>	<p>Review staff voice from INSET. Any unexpected barriers to be reviewed and evaluated for impact upon outcomes..</p>
<p>Staff form triads of learning partners to support each other in improvements. Triads include at least one experienced member of staff where possible. Teams must have time on timetable to be able to regularly visit each other's lessons. All staff have learning teams not just teachers. Each team know the areas of improvement for their team members.</p>	<p>Staff triads are supportive. Staff triads allow for lesson observation/ walk throughs. Staff triads have a clear outcome in collective responsibility for school improvement. SLT are involved in triads to show collective responsibility for improving teaching and learning.</p>	<p>Named SLT to evaluate triad progress regularly. SLT named for triad issues to be resolved. This is to happen outside of triad time. Support staff to reflect upon their choices</p>
<p>Time is set aside for team discussions fortnightly. Discussions include review of observations. Development of further ideas. Reviewing video lessons. The focus is on team improvement. Meetings are recorded and stored centrally as a continuous case study. CPD needs are discussed and acted upon.</p>	<p>Development time is planned and protected. Triads are supported in their discussion through direction of thinking but are free to evolve as necessary, keeping motivation high.</p>	<p>Act upon issues raised. Regularly review as an SLT team in preparation for future adaptations. Assess and support CPD needs.</p>
<p>Once per month a team is chosen to deliver their case study of improvement. Successes are reviewed in fortnightly bulletins. All staff are able to learn from the case studies being produced.</p>	<p>Success is celebrated visibly, regularly for motivation and ideas sharing. The focus is always upon what is possible to inspire.</p>	<p>Reflect upon recorded progress. Monitor case studies for most impact in whole school sharing.</p>
<p>Pre- summer INSET: A review of improvements takes place at SLT level.</p>	<p>SLT have the most up to date picture of the impact of actions so far. This will be used to set the next steps using what worked and what did not. CPD will meet staff</p>	<p>Review all data to refocus school improvement direction</p>

GOOD PRACTICE IN 'LESSON OBSERVATION'

Before the observation:

- Meet the teacher who you are going to be observed before the observation.
- Enquire to the intentions of the teacher and any background to the lesson.
- Allow time to share (discuss) any specific student information prior to the observation (saves time reading it during the lesson, alternatively arrange for the context sheet can be picked up before the lesson).
- Agree to the extent to which the observer will participate in the lesson.
- Agree the criteria against which judgments will be made.
- Agree the focus for the observation.
- Agree the date, time and duration of the observation.
- Agree the date and time for the feedback.
- Agree who else, if anyone, will hear about the lesson.

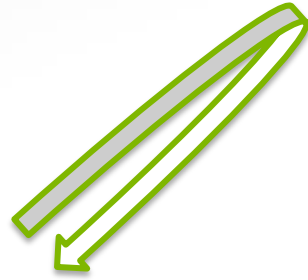
During the observation:

- Make your presence known to the teacher when you enter the classroom.
- Be sensitive and natural; avoiding an intrusive or inspectorial style.
- Position yourself in the classroom (with the teachers' agreement) where you can see the students and allow you to gauge their level of engagement, i.e. at the front looking at them, not at the back looking at the teacher. The focus is on the learning, not the teaching.
- Talk with students, and ask questions to provide evidence of what students have learnt over recent lessons.
- Look at how students respond to the teaching style e.g. by looking at what they are writing or by listening to what they are saying in groups.
- Limit discussions with individual students so they are able to complete their work.
- Focus on the criteria and the evidence of impact of what you are observing.
- Gather evidence of what is going on in the lesson and keep focusing on the purpose of the observation — you can also do this by taking pictures of students work.
- Record on the observation form evidence of the agreed focus.

After the observation:

- Establish a professional but relaxed atmosphere.
- Set the context and quickly give a brief overall summary.
- Ensure judgment is clear, accurate and fair (consider it before jumping in to feeding back— give examples and provide evidence for your judgment) • illustrate with evidence directly observed during the lesson.
- Link strengths and weaknesses in teaching to their effect on students' learning.
- Focus the feedback on the teaching rather than the teacher.
- Give opportunities for the teacher to comment.
- Identify any elements of good practice.
- Ensure that points for development are identified.
- Agree any support that is needed.
- Agree if any actions need to be taken.
- Finish by recapping the many main points addressed (the many positives seen, areas of improvements, review dates).
- Do not focus your feedback on terms like 'outstanding', 'good' or 'requires improvement'.

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**Whole school
agreed
improvement areas**



Lesson Observation Pro Forma

Teacher:

Observer:

Date:

Subject:

Learning Objectives	Evidence of Planning	Classroom Environment	Differentiation and examples used to meet student needs in the lesson
Relevance to previous learning	Assessment	Teaching strategies	Student Progress

Question to Ponder

- Are your teachers clear about why **certain things** are the focus of your school observation system?
- How are your observations linked to professional development planning?
- Is the practice that you want to make consistent across the whole school linked to student outcomes? How do you know and how will you monitor the impact of your observations?

Systems and Feedback

Confidentiality and Trust!

- Observation and feedback is to tackle the complexity of teaching and learning, not to create interesting staffroom gossip.

Informed Observers...

- Pre-brief the observation.
- Are engaged during the observation.
- Stay for the full lesson.
- Ask purposeful questions after the observation.
- Ask the observed teacher to ask them questions about their teaching.

What is currently on your observation forms and why is it there?

What can you focus on?

- TASK
- TALK
- TEXT

*Elvis Epps is the principal of Lake Worth Community High School
in the school district of Palm Beach*

Before

WHAT IS THE LEARNING OUTCOME? How does this fit into their bigger picture of learning?

- **TASK:** What will learners be expected to do? How will this support them in meeting their learning outcomes?
- **TALK:** What will you talk to learners about? What questions will you ask of them? In what ways will they talk in the classroom (group and individual)? How will this help them to meet the learning outcome?
- **TEXT:** What materials will students be engaging with? How will this help them to meet the learning outcome?

During

WHAT IS THE LEARNING OUTCOME? How does this fit into their bigger picture of learning?

- **TASK:** What are learners doing? How well is this supporting them in meeting their learning outcomes?
- **TALK:** What is the teacher saying? What questions are they asking? What are students saying to whom? Is this helping them to meet the learning outcome?
- **TEXT:** What materials are students engaging with? Is this helping them to meet the learning outcome?

During

WHAT IS THE LEARNING OUTCOME? How does this fit into their bigger picture of learning?

- TASK: How effective were the tasks in supporting learners to meet the intended outcome?
- TALK: How effective was classroom talk in supporting learners to meet the intended outcome?
- TEXT: How effective were the materials in supporting learners to meet the intended outcome?

Task, Talk, Text informed proforma

Intended Learning Outcome:

Placement in bigger picture:

Other context to note:

	Before	During	After
TASK			
TALK			
TEXT			

Task, Talk, Text informed proforma

Intended Learning Outcome: To be able to explain the importance of knowing your audience when planning creative writing

Placement in bigger picture: Students have learned how to plan creative writing using the story mountain. They have developed interesting stories but the intended audience was not clear. They are developing creative writing skills for language question 5.

Other context to note: This is 2000+ students online at the start of lockdown

	Before	During	After
TASK	<p>1. Students will think about how three different people might see a similar situation differently. This will help them to meet the learning outcome because they are considering perspectives before looking back at their own planning and considering how different audiences might receive this. Therefore, knowing your audience is an important part of the planning process.</p>		
TALK	<p>My explanation should make clear that different audiences will enjoy different things. They should consider a specific audience while planning a story. They should be able to explain this by the end of the lesson.</p>		
TEXT	<p>Students are looking at simple images with a simple question to get them to consider audience types. They will then look at my example plan which is WAGOLL to consider my audience. This model should support them to do this for themselves. They should be able to explain this by the end of the lesson.</p>		

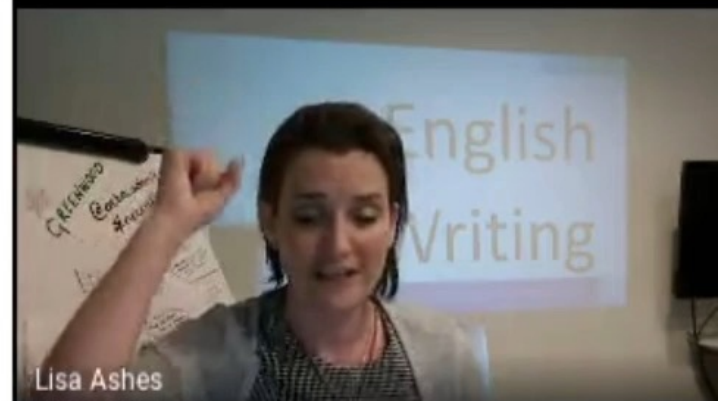
How might we view social isolation differently?

#OneAET

Curriculum



TIME TO COMMENT



Prepare to feedback

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How would you handle

- “My lesson was perfect... You can’t tell me otherwise.”
- The feedback is to a more senior member of staff.
- The feedback is to a well known difficult member of staff.
- The feedback is to an emotional member of staff.

Start with Self – Intervention

- What am I trying to avoid? What's my reason for avoiding it?
- What's the worst that can happen? Is it really going to be this bad or am I making things up?
- What's the cost of not saying what I need to say? How does it personally impact me?
- Would I like it if others hide critical feedback from me which may be important to my growth? If I don't like it, why am I right in doing it to others?
- What's more important – saving other people's feelings and my discomfort or helping the other person improve and get better?

Get Prepared!

- **Rule 1:** Don't make it personal.
- **Rule 2:** Practice clear and concise communication.
- **Rule 3:** Focus on the impact, not the emotions.

Get Prepared!

How might you practise these three rules in a low stress situation?

- **Rule 1:** Don't make it personal.
- **Rule 2:** Practice clear and concise communication.
- **Rule 3:** Focus on the impact, not the emotions.

Low Stress Preparation for High Stress Situations

- When giving feedback that is not difficult, prepare as if it is going to be.

Rule 1: Don't make it personal.

Rule 2: Practice clear and concise communication.

Rule 3: Focus on the impact, not the emotions.

- Practise feedback with your family or friends as though it were a difficult conversation.

Rule 1: Don't make it personal.

Rule 2: Practice clear and concise communication.

Rule 3: Focus on the impact, not the emotions.

Work it through with others

- Make sure that this person is appropriate
- Present the feedback as you hope to present it in the difficult conversation
- Have the other person assess the feedback:
 - Does it stick to the rules?
 - Can they help you to anticipate issues and fix your approach?
- Have the other person support you in anticipating possible responses and how to ensure that the conversation remains focussed on the outcome

Work on Language Choices

- Run through the conversation in your mind
- Write down specific words you use
- Analyse your word choices for their impact

Example: “Some children were **switched off**”

“switched off” is figurative rather than solid fact. What might you use instead?

Rephrase: “Child X did not complete task X at the same level as others.”

Quality Teaching

- **Professor Rob Coe (2018)** “The quality of teaching is by far the biggest factor within schools that can make a difference to the achievement of children and young people.”
- **As Professor Dylan Wiliam (2007)** “If you get one of the best teachers you will learn in six months what it takes an average teacher a whole year to teach you. If you get one of the worst teachers, the same learning will take you over two years.”

What makes great teaching?

1. (Pedagogical) content knowledge (Strong evidence of impact on student outcomes)
2. Quality of instruction (Strong evidence of impact on student outcomes)
3. Classroom climate (Moderate evidence of impact on student outcomes)
4. Classroom management (Moderate evidence of impact on student outcomes)
5. Teacher beliefs (Some evidence of impact on student outcomes)
6. Professional behaviours (Some evidence of impact on student outcomes)

<https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>

Great Teaching Proforma

Learning Outcome: Place in the bigger picture: Other contextual factors:			
	Before	During	After
Pedagogical) content knowledge			
Quality of instruction			
Classroom climate			
Classroom management			
Teacher beliefs			
Professional behaviours			

Great Teaching Proforma

Learning Outcome: To be able to produce a high quality comparative response.

Place in the bigger picture: Students have been working through AQA paper 2 questions. They are looking for the first time at question 4.

Other contextual factors: This class are working at level 3/ 4. They are targeted 5/6.

	Before	During	After
Pedagogical) content knowledge	15 years teaching experience/ writer		
Quality of instruction	I am working on the delivery of tasks. I often have to repeat instructions once students start working. Can I make this clearer?		
Classroom climate	Students know my expectations for group/ individual and whole class work.		
Classroom management	Routines for lesson openings/ independent/ group work are in place.		
Teacher beliefs	Do I have high enough expectations of my students?		
Professional behaviours	Member of English Subject lead focus group.		

Preparing for Difficult Feedback

- 1 Don't avoid it
- 2 Professional not personal
- 3 Clarity is key
- 4 Listen and engage
- 5 Avoid winners and losers
- 6 Be prepared but remain flexible

Scenario

- You meet with this teacher to provide feedback. The teacher is intimidating from the outset and you feel very undermined.
- They criticise what you have observed.
- What should you do?

DEALING WITH INTIMIDATION / FEELING UNDERMINED

- Always thank them for their criticisms, even when it hurts. Regard it as 'feed-forward' and focus on the future.
- Respond respectfully, acknowledging their concerns first.
- Analyse the underlying issues.
- Focus on your shared interest in the education of children.

Allow plenty of time to let off steam

Reflection Moment

- How might you improve the consistency in your school to drive excellence in student outcomes?
- How are you going to deal with difficult conversations in the future?

System Review

- How frequently is each teacher being visited?
- What feedback was this teacher given a week ago? A month ago? Last year? How have they put it into practice?
- What are the schoolwide strengths in teaching and learning? What are the areas of growth?
- What feedback has led to meaningful changes for teachers? What feedback has not?

Continue the conversation...

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Success through Performance Management & Best Practices- Strategies for Implementation in Schools



Crafting Impactful Feedback: Enhancing Teaching through Meaningful Lesson Observation

Member Event



Confronting Underperformance - Effective Strategies for Managing Difficult Conversations

Member Event



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