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|  | **FACULTY OF HUMANITIES, ARTS AND SOCIAL SCIENCES**  **SCHOOL OF EDUCATION** |

**Guidelines for Lead Mentor or class teacher: giving feedback following a formal observation**

There are no specific guidelines in the Exeter Model for giving feedback to trainees following a formal observation, so we thought the following reminders might be helpful.

**When and where should the feedback take place?**

Feedback should be given to the trainee as soon after the lesson as possible but allow the trainee to have some time beforehand to reflect on the lesson first. The conversation should ideally take place somewhere quiet and private.

**How long should a feedback session take?**

It is likely that the session will take 10 - 20 minutes; this will allow the trainee to reflect on the lesson they taught, give you chance to explain your assessment of the teaching, ask some questions, and use some of the tools listed below.

**Things to consider before the observation**

* Will there be a pre-arranged focus, linked to demonstrations and trainee’s targets? There doesn’t need to be.
* Has the trainee shared the lesson plan and the learning outcomes with the observer?
* What is the trainee working to develop?
* Will the observer watch the teacher, the pupils or a combination of both?
* Will the observer focus on a particular group/individual pupil?
* Will the observation involve looking at pupils’ written work?
* Will the observation involve quizzing pupils about what they are learning?

**Structure of the feedback**

1. **Trainee reflection**

A good starting point would be to encourage the trainee to reflect on the lesson themselves, before giving your own feedback. **It is good practice to let the trainee lead the feedback session and do most of the talking.** **Try to move the trainee on from focusing on his/her performance towards considering pupil learning.** Useful questions could be:

* How did you feel it went?
* What went well? Why did it go well (what did you do which had this effect)?
* How do you know it went well?
* What went less well? Why did this happen?
* What did you learn from this lesson?
* What did your pupils learn from this lesson? How do you know?
* Where was the geography/MFL/maths/English in the lesson? How was this relevant to pupils?
* What would you do again / or do differently?
* Are there areas you’ve identified from this lesson that you’d like to set as targets?
* What support do you now need?
* What might [pupil X’s] perceptions of the lesson be? How do you know?

1. **Feedback**

Your feedback should be structured by the Lesson Observation form and should address:

* Areas of strength and areas for development linked to the Standards as recorded on your observation and advice about how to address any areas which were not being met in the lesson
* Feedback on the impact the teaching had on pupil learning as recorded on the Lesson Observation form. You may talk about one or more areas, and refer to the ‘Impact of Teaching on Pupil Learning’ guidance sheet
* A summary of key strengths and areas for development, linked to the Standards (include in the next Weekly Development Meeting)
* One or more **subject-specific** targets arising from the observation (include in the next Weekly Development Meeting)
* An assessment of evidence demonstrated **in the lesson (‘Beginning’**  **’Highly Effective’**)
* Evidence of achievement gathered in the observation which would be added to the FRAP

**Other tools that you could use during the feedback**

* The Exeter Model Framework
* The Profile Descriptors to check progress
* The trainee’s lesson plan with your annotations (useful for timings, for example)

**Guidelines for giving feedback after an informal observation**

* Consider asking the trainee how he/she would prefer to receive informal feedback (2 positive comments and 1 area to develop, for example)
* Consider providing the trainee with an exercise book for informal feedback. This can then be passed to each observer at the start of the lesson and stays with the trainee during their placement
* Consider trainee ‘overload’: daily detailed feedback may not be easy to retain and act on!

Consider sharing good practice surrounding observation and feedback with colleagues in your department or school. This might include joint observations of a trainee, followed by joint feedback. If you work as part of a larger group of schools, consider joint observations and feedback with other Lead Mentors across schools. This might perhaps involve filming (part of) a lesson and watching the film together with the trainee and another colleague.

**As part of a UVT visit a joint observation of a trainee will take place, you can use this as a chance to ask the UVT for advice on how to give feedback.**