

Six-step observation and feedback model

A guide for mentors working with early career teachers



"Lock in frequent and regular observations – by receiving weekly observations and feedback, a teacher gets as much development in one year as most receive in twenty."

Paul Bambrick-Santoyo, Leverage Leadership (2012)

Principles of effective feedback

- Laying the foundations for effective feedback
- Delivering appropriately timed feedback that focuses on moving learning forward
- Planning for how individuals will receive and use feedback

EEF, 2021, 'Teacher Feedback to Improving Pupils' Learning'

Observation and feedback model



Observation and feedback model

Praise strengths

Probe areas for development

Set **precise** actions

Plan based on actions

Practice based on plan

Follow-up

- Based on previous action-step or half-termly plan (Y2)
- Be precise
- Encourage reflection on why it was successful
- Consider the impact on pupils

Praise strengths

- 'Last week we set an action step to _____ and I noticed how you achieved this when [refer to a specific point in the lesson] when you [refer to the actions/behaviours observed]'
- 'Last time, we discussed how to make [refer to the actions/behaviours] more effective by embedding the active ingredients in your self-study reading. You did this really well this week – what impact did you notice on the pupils ?'
- I noticed you [refer to the actions/behaviours observed] which was an action from last term. It's great that you are continuing to embed that in your practice and the impact on the pupils'.

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Follow-up

Plan in advance:

- Identify a point in the lesson to discuss
- Use scaffolded questions to explore
- Use data and evidence from observation
- Summarise area for development

Probe areas for development

- 'I'd like to explore some areas for development'
- 'What were your expectations when pupils were [name activity/action]?'
- 'How do you know that pupils achieve the intend outcome when engaging in [name activity/action]?'
- 'I noticed [explain the area for development you noticed based on evidence from the observation]. How does this align with the evidence you have been reading in your self-study?'

Additionally for Year 2 ECTs, a prompt could be:

- 'Thinking about your plan for this half-term, what was your intention when pupils engaged in [name activity/action]?'

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Follow-up

- Highest-leverage action
- Observable and practicable
- Bite-sized
- 'How' not just 'what'

Set precise actions – ECT1

ECT1s

- Choose an action step that is linked to the teacher's development goals and/or current module. 'In keeping with our goal of _____, the next thing we want to do is _____'
- State clearly and concisely the bite-size action step that is the highest lever and outline the intended impact.
- 'We will focus on _____ and we will achieve this by _____. The impact will be _____'
- Ask the teacher to restate the action step; then write it down.

Set precise actions – ECT2

ECT2s

- Choose an action step that is linked to the teacher's plan as part of their Personal Professional Development Cycle. 'If we look at your plan for this half term's cycle, the next thing we want to do is _____'
- Together review and agree that the action step is the highest lever to achieve the goals of the plan. Adapt it if necessary.
- 'For the next part of this cycle, you will focus on _____ and should achieve this by _____. The impact will be _____'
- Ask the teacher to restate the action step; then update their plan.

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Follow-up

- Select a future lesson
- Create success criteria
- Performance or product – script or design

Plan based on actions – scripts

- 'Where would be a good place to implement this action step into an upcoming lesson or series of lessons?'

Scripting performance:

- 'Consider the exemplification in your self-study: what precise language will you use? What will look like/sound like?'
- 'What are the pupils doing whilst you are speaking?'
- 'Think back to the active ingredients, what does that script need to include?'
- 'What will it look like if your script has been effective?'

Plan based on actions – products

Designing product:

- 'What is the purpose of _____?'
- 'How will it be used?'
- 'Think back to the active ingredients, what does that product need to include?'
- 'How does it align with the evidence you've read?'
- 'How and when will you introduce it?'
- 'What will it look like if pupils have been successful?'

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Practice based on plan

Follow-up

- Reminder of success criteria
- Model or exemplar
- Practice live
- Cut out imperfect practice
- Add complexity
- Repeat until successful

Practice based on plan

- Use the N.I.o.T's 'Principles of Deliberate Practice' to scaffold the practice.

During the practice:

- (When applicable) Stand up and move around classroom to simulate the feeling of a learning environment.
- Pause the practice at the point of error to give immediate feedback using the success criteria.
- Provide further modelling if required.
- Repeat until the practice is successful.

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Follow-up

- Follow-up to help ECTs embed actions into practice.
- Set a time and date when you will observe this planning and practice in action.

Follow-up

- “When would be best time to observe your implementation of this?”

Follow up can take different forms including:

- **Mentor observes the teacher:** the mentor drops into the lesson and observes live.
- **Recording tool in Prism:** The ECT records their practice and the video is shared with their mentor for review.
- **Teacher observes another teacher:** The ECT observes another teacher in classroom or via recording implementing the action step.

Observation and feedback model



References and resources

- Bambrick-Santoyo, P., 2016. *Get better faster: A 90-day plan for coaching new teachers*. John Wiley & Sons.
- Bambrick-Santoyo, P., 2012. *Leverage leadership: A practical guide to building exceptional schools*. John Wiley & Sons.
- EEF, 2021. *Teacher Feedback to Improve Pupil Learning Guidance Report*. Available online at [Teacher Feedback to Improve Pupil Learning.pdf](#)