



CHAPTER SEVEN

Checklists: Offering feedback

D – When finding areas to develop:

- Gather evidence from multiple sources before identifying a development priority.
- Act immediately on safeguarding, conduct or serious student concerns.
- Look for patterns over time rather than isolated incidents.
- Triangulate findings using sources such as learning walks, student work, assessment data and student voice.
- Consider additional evidence such as parent feedback, behaviour data, homework records and curriculum discussions.
- Build a complete picture before raising an issue with a member of staff.
- Prioritise the highest-leverage action that will improve outcomes.
- Frame development around student outcomes rather than teacher personality or style.
- Diagnose issues precisely rather than relying on vague priorities.
- Use evidence to build trust and credibility before initiating feedback conversations.

W – When planning to initiate feedback conversations:

- Clarify the exact issue you want to address before arranging the conversation. Ideally write your opening sentence.
- Gather examples and evidence that support your concern.
- Anticipate possible responses, questions or points of disagreement.
- Decide on the specific improvement you want to see afterwards.
- Choose an appropriate time and place for the discussion.
- Separate facts from assumptions or personal frustrations.
- Plan how you will explain the impact on students and the department.
- Enter the conversation calm, professional and focused on improvement rather than criticism.
- Consider what support, guidance or resources may help the member of staff improve.
- Be clear about any follow-up actions or next steps before the meeting begins.

W – When offering feedback to your team members:

- Begin with the shared goal of improving outcomes for students.
- Present the evidence clearly and factually.
- Focus on specific actions rather than broad judgements.
- Explain the impact the issue is having on students, learning or the department.
- Give the member of staff time to respond and share their perspective.
- Listen carefully and remain open to additional context.
- Keep the conversation calm, professional and solution-focused.
- Offer support, resources or guidance where appropriate.
- End the conversation with clarity about what will happen next.



Five Steps Ahead

W – When ensuring you close the feedback loop:

- Agree a realistic timescale for improvement following the feedback conversation.
- Revisit the area discussed through learning walks, work scrutiny or further evidence gathering.
- Check whether the agreed actions have been implemented consistently.
- Acknowledge and celebrate improvements when they occur.
- Provide additional support if progress is slower than expected.
- Clarify any remaining concerns rather than assuming they have been addressed.
- Continue monitoring until the issue is fully, and permanently, resolved.
- Record key actions and outcomes where appropriate.
- Escalate concerns only when support and follow-up have not secured improvement.
- Ensure feedback conversations lead to meaningful change rather than becoming one-off discussions.

Y – When dealing with staff who don't agree or respond:

- Remain calm and professional when faced with disagreement or resistance.
- Listen carefully to understand the reason behind the response.
- Return the conversation to the evidence and agreed priorities.
- Keep the focus on student outcomes rather than personal opinions.
- Clarify expectations and any areas of misunderstanding.
- Avoid becoming defensive or turning the conversation into an argument.
- Give staff time to reflect where appropriate.
- Continue offering support while maintaining expectations.
- Follow up to review progress and revisit agreed actions.
- Escalate concerns through the appropriate processes if improvement does not occur.

Y – When having to handle underperformance:

- Identify concerns early rather than allowing issues to become entrenched.
- Gather clear evidence over time before initiating formal action.
- Ensure expectations have been communicated clearly and consistently.
- Provide support, guidance and opportunities for improvement.
- Keep records of conversations, actions and agreed next steps.
- Review progress against the expectations that have been set.
- Work closely with senior leaders or HR where appropriate.
- Maintain professionalism, consistency and fairness throughout the process.
- Continue focusing on student outcomes rather than personal frustrations.
- Follow school procedures carefully if formal capability processes become necessary.

T – When praising the team:

- Recognise success regularly rather than waiting for formal review points.
- Tailor praise to the individual and what they value.
- Be specific about the action, behaviour or impact you are recognising.
- Balance praise across the department to avoid perceptions of favouritism.



Five Steps Ahead

- Celebrate both outcomes and the work that led to them.
- Use a variety of methods, including private and public recognition.
- Share successes across the team so effective practice becomes visible.
- Ensure praise is genuine and proportionate.
- Link praise back to the department vision, values or priorities.
- Use recognition to reinforce the behaviours you want to see repeated.