

REPORTING

Oral Feedback - Preparation

Reviewers need at least an hour before the closing meeting to:

- **Check** that all aspects of the review have been covered
- **Draft** the general feedback in each area
- **Agree** together if there are any areas where improvement is necessary or any areas of good practice.
- **Decide who** is going to do what. Feedback is given either by the lead inspector or with other reviewers) depending on their own agreement
- **Decide how** you're going to structure the oral feedback e.g. in line with the main assessment areas and the minimum standards.

Task: Preparing oral feedback

You have been reviewing a school. It is time for the oral feedback. You have observed areas where there is good practice and areas where improvements can be made.

1. In pairs (A & B) for 2 of the areas decide on one strength and one area of improvement you have observed and prepare your oral feedback. (5 minutes)

Delivering oral feedback

- Tell school you will go through report. Ask them to keep **questions for the end**.
- Give brief **factual description** of what has been reviewed and who has been interviewed in each area.
- **Summarise the most important positive points and areas for improvement** observed during the review.
- Keep the **feedback general and not too detailed**.
- There should be **coherence between the oral feedback and the written report** – no nasty surprises!
- **Be tactful and avoid negative statements** referring instead to the standards, so not, “X is unacceptable” but “improvements could be made in ...”
- Explain **the remaining steps** in the review process together with **timescale**
- Ask whether there are **any questions**
- **Thank** the institution for their cooperation before and during the inspection

Task: Delivering oral feedback

Pair A

- Deliver the oral feedback to pair B.

Pair B

- Listen to the oral feedback from pair A.
- At the same time evaluate whether the feedback is being delivered appropriately
- Give feedback to pair A after they have finished.

Time for task: 15 minutes

What makes a good written
report?

Task

What makes a good report. What should be avoided?

In your groups, compile a list of do's and don'ts as rapidly as possible. (Agree on one of the group who will take notes and feed back in plenary).

Time for this task:- 10 minutes

The Written Report

- A written account of what has been observed or not observed.
- Keep the body of the report itself factual and neutral.
- Be tactful. Give an account of strengths as well as areas for improvement.
- Ensure you have provided enough evidence for all your statements and conclusions.
- Observe confidentiality, so no names only roles in the report
- Language as appropriate for a formal written report, e.g. no “I” or “we” but “the Reviewers”
- All reviewers should proof-read their own and each others’ contributions to the report.

Slayt 8

SS2

check this

Susan Sheerin; 8.10.2018

Accuracy

- Is the report proof-read for typos and slips and 'spell-checked' before submitting?



Style

- Professional and formal:-
 - **Only complete sentences**
 - **Avoid contractions and shortened words such as 'admin' and 'exam'**
 - **Avoid jargon e.g. TTT, PPP etc.**
 - **Are all abbreviations written out in full on first use (with the abbreviation in brackets) e.g. BC (British Council) so that BC can be used subsequently?**
- Are strengths adequately acknowledged and areas for improvement described clearly yet tactfully?

Style

Clarity:

- Is the message and the language clear and to the point throughout?
- Is 'hedging' language avoided e.g. statements with 'perhaps', 'possibly' etc.?
- Is the description evidenced and 'owned', avoiding language such as 'apparently'. 'it seemed that...'?

