



# Creating a culture of feedback in your organisation

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*Friday 28th November 2025*

# Overview – Creating a culture of feedback in your organisation

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- Defining ‘a culture of feedback’
- Importance
- Impact
- Case studies from two schools
- Questions



# Sources of evidence

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- Visible Learning Feedback, John Hattie and Shirley Clarke, 2019
- EEF, Teaching and Learning Toolkit, 2021
- Gov.UK, State-funded school inspection toolkit, 2025
- Teacher Development Trust, Teacher Development: The CPD Landscape in 2025
- Teacher Development Trust, Developing Great Teaching (Lessons from the international reviews into effective professional development), 2015
- Learning Policy Institute (USA), Effective Teacher Professional Development, 2017

# What is feedback?

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“Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes.”

Education Endowment Foundation, Teaching and Learning Toolkit, 2021

“Feedback is a response to a person’s activity with the purpose of helping them adjust to become more effective.”

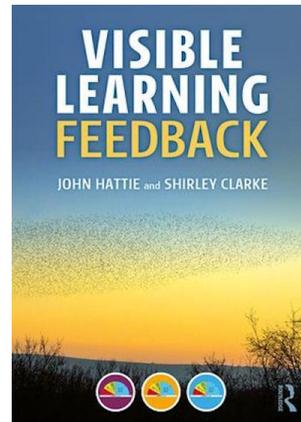
Cameron Conaway, Feedback at Work: A Complete Guide, 2025

# What is feedback?

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“Information provided by an agent (teacher, peer, book, or experience) that helps learners know: where they are going, how they are going, and where to go next.”

John Hattie, *Visible Learning Feedback*, 2019



# What is feedback?

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## Effective feedback...

- clarifies the goal
- illuminates current performance
- provides guidance

## Excluded from the definition...

- general praise
- vague statements



# What is a culture of feedback?

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A culture of feedback is a culture of learning, where we as teachers are constantly placing ourselves in the position of our learners.

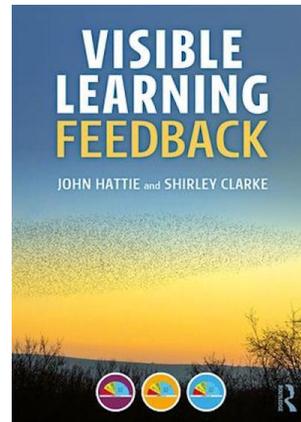


# What is a culture of feedback?

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“Errors can create opportunities, can lead to feedback, can help realize connections ... can be most positive.”

John Hattie and Shirley Clarke, Visible Feedback, 2019



# What is a culture of feedback?

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## Characteristics

- Feedback about teaching is normalised
- Leaders model receiving feedback
- Everyone sees it as a shared responsibility
- The quality of the feedback is reviewed



# What is a culture of feedback? Questions to consider

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- How would you define feedback?
- How would you define a culture of feedback?
- To what extent do you have a 'culture of feedback' in your organisation?
- Is the feedback given by leaders in your organisation clear and actionable? How do you know?

# Why is a culture of feedback important?

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# Why is a culture of feedback important?

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“Pupils taught by the most effective 25 per cent of teachers would make more than twice as much progress each year than those taught by the least effective 25 per cent.”

Dylan William, emeritus professor of educational assessment at the UCL Institute of Education, 2016

“The effect of teaching practice on student outcomes is twice as great as the next most significant driver”.

Jenny Gore, Laureate Professor, University of Newcastle, Australia, 2021

# A culture of feedback – essential for equity

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“Great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”

EEF, High-quality teaching, 2021

“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.”

The Sutton Trust, 2011



# A culture of feedback and the new Ofsted framework

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“Leaders design a high-quality, ambitious curriculum for all pupils (the intent), paying particular regard to **disadvantaged** pupils.”

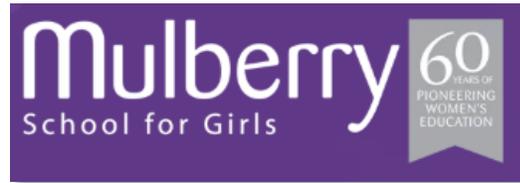
“The school’s approach to the curriculum and teaching draws explicitly on the best available evidence, including high-quality research relating to supporting **disadvantaged** pupils.”

State-funded school inspection toolkit, 2025



# Why is a culture of feedback important?

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Total 1725 feedback records since 01.09.25 (average 345 per school)



# A culture of feedback and teacher morale

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Overall leaving rate from the teaching profession in England:

20/21 – 8.1%

22/23 – 9.7%



School Teachers'  
Review Body

# A culture of feedback and teacher morale

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Teachers receiving regular feedback can be...

- supported
- praised
- helped to grow



# What is a culture of feedback? Questions to consider

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- How do you ensure that your disadvantaged learners receive the highest quality teaching possible?
- To what extent does the feedback you give your teachers motivate and develop them? How do you know?

## When the culture is in place – alignment

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A key element of an effective feedback culture is that “Feedback sits within a framework.”

John Hattie, Visible Learning Feedback, 2019



# Nine habits for expert teaching

## An overview



### 1. Planning from a sequenced curriculum

- Build lessons around knowledge
- Sequence knowledge and activities to develop student understanding and proficiency
- Plan to address misconceptions



### 2. Behaviour and routines

- Embed routines
- Use presence and voice
- Consider instructions and corrections carefully



### 3. Scaffold and challenge

- Know their needs
- Know what they know
- Plan for appropriate challenge



### 4. Explanation

- Know what to explain
- Know how to explain it
- Provide support to reduce cognitive load



### 5. Modelling

- Make success criteria clear
- Use live modelling
- Deconstruct and compare pre-written models



### 6. Questioning

- Consider how to ask questions
- Break down complex questions
- Get a great response
- Use the response
- Coordinate effective pair and group work



### 7. Practice and retrieval

- Design tasks that serve the lesson objective
- Utilise retrieval practice
- Ensure students are prepared for practice



### 8. Literacy and oracy

- Support reading comprehension
- Explicitly teach and correct spelling, punctuation and grammar
- Support and celebrate student oracy



### 9. Feedback and Assessment

- Before students practise
- Whilst students practise
- After students practice

## When the culture is in place – evidence

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“Leaders have a comprehensive understanding of the quality of curriculum and teaching across the school”

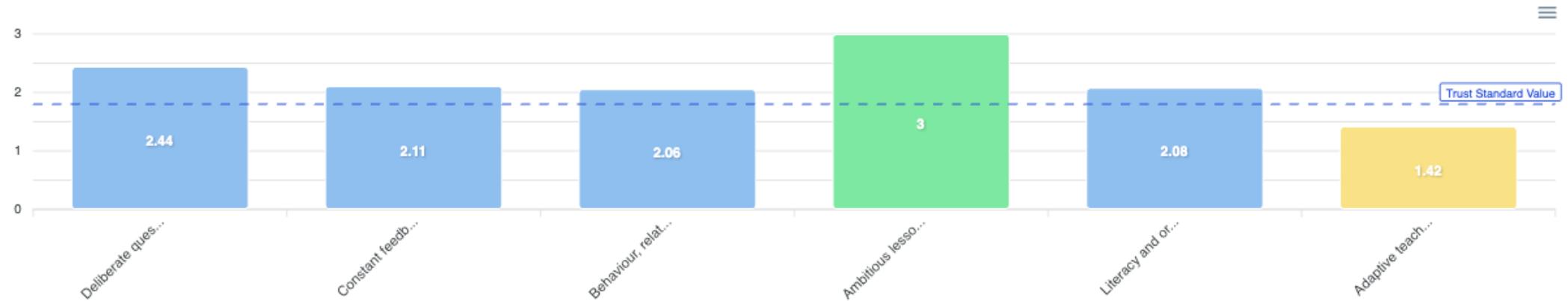
“Leaders identify areas for improvement and take effective action to tackle these, including through professional learning, that ensures teachers develop the expertise needed to deliver the curriculum effectively”

State-funded school inspection toolkit, 2025



# When the culture is in place – evidence

Average rating by habit



## Key Insights

The best rated habit is **Ambitious lessons planned from an aligned, sequenced curriculum**, which has an **average evaluative rating value of 3.00**.

The lowest rated habit is **Adaptive teaching**, which has an **average evaluative rating value of 1.42**.

# When the culture is in place – continuous improvement

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“Sustaining CPDL over a period of time and ensuring that it features multiple, iterative activities following the initial input, was identified as extremely important across all reviews. One-off events did not have a positive impact.”

Teacher Development Trust, *Developing Great Teaching (Lessons from the international reviews into effective professional development)*, 2015

Strong PD initiatives typically engage teachers in learning over weeks, months, or even academic years, rather than in short, one-off workshops.

Learning Policy Institute (USA), *Effective Teacher Professional Development*, 2017

# When the culture is in place – inclusive for all staff

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“Any additional adults in the classroom are deployed to enable all pupils to access high-quality teaching from their class teacher and to develop pupils’ independence over time”

State-funded school inspection toolkit, 2025

## Strands

The TA's role: I DO



The TA's role: WE DO



The TA's role: YOU DO



## When the culture is in place...

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- Alignment
- Evidence
- Continuous improvement
- Inclusive



# When the culture is in place - Questions to consider

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- How frequently do you record feedback to generate evidence around teaching and learning?
- How do you evaluate the quality of teaching across subjects, year groups or phases and teaching strands?
- How do you use teaching and learning data to inform PD planning at all levels?
- How do you evaluate the impact of the 'other adults' working with your learners?

# Mulberry Schools Trust

## Outstanding Achievement For All Strategic Plan 2022-2027

### **OUR HISTORY**

From across the globe, and from across time, we have found ourselves here, is in these streets.

**IN THE EAST OF THE CITY, THE SOUL OF LONDON ITSELF.**

Whether our families have been here for centuries, or whether we have just arrived,

**ALL OF US HAVE MADE OUR HOMES HERE.**

# A Future at Risk: Why does it matter?

56% of students at MSfG are disadvantaged (material deprivation)

Over **950** students across the whole school are “more than three times as likely to become NEET.”

**134** students in each year group are “twice as likely to end up jobless even with the same grades as others.”

# 950

**17** students in every class of 30 will find it “harder to get into work and these struggles build up over time.”

Over **130** students in Year 11 will “start post-16 education and employment two years behind their peers.”

*“If providers are getting it right for disadvantaged children and learners, they will undoubtedly be getting it right for their non-disadvantaged peers.” (Ofsted,2025)*

# Confidence, Creativity, Leadership, Love of Learning

“Great teaching is the most powerful lever schools have to close the gaps created by social disadvantage.” Professor Dylan Wiliam

1. 7<sup>th</sup> nationally for A8 – FSM > 48% or 3<sup>rd</sup> girls only
2. A8 – Top 12% consistently above national (55.2 v 53.3)
3. Overall P8 - Top 11% - well above average (0.61 vs 0.54)
4. English P8 - Top 1%
5. Open P8 - Top 5% Overall A8
6. 84% go on to university including 32-37% to Russell Group universities
7. 97–99% of pupils stayed in education or employment for at least two terms



# Creating a Culture of Feedback: Our Journey as Leaders of Learning

What is it like to be a child in our school?

Do all children have access to the same opportunities? Are these equitable?

What do we do well? Does everyone know/agree? Is it still fit for purpose?



So what???  
What difference are we making? How do we know?

Are we still listening and learning from our community?

Was everyone growing & developing?

What training did I need?

## When the culture isn't in place – no evidence

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- Impact of training sessions?
- Things are left to chance
- Staff performance situations



# When the culture isn't in place – fear of feedback

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## When the culture isn't in place – mid-career teachers

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- Roughly 5-15 years in
- Not on a training pathway
- Potential 'flight risk'



# When the culture isn't in place – mid-career teachers

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68% of respondents said CPD that is personalised and aligned with their individual development needs would increase their likelihood to stay in the profession.

Teacher Development Trust, Teacher Development: The CPD Landscape in 2025



## When the culture isn't in place – mid-career teachers

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Strand	Aim / Rationale
Deepening Subject & Pedagogical Expertise	Keep practice fresh and evidence-informed; sustain passion for teaching.
Coaching & Mentoring	Share expertise and develop professional capital.
Research & Inquiry Pathway	Develop reflective, evidence-led practice.
Influence Without Hierarchy	Provide progression routes outside leadership; recognise excellence.
Broader Contributions	Broaden impact and sustain engagement through variety.
Voice, Autonomy & Recognition	Empower mid-career teachers to shape school development.

# When the culture isn't in place - Questions to consider

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- How do you gauge the impact of your teaching and learning training sessions?
- Are all staff groups receiving feedback equitably?
- How are we using mid-career teachers' expertise to benefit all?
- Who are the biggest flight risks amongst your teachers?
- What action can you take to persuade them to stay?

# Chris Brown, Principal, The Bridge Academy



# Context

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Mixed SAT, 11-19

1100 students. 55% boys, 45% girls

62% disadvantaged (Years 7-11)

Current Year 11, 69.3% disadvantaged

75 ECHPs. 8.7% in lower school

Largest ethnic groups: Black African, Turkish, Black Caribbean, White British.



# Outcomes

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## Key Stage 4

- Attainment 8: 56.4 (51.7)
- 4+ E&M = 80% (72.9%)
- 5+ E&M = 62.4% (53.1%)

## Sixth Form

- ALPS 2 for A level (104 students)
- ALPS 3 for vocational



# Starting point

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- Constant disruption
- Anti-feedback, anti-SLT culture
- Feedback challenged and targets ignored
- Issues with professional responsibility
- Belief that poor outcomes due to the students
- Needed a complete cultural reset



# First steps

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- Created HoLA role
- Co-designed behaviour priorities as shared focus
- Ten highly granular non-negotiables. Our 'Firm Foundations'
- Hard to challenge: designed by respected teachers with full timetables
- Backed by a change in the behaviour system
- Gradually shifted staff perception



# Changing the culture

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- Consistent, actionable feedback
- Clear behaviour expectations across the academy
- Major improvement in behaviour and T&L over 18 months
- Supported by curriculum work (KS4/5)
- CPD designed around sharing best practice
- Results improved significantly



## Building on the improvements

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- Behaviour expectations embedded
- Shifted to learning walk approach to maintain standards
- Introduced peer drop-ins and face-to-face coaching feedback
- Staff trained in giving/receiving developmental feedback
- Popular and extremely positive for morale

But...



# Building on the improvements

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Teaching and learning got worse! Why...?

- Coaching conversations were not fully aligned
- Targets were too broad
- Subject Leaders were not involved
- Confusion grew



# Learning from my mistakes

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- Clarity is essential
- Define the non-negotiables
- Identify who “owns” each element (SLT / SLs / teachers)
- Setting high-quality targets is difficult
- Quality assurance is essential



## What did we do?

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Clarified the T&L vision

Three-pronged approach to observations

- Culture (SLT)
- Pedagogy focus (SLs)
- Peer to peer

Coaching conversations dropped

Quality assurance, quality assurance, quality assurance

Tiered feedback response



# The current position

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- Balanced system
- Culture of collaboration
- Personal responsibility
- High quality feedback at all levels
- High buy-in
- Sustained improvement



## Next steps

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- Identify next SL pedagogy focus
- Introduce full length observations?
- Consider coaching conversations?
- Continue to be paranoid about drift!



# Questions

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# News and resources - [www.progressteaching.com/resources](http://www.progressteaching.com/resources)



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**Are new teachers losing the art of lesson planning?**

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**Teaching & learning**

Priority	Percentage
Financial sustainability	64%
Improving quality of education	58%
Inclusion	51%
Pupil outcomes	44%
Growth	38%
Digital strategy	35%

**A top priority?**

**Prioritising teaching and learning in schools**

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# Contact us

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