

Scope

Formative assessments are usually low-stakes, in that they do not count towards the students' final mark for a course or module. Yet **formative feedback** can provide an ongoing mechanism for students to improve their learning throughout the course or module. This in turn will support students to perform in their summative (high stakes) assessments.



Staff often engage in a **wide range of activities** to provide students with formative feedback (e.g. quizzes, tutorials). However, students do not always recognise **what counts as formative feedback**, as the nature and value of such feedback is not always clear to them. So what can we do to tackle this?

Practical tips

- **Clearly label** activities and documents involving formative feedback so that it is made explicit (e.g. rename a “tutorial log” as “feedback log”).
- **Reframing formative feedback** activities by labelling them in this way can help students to realise that this type of **feedback does not necessarily have to be written**- verbal interactions can also be invaluable, for example.
- Create dedicated opportunities to give generic formative feedback to the **whole student group** (e.g. schedule a Q&A session or present slides within class time; provide regular input on Aula).
- When setting students assessments, ask them to **reflect on their previous feedback** and explain how they have used it to inform the current piece of work. This also helps students to **engage** with their feedback more effectively.
- Consider using **peer feedback activities** and/or **self-assessment activities**. Making students active participants in formative feedback processes can help them to recognise both their variety and value.

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