

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 **formative** (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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