What is Feed Forward?

- While feedback focuses on a student's current performance, feed forward looks ahead to subsequent assessments and offers constructive guidance on how to do better. A combination of both feedback and feed forward helps ensure that assessment has a developmental impact on learning (JISC, 2014).

- Feedback addresses 'What progress have I made towards the goal?' whilst Feed Forward asks 'What further improvements need to be made to advance my progress?' (Hattie & Timperley, 2007). Good feed forward would clarify expectations in advance , including what good performance is (e.g. goals, assessment criteria, and expected standards) and how this could be achieved.

- The major feed forward questions are 'Where am I going?', 'How am I doing?' and 'Where next?'. An ideal learning environment or experience is when both teachers and students seek answers to each of these questions (Hattie, 2009).

Helpful feedback and comments

Fair assessment

Timely feedback

Fair marking

preparatory feedback advance of the assessment

draft work , bullet-point assessment plans for formative feedback prior to final submission

in-class preparation for assessments, practical exercises, workshop sessions

Pedagogic Evidence?

- Students wanted feedback to guide them in future assessments (feed-forward) (McCann and Saunders, 2009); students did not feel that feedback helped them improve future performance (Carey et al, 2010). "Feed forward focuses on improving the current assignment, but also on developing skills for subsequent assessments. It can lead to change, engage students in the learning process and improve grades (Vardi, 2009) and if done well, it is, 'arguably the most powerful enhancement to learning' (Biggs and Tang, 2007)" (EDLT, 2016)

What can we do?

- Examples of feedforward activities include having examples of past assessment to work with, holding small-group tutorials as opportunities for individualised feed forward, feedback sessions delivered in seminar/lecture-time, generic group feedback linked to feedforward points, and peer marking exercises

- Provide a checklist for the students and get them to check their draft, identify the bits they need to work on, suggest improvements (Race, 2011). Pick up on common mistakes and give general feed-forward in a class session and use some of the techniques shown above to help answer those vital questions of 'Where am I going?' and working together to establish 'How are we going to get there?'