



UNIVERSITY OF  
**SURREY**

Department of  
Higher Education



## Feedback Focus #4

### Guildford School of Acting: In-class formative feedback

The aim of this feedback design is to enable students to generate formative feedback based on their own developing understanding at the end of a session.

At the end of a series of taught sessions, Anna gives students the learning outcomes and a copy of the relevant Mark Scheme. They individually self-assess their understanding using the question prompts below.

Anna then spends 5 minutes with each student for a 1:1 formative feedback dialogue. Anna discusses with each student their responses to the prompt questions, and together they highlight the relevant mark scheme descriptors that apply to them.

001	Compare current and historical practitioners their theories and practices.
002	Critically analyse, reflect upon and evaluate yours and other's work.
003	Examine research theory and its application
004	Demonstrate discipline and consistency in a professional context
005	Demonstrate effective collaborative skills within a creative process.
006	Demonstrate a continually developing approach to skills acquisition

I am able to remember...

I understand ...

I can apply ...

I am able to analyse...

I can evaluate ...

I create ...

To improve:

I should...

I would benefit from...

I could ...

### Key benefits

- Involves students in self-assessment
- Encourages skills of reflection on learning
- Provides feedback to educators on what areas have not been so clearly understood
- Facilitates dialogue around understanding
- Can be used as a way to document development over subsequent sessions

"Tutors give valuable feedback and are also very approachable, honest and supportive."

Final-year student, GSA



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