



VIDEO SUMMARY

Self-Assessment and Peer Feedback

Resource person: NFER assessment specialists | Education researchers and assessment advisers | Curated from NFER
Self-Assessment and Peer Feedback | Feedback and Feedforward | assessment

Self-assessment and peer feedback make students active users of assessment criteria. When learners compare work with a clear standard, they practise recognising quality, diagnosing gaps, and choosing a next step. Evaluating another person's work can make the criteria easier to see before students turn the same lens on their own work.

The NFER guidance stresses preparation. Teachers should share or co-develop success criteria, examine examples together, and model comments that are specific and usable. Early peer review can focus on one or two features. As students become more confident, the process can widen to more complex judgment and self-assessment.

Culture carries much of the method. Errors need to be treated as part of learning, and students need language for challenge that protects dignity. Teachers still monitor accuracy, address bias, and decide how much assessment weight the process can carry. The strongest use is usually formative: a learner receives feedback, decides what to adopt, revises, and explains the change.