ABSTRACT

The thesis named *Consultation teacher – student – parent at primary school with focus to providing feedback* deals with specific role of consultations in the process of education as a form of cooperation between family and school. The aim of this thesis is to closer describe consultations teacher – student – parent in the extensive context and point out their potential in particular from the point of view of the formative assessment. It is a special educational opportunity that facilitates students’ personal development and improvement in the process of learning via providing feedback which comes simultaneously from three sides. The theoretical part deals with defining term consultation teacher – student – parent, describing their functions and development as a communication platform. Part of the text offers an inspiring application of this untraditional appointment in Sweden. Attention is also focused to implementing students’ sources that work as essential support for work with the formative feedback. The second, empirical part deals with reconstruction of three consultation meetings at primary school and reflects development of this event from the side of teacher, student as well as parent in the form of a case study. This research confirms the value of all three approaches and formation of attitudes of all participants that were mentioned with respect to the development of a student. In this part the work of teacher with formative feedback is also studied.

KEYWORDS
consultation teacher – pupil – parent, feedback, formative assessment, communication between school and family, assessment of learning, class meeting