

ABSTRACT

This thesis deals with communication between school and family in the formative assessment of pupils. The main goal of this thesis is to map the procedures and conditions of functional communication between school and family regarding the formative assessment of pupils. This goal will be followed by a second goal, which is aimed at finding examples of good practice. The theoretical part deals with the topic of formative assessment, communication between school and family, which describes what role the parent can be in relation to the school and the last chapter deals with the assumptions of student learning at the 1st stage of primary school. The practical part is qualitative research, in which research methods of observation and a questionnaire will be used. This part is carried out at six primary schools in Prague by selected female teachers. These schools are divided into two groups. The first group consists of three schools that gradually introduce formative assessment or use it only by some teachers in the school. The second group consists of three schools, where formative assessment is introduced throughout the school. The obtained results are processed into six case studies of individual female teachers. It was found that schools, where all teachers carry out formative assessment, provide better conditions for its use than schools that do not have this type of assessment in their school vision. At the same time, pupils who are formative assessed often have a better relationship with the school than pupils who receive summative assessment and communication with their parents is smoother.

KEYWORDS

Evaluation, formative assessment, communication, school, family, cooperation.