Conclusions

The research was exploratory in nature, especially with regard to formative assessment, which has not been subject to comprehensive study in Poland. As a result, it is of particular interest when dealing with the analysis of the characteristics of the “Polish application” of FA, while the examination of the relation between formative assessment practices and the school climate is both innovative and important for both the Polish and non-Polish contexts. The authors believe that in that way this work will go some way towards building understanding in the wider context of education in general.

Acknowledgements
The research was carried out as a part of the BSTP 16/17 – I WNP APS project. The results presented in this paper are the subject of a paper presented at the XI International Congress of Educational Research, which took place on 17th-19th September 2018 at the Pedagogical University of Cracow, Poland.

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