

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.

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