

## **ABSTRACT**

This thesis aims to explore and analyse different approaches to pupil self-assessment in primary schools. The aim of the thesis was to identify the frequency and methods of using formative assessment, to explore the differences in the use of self-assessment between different types of schools and to analyse teachers' views on self-assessment and its impact on pupils. The research focused on teachers from different types of elementary schools, including schools in large cities and small towns, mainstream schools, Step by Step school, bilingual school, and small schools with composite classes.

Methodologically, the research was based on a qualitative approach using a questionnaire survey of teachers. This approach provided valuable insights into teachers' practices and views on pupils' self-evaluation. The research results showed that formative assessment is commonly used, although its frequency and methods vary. Self-assessment is generally perceived positively and is considered an important tool for developing learners' autonomy and self-reflection. It has also been found that self-assessment can positively influence pupils' self-confidence and motivation.

This paper contributes to a better understanding of approaches to self-assessment in primary schools and offers specific recommendations for improving teachers practice. The results can be used to suggest specific recommendations for effective implementation of self-assessment and formative assessment in the classroom.

## **KEYWORDS**

self-assessment, formative assessment, primary education, questionnaire