



Assessment Policy

(Revised November 2018)

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Approval & Review

This policy was approved by the Board of Trustees on:

28 November 2018

Policy review date:

September 2019

General Principles

In keeping with the ethos of the school, all teachers should strive to recognise the unique individuality of each pupil, learning to appreciate the strengths and weaknesses, approaches to learning, attitudes and behaviour of each child.

“Good practice occurs when the self-reflective teacher assesses his or her own teaching and its outcome with individual children and shares this with colleagues on a regular basis. This insight should feed directly back into the classroom. The Steiner Waldorf approach sees assessment as a means of gaining knowledge of, insight into and understanding for the child. The more accurate and comprehensive the observations, the richer the understanding. Increased understanding can lead to positive development in the child. In ideal circumstances, the outcome of an assessment of a child is that meaningful help is offered and new developmental opportunities are created. Assessment can lead to transformation in teaching and learning.”

Quoted from “The Educational Tasks and Content of the Steiner Waldorf Curriculum”

Teachers will attempt to deepen their understanding of the children by:

- reflecting on their classroom experience.
- sharing observations with colleagues.
- sharing observations with parents.
- undertaking regular study of Steiner-Waldorf Pedagogy and Child Development.
- engaging with colleagues in a detailed study of a particular child.
- engaging with colleagues in a study of a particular class.
- seeking the help of Fellowship Advisers– at present we also have regular support from Val Taylor, a consultant in child development and Steiner Waldorf Education.

Marking

(Not Applicable to Kindergarten)

It is essential that there is regular acknowledgement and recognition of the children's work.

Marking pupils' work is not simply a means of finding out if they know and understand what has been taught. It is also an opportunity to evaluate teaching and should inform the preparation of lessons taking account of the need for different approaches and/or extra support.

Marking gives quantifiable information and helps to monitor some aspects of pupils' development.

It should be a regular experience for pupils to be present when their work is marked. At such times the teacher can discuss the work, commenting on presentation, accuracy and time taken etc. The teacher should be positive, encouraging, challenging and supportive.

Thoughtful feedback can help children towards productive criticism and evaluation in an age/stage appropriate way.

Consistency

Marking should:

- be meaningful to the child and useful to the teacher.
- be relevant to the aims and objectives of the task.
- change according to age and ability – individuals in a class may be marked differently on a similar piece of work using different criteria - What is helpful to this child?
- help pupils to see how to improve their work.

Record Keeping

In Kindergarten there are regular formative observations of each child to inform planning and monitor a child's individual learning needs and progress. Observations from Kindergarten and parents then inform:

- an end of year report.
- completion of an Early Years Profile.

In the Class Years teachers record lesson plans, work done and progress of pupils so that teachers can:

- produce end of year reports.
- give information to a teacher taking over a class or lesson.

Lesson plans in Staff Room provide reference for others in case of absence.

In Kindergarten the weekly activities are on a timetable by each Kindergarten door.

Assessment sheets will be with the relevant teacher.

An observation file with observations on children will be in the relevant Kindergarten.

Pupil Records will be kept securely in teachers' filing cabinets and the School Office. They will contain:

- any records from previous school or shared settings (Kindergarten).
- profiles from Kindergarten, including child biography.
- copies of annual reports.
- copies of assessments from outside agencies.

Reporting to Parents

We recognize that an important element in the education of children is their experience of the co-operation between parents and teachers. Conversations between parents and teachers in which observations of the child are shared are an invaluable means of supporting children.

A written report

For each kindergarten and class child a written report will be sent to parents annually and will be completed at the end of the summer term. These reports contain general information about the work covered in the course of the year and teachers' comments about the child's relationship to the work and the progress made. In Kindergarten they also contain photographic evidence of activities done during the year.

Parents' Evenings

Parents' meetings are held at least twice a year for each class and kindergarten.

In the Kindergarten, parents:

- participate in an artistic activity relevant to the kindergarten.
- have a talk led by the teacher about a topic relevant to the children in that kindergarten.
- discuss how the group is settling (Autumn Term) and progressing.
- have the opportunity to ask questions.
- have an individual meeting in the Spring Term with the child's Keyworker. In this meeting the child's profile is reviewed, giving the opportunity to add to it and discuss any areas within it.

In the Class Years parents:

- are told about the lessons that children have been having and may take part in some classroom activity and experience the kind of approach we take with the children.
- look at their child's work.
- hear a preview of what is coming up.
- participate in discussion about the class as a whole – social issues.
- discuss practical issues e.g. preparation for outings.
- discuss school issues e.g. fund raising, management.
- have the opportunity to put items on the agenda and ask questions.
- There is no public discussion of individual children.
- Individual interviews are also held with parents once a year to talk about their child's progress.

Meeting Parents of Individual Children

During the course of the year, if necessary, the Class Teacher will have additional meetings with the parents of each child in the class. These meetings will provide an opportunity to:

- discuss any issues which have arisen.
- share observations about the child's development.
- discuss if there is the need for any extra support.
- discuss any issues which the parents or teachers think are relevant to further mutual understanding of the child and to help meet their needs.

Such meetings may be requested by the teacher or by the parents.

If a child is experiencing difficulty in some aspect of life (academic, social or health) it may be helpful for parents and teachers to have a number of shorter meetings to ensure that a supportive dialogue is established.