

ASSESSMENT POLICY

Policy owner	RSSKL - Principal
Policy lead	Nicky Teensma
Audience	RSSKL
Legislation and regulation	
Formally endorsed by	Board of Trustees
Endorsement date	February - 2018
Next review	February - 2019

General Principles

In keeping with the ethos of the school, all teachers strive to recognize 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”

Assessment

Assessment should essentially serve three functions; to support learning, to monitor the quality of the education being provided and to gauge children’s learning against a larger cohort both within and outside the Waldorf movement.

Assessing children’s progress ensures that we can provide the best possible opportunities and highest levels of support for all children.

At RSSKL assessment includes

Biographical study; reflection on the developmental progress and biographical influences.

Formative assessment; ongoing assessment for next steps for the individual.

Summative assessment; reflection of what has been achieved for the individual.

Normative assessment; measurement of where the pupil is in relation to other cohorts of pupils.

Using these assessment tools, teachers at RSSKL ensure they have the fullest possible picture of each child. The assessments are used to improve learning, to determine how we can teach

the pupils better, rather than simply measure attainment. Assessment is low-key and part of the normal school routine.

Dialogue with our pupils; marking and feedback

In keeping with our view on child development, the dialogue with pupils about their learning will be different at different stages of our school.

Through their journey pupils will increasingly be asked to reflect on their own learning and to be engaged in the dialogue with their teachers and parents about next steps in their learning.

Pupils regularly receive feedback on their work, often whilst they are working in the form of verbal feedback at other times in written form when work is handed in. Feedback includes what went well and what would make it even better. Pupils are asked and given opportunities to respond to the feedback by making improvements to their work.

As they progress through the school, pupils are increasingly given opportunities to self-assess and peer-assess helping them towards productive criticism and evaluation in an age/stage appropriate way.

Dialogue with our parents; reporting

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 class child will be sent to parents annually 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.

Parents' Evenings are held at least once a year for each class. At these evenings parents are given an overview of the lessons that children have been having and hear a preview of what is coming up

Meeting Parents of Individual Children

During the course of the year the Class Teacher will try to have at least one meeting with the parents of each child in the class. This meeting will provide an opportunity to discuss their child's progress, share observations about the child's development, discuss if there is the need for any extra support and discuss any issues which the parents or teachers think are relevant to further mutual understanding of the child and to help meet his/her needs

Dialogue with leadership and outside agencies

Leaders of the different sections of the school are responsible for communicating assessment procedures and the result of normative assessment to the principal, trustees Department for Education and inspection services.