

Assessment Policy

Issue and review dates March 2016, reviewed October 2019, November 2022

Next review date: November 2025

Endorsement: Full endorsement to this policy is given by:

Name: Thais Bishop

Position: Brighton Waldorf School Trustee



Signed:

Date: 2nd December 2022

Introduction

In keeping with the ethos of the school, all teachers should 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”](#)

Teachers 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 SEN department, teachers of extra art or eurhythm

Marking and feedback (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 involve 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.

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

Recording lesson plans, work done and progress of pupils enables teachers to:

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

Lesson Plans are held in the Staff Room as a source of reference for others in case of absence.

Current mark books and assessment sheets are held by the relevant teacher. (for examples of Assessment Sheets, see Appendix A below.)

Pupil records are kept securely in the Staff Room. They contain:

- any records from a previous school
- profiles from kindergarten
- copies of annual reports
- copies of assessments from outside agencies
- relevant notes from meetings with SEND, extra art, eurythmy.
- essential medical information

Reporting to Parents/Guardians

An important element in the education of children is their experience of the cooperation between parents and teachers. Conversations between parents and teachers in which observations of the child are shared

are an invaluable means of supporting children. These meetings are recorded on the 'parental meeting' form.

A written report for each child is sent to parents annually just after 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

These are held at least once a year for each class. Parents:

- are told about the lessons that the children have been having and they may take part in some classroom activity to 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 e.g. social issues
- discuss practical issues e.g. preparation for outings
- discuss school issues e.g. fundraising, management
- have the opportunity to put items on the agenda and ask questions

There is no public discussion of individual children.

Meeting Parents/Guardians of Individual Children

During the course of the year the Class Teacher aims to have at least one meeting with the parents of each child in the class. This meeting provides 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
- discuss any issues which the parents or teacher think are relevant to further mutual understanding of the child and to help meet his/her 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.

APPENDIX 1

FRAMEWORK FOR ASSESSMENT

Cl as s	Assessment Checklist for NUMERACY Class 1, 2 and 3 Name:	T a u g h t	S e c u r e	N o t S e c u r e	Comments
NUMBER					
1	have working knowledge of four processes and their symbols + - \times \div (including processes in verbal and written form)				
1	appreciate number qualities and one to one correspondence				
1	experience Roman Numerals 1-XX and Arabic Numbers 1-100				
1	count from 1-100				
1	know number bonds up to 10				
1/2	understand difference between odd and even numbers				
1/3	have working knowledge of the multiplication tables 1-12				
1/3	apply simple mental arithmetic in narrative form using above listed skills				
2	know number bonds up to 20				
2/3	recognise, analyse and count numbers up to 1000				
2/3	work with tables as division (24 shared between 6 is 4)				
2/3	know patterns in multiplication tables 10, 9, 5, 11				
2/3	use place value to 4 places (thousands, hundreds, tens, units)				
2/3	carry numbers across columns e.g. $\begin{array}{r} 19 \quad 74 \\ +2 \quad x2 \end{array}$				
3	be able to recite tables 1-12 in chorus and individually				
3	experience of factors of a given number				

Cl as s	Assessment Checklist for NUMERACY Class 1, 2 and 3 Name:	T a u g h t	S e c u r e	N o t S e c u r e	Comments
3	experience of square numbers				
3	number bonds to 100				
MEASUREMENT					
2/3	use money for simple bills and calculating change				
3	tell the time using hours, half hours, and quarter hours on 12-hour clock, a.m., p.m., hours past and to.				
3	calculate simple practical sums e.g. how many milk bottles in a crate holding 6x6, bricks in a wall, floor boards etc.				
3	know standard units of measurement for length, weight and volume and calculate simple sums				
3	use measuring equipment with a reasonable degree of accuracy e.g. - ruler, yard stick, metre stick, liquid measures, weights and scales				
3	tell the time from both a digital and analogue clock				
GEOMETRY					
3	recognise common geometrical forms				
3	draw freehand common geometrical forms				
3	draw symmetrical reflections on both a vertical and horizontal axis				

Teacher's signature _____

Date _____

C I a s s	Assessment Checklist for NUMERACY Class 4 and 5 Name:	T a u g h t	S e c u r e	N o t S e c u r e	Comments
NUMBER					
4	carry out all four processes confidently				
4	read and understand numbers up to six figures and place value				
4	know the multiplication tables up to 12 out of sequence				
4	do long multiplication up to 100's as multiplier				
4	find factors of a given number				
4	identify prime numbers less than 100				
4	practical exploration of area and perimeter				
4/5	answer more complex mental arithmetic questions involving a mix of processes (e.g. The 12.38 train to Reading takes 18 minutes but left 14 minutes late, when did it arrive? or I doubled a number and added 8 and got 32, what was the number?)				
4/5	do long division including making use of remainder				
4/5	estimate approximate answers to sums				
5	carry out four processes with fractions including mixed numbers and improper fractions				
5	find Lowest Common Multiple and Highest Common Factors				
5	understand various parts of fractions, numerator, denominator, find fraction of a whole number, cancel fractions to simplest terms				

C I a s s	Assessment Checklist for NUMERACY Class 4 and 5 Name:	T a u g h t	S e c u r e	N o t S e c u r e	Comments
5	understand how to use decimal notation, decimal fractions and interchange of decimal with common fractions				
5	carry out four processes with decimals, also using examples of money				
5	use long division and multiplication using the decimal point				
5	apply the Rule of Three (if, then, therefore) to practical problems				
MEASUREMENT					
4	record information such as height, weight, volume etc, do simple calculations with these recordings				
5	work with metric measurement, including estimation				
5	work with aspects of time, analogue and digital incl. 24 hour clock A.M, P.M				
5/6	calculate average speeds				
GEOMETRY					
5	draw freehand archetypal geometric shapes: different kinds of triangle, rectangle, quadrilaterals, polygons and circles				
5	divide circles into 3, 4, 5, 6, 8, 9, 10,12, 24 parts, deriving regular figures like pentagons, hexagons, decagons and dodecagons from them				

Teacher's signature _____

Date _____

Class	Assessment Checklist for LITERACY Class 1, 2 and 3	T	S	N	Comments
	Name:	a	e	o	
		u	c	t	
		g	u	e	
		h	r	e	
		t	e	e	

WRITING AND READING

1	recognise sounds, shapes and names of all vowels and consonants in capital letters and the lower case letters				
1	know alphabetical order of letters				
1	distinguish vowels from consonants				
1	copy sentences accurately				
1	write their own first name				
1	spell a few familiar words, such as - <i>the, in, to, and, so.....</i>				
1	know that writing is written-down speaking				
1	know that some letters represent more than one sound				
1	know that every word has at least one vowel * y as vowel and consonant				
1	know that writing moves from left to right and from top to bottom				
1	read and understand what they have written in the classroom				
1/2	be acquainted with digraphs <i>th, ch, sh</i>				
1/2	make plurals by adding <i>s</i> or <i>es</i>				
2	recognise, write and read printed letters and cursive script				
2	be able to read and spell simple consonant digraphs and 2/3 letter consonant blends				
2	to be able to read and spell using soft c and g rule (and exceptions) and the magic e rule				
2	recognise and use suffixes – <i>ing, ly, ed</i>				
2	spell using 3-letter blends				

Classes	Assessment Checklist for LITERACY Class 1, 2 and 3 Name:	T a u g h t	S e c u r e	N o t S e c u r e	Comments
2/3	write short descriptions or accounts of recent events or stories				
2/3	can read and spell letter combinations in common words * sh, th, ch, wh, ph, gh * ee, oo, ei, ea, ai * ow, ew, aw				
2/3	read with developing enthusiasm, developing expression and comprehension				
3	read, write and spell correctly the days of the week, months, numbers and other familiar topics. Also common words such as was, were, are, said, their/there, have (see first 100 common words list)				
3	spell vowel and vowel/consonant digraphs ay, ew				
3	spell simple compound words - <i>perhaps</i> , <i>carpet</i>				
3	recognise common homophones – there, their to, too, two				
3	write thank you letters				
3	write in well formed cursive writing				
3	read aloud texts containing mainly familiar words in context				
3	read simple books aloud and silently				
GRAMMAR					
2/3	know by hearing when a sentence starts and stops				
2/3	know how to use capital letters and full stops				
3	correctly use commas, question marks, exclamation marks, apostrophes and speech marks				

Class	Assessment Checklist for LITERACY Class 1, 2 and 3 Name:	T a u g h t	S e c u r e	N o t S e c u r e	Comments
3	recognise and characterise verb, noun, adjective and adverb e.g. - <i>an adjective describes a noun, an adverb tells us how we do something</i>				
SPEAKING AND LISTENING					
1	recite in chorus				
1	speak short verses alone				
1	listen to the teacher and other children				
1	follow verbal instructions given by teachers in all subjects				
1	speak simple speech exercises and tongue twisters in chorus				
1	learning not to interrupt				
1	recall main points of the story told by teacher				
1	share news with the class				
3	recite poem alone				
3	recall more complex events and stories				
3	give an explanation of what they are doing to an inquirer				
3	perform in plays				
3	develop enquiry of stories				

Teacher's signature _____

Date _____

C l a s s	Assessment Checklist for LITERACY Class 4 and 5 Name:	T a u g h t	S e c u r e	N o t S e c u r e	Comments
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WRITING AND READING

4	know how to use a dictionary				
4	write with an ink pen				
4	write an accurate account of events from experience or stories heard in class				
4	write a formal letter				
4	know irregular plurals such as <i>child children, woman women</i>				
4	know more irregular families of spellings - <i>ought, -augh, -tion, -ous, -ight, -ound, -ould</i>				
4	know remaining vowel and vowel/consonant digraphs <i>le, el, al</i>				
4	make a reasonable guess at unknown words in a text				
4	read aloud fluently with awareness of punctuation, including direct speech				
4/5	read confidently and independently				
5	take down a dictation on a known subject with reasonable accuracy				
5	use a dictionary to find unfamiliar words for both spelling and meaning				
5	use of common suffixes and prefixes <i>re, ing, pre, ed</i>				

GRAMMAR

4	use the comma, exclamation and question marks. Be able to convert text to past, present and future				
5	use quotation marks in direct speech, colons and semi-colons, and appropriate use of paragraphs				

C I a s s	Assessment Checklist for LITERACY Class 4 and 5 Name:	T a u g h t	S e c u r e	N o t S e c u r e	Comments
5	know and use all major parts of speech: nouns, verbs, adjectives, adverbs, conjunctions, interjections				
5	Use simple and continuous verb forms in all tenses,				
SPEAKING AND LISTENING					
4	Perform in a play and speak several lines individually, increasing in length by the end of Class 5 and be able to perform on stage before the school community				
4	Give a short talk/presentation to the class using notes				

Teacher's signature _____

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