



Assessment Policy

Issue Date: February 2018

Approved by Board of Trustees on:

Review Date: February 2020

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The Bristol Steiner School

Assessment Policy

General Principles

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 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 the Steiner Fellowship Advisers

Marking and Assessment (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

Recording lesson plans, work done and progress of pupils is necessary so that teachers can:

- produce end of year reports – not Kindergarten
- give information to a teacher taking over a class or lesson
- copies of planning are kept in the staff room as reference for others in case of absence

Assessment sheets, rubrics and class data will be with the relevant teacher and a copy will be held centrally for monitoring purposes.

Pupil Records

will be kept securely in the Administrators Office. They will contain:

- any records from previous school
- profiles from kindergarten
- copies of annual reports (class children)
- copies of assessments from outside agencies
- relevant notes from meetings with school doctor (essential medical information)

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 class child will be sent to parents annually and will be completed before 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 generally held three times a year for each class. 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. fundraising, management

- Have the opportunity to put items on the agenda and ask questions

There is no public discussion of individual children

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 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
- 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

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.

Review Date

This policy will be reviewed on a bi-annual basis.

Issue Date

This policy takes effect from February 2018

Review Date

This policy will be due for review in February 2020