

London Steiner School

Pupil Assessment Policy

The Assessment Policy outlines forms of pedagogical assessment, how they are used in LSS and the methods of record keeping. It is closely linked to the Marking and Feedback Policy which sets out the methods and expectations of how teachers give feedback to children.

1. Legislation and Guidance

This policy (along with the Marking and Feedback Policy and the Pedagogical Meeting Policy), reflects the requirements set out in the [Independent Schools' Standards Part 1 \(paragraph 2\)](#)

In addition, it also reflects the following legislation:

- [The Equality Act 2010](#)
- [The Special Educational Needs and Disability \(Amendment\) Regulations 2015](#)

2. Introduction to Assessment in The Steiner/Waldorf School

Steiner/Waldorf Pedagogy strives to recognise the unique individuality of each pupil. We believe children process their experiences differently because they are different. With this in mind teachers take time to appreciate the approaches to learning, the strengths, weaknesses, attitudes and behaviour of each child. Assessment of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative achievements is underpinned by consideration of physical, social and emotional development.

A unique aspect of Steiner/Waldorf Pedagogy is the weekly Pedagogical Meeting (see pedagogical meeting policy) where assessments of all areas of learning and development are shared with teaching colleagues to deepen understanding of pupils and their learning processes. This practise helps to inform planning and teaching which leads to improved learning and development outcomes for the pupils. **LSS is of the firm belief that it should be possible for every child to succeed with the right support and teachers work hard to provide this.**

3. Purpose of Assessment

Assessment is embedded within the learning process. It is tightly interconnected with curriculum and instruction. As teachers and students work towards the achievement of curriculum outcomes, assessment plays a constant role in informing instruction, guiding the student's next steps, and checking progress and achievement. Good, effective assessment creates feedback which enables students to become more involved in their learning process. They thereby gain confidence in what they are expected to learn and, also, to what standard.

Assessment can:

- Provide a record of growth in all developmental areas: cognitive, physical/motor, language, social-emotional, and approaches to learning.
- Identify children who may need additional support and determine if there is a need for intervention or support services.

Assessment also plays a role in teacher appraisal and accountability.

4. Forms of Assessment and how they are used in LSS

Formative Assessment

This is the day-to-day assessment of children, their work (academic, artistic, and practical) their behaviour and their emotional well-being that informs planning and teaching.

Methods of assessment and assessment records:

1. See marking and feedback policy
2. Observations are recorded in teachers' journals. and are used to inform subsequent lessons.

Ipsative Assessment

Ipsative assessment looks at the pupil's biography and senses what is emerging in the person over time and across different situations. Ipsative assessment is fundamental to Steiner/Waldorf pedagogy which strives for cooperation as appose to competition. It is based in the child's own previous achievements.

Methods of assessment and assessment records:

For younger pupils, feedback and marking (see marking and feedback policy) form the basis for conversations between teacher and pupil:

- Can you do better than last time?
- Can you improve on what you have achieved so far?
- This is what you need to do.

Over time, pupils learn to ask themselves these questions:

- Can I do better than last time? (e.g., draw a more accurate circle, remember to use paragraphs, make a start at the question before asking for help)
- Can I improve on what I have achieved so far? (e.g., jump a little higher, sing all harmonies of a song, read a whole chapter)
- What do I need to do to be better at this? (e.g., use a thesaurus, practice at home, check work before handing in)

The assessment is addressed to the student and is not measured in relation to the class norm or what the teacher thinks is suitable for this grade. Rather, the comparison is with the person herself, the difference between earlier and present achievements in the same field or subject. It is an assessment not measured against standardized criteria and is a relevant way to assess individuals in classes with a wide range of abilities, including children with SEND. Ipsative assessment is recorded:

1. In main lesson books
2. On assessment sheets – filed in purple folders.

Summative (Outcomes) Assessment

In its original meaning, summative assessment means making judgments about whether outcomes have been achieved. It has frequently come to mean measuring performance against standardized and statistical criteria. In Steiner/Waldorf education, however, it means summing up what has been done. Teachers use this kind of assessment to establish whether a student has completed a task successfully or has learned what was required. It usually occurs at the end of a period or block of learning before a new stage or phase begins.

Summative assessment requires a judgment, based on evidence, as to whether students have reached what they set out to achieve. It assumes clear learning objectives defining the criteria for achievement, communicated to the students so they know what is expected of them. It is sometimes formalized by tests.

Methods of assessment and assessment records:

Tests are an effective way of testing short term memory. Teachers are aware of their use but also of their limitations.

LSS uses Intent and Impact assessment forms which outline the learning objectives and include other observed assessments, the details of which depend on the specific success criteria for a particular block for example:

- Active participation in class e.g., contribution to discussion
- Ability to recall previous principals and build on them
- Accuracy
- Layout
- Teamwork
- Completion of set work

Records of Summative Assessment:

1. Form the basis of discussion between pupil and teacher about how a pupil can improve.
2. Are used for reporting progress to parents
3. Act as a method of diagnosis to establish developmental markers, such as school readiness, reading and writing abilities, and levels of numeracy.
4. Form an important aspect of teacher appraisal and accountability.
5. Are shared in pedagogical meetings to discuss ways forward for pupils struggling
6. Are shared in pedagogical meetings to highlight achievements and difficulties for teacher learning and development.

Diagnostic Assessment

Diagnostic assessment, as Ipsative assessment, is part and parcel of Steiner/Waldorf Pedagogy. LSS's holistic education is underpinned by the questions:

- What can the child do well?
- Where does the child need support?

As mentioned in the introduction, LSS is of the firm belief that it should be possible for every child to succeed with the right support.

5. Assessment Tests

Assessment for Class One (Class One Readiness)

This assessment is made of 5/6-year-old children in kg coming up to class one. The children see the school doctor, the kg teachers draft a report and a meeting takes place between kg staff and lower school staff to enable a smooth handover.

Assessment of new students

As well as liaising with the previous school and reading the child's file, a child coming into the lower or middle school from another setting, undergoes an assessment with two teachers to ascertain reading, writing and arithmetic, artistic skills, form drawing, movement and coordination, music, and social skills.

In addition, prospective pupils spend three to five days on a visit to the school prior to starting proper. Teachers observe and comment on all lessons the child has attended (see pedagogical meeting policy) providing a detailed assessment of their needs.

Child Study

Every child, at some stage, will need support whether it be physical, emotional, or academic and these needs change over time. If a child is particularly struggling with their learning this can often be due to physical, social, or emotional factors. An in-depth **child study** in a pedagogical meeting can help identify strategies to support the child's learning and development. (See pedagogical meeting policy)

Class 2 Movement Tests

In class 2 movement is assessed as an indicator for literacy and numeracy problems. If a learning difficulty is identified through the movement assessment the child will undergo a WRAT test for further diagnosis.

WRAT Tests

These are undertaken yearly in classes 4, 6 (and class 2 as necessary) (**frequency under review**) to assess reading, writing and arithmetic against national standards and to screen for difficulties that need extra support. These tests are undertaken by a different teacher to the class teacher, thereby providing additional perspective. This aids the class teacher with strategies to help.

Outside Referral Tests

When necessary, children will be referred to the Local authority or specialist diagnosticians.

6. Summary of Assessment Records

Formative assessment – Practice books/main lesson books/daily planner

Ipsative assessment – Main Lesson Books, Intent and Impact assessment forms with learning objectives, success criteria and feedback forms. (See appendix) In Purple folder for duration of year, thereafter centrally filed

Summative assessment – Intent and Impact assessment forms with learning objectives, success criteria and feedback forms.

Diagnostic assessment – Child study notes, class 2 movement test, WRAT tests, class one readiness, new student assessment. - Filed in pupil files, and SEND file where relevant.

(See SEND policy and Pedagogical Teachers Meeting Policy)

The curriculum coordinator and SENCO ensure that clear records of pupil's progress, development and achievement are filed for monitoring and review.

7. Planning and Assessment

Purple Folders

The purple folders consist of the yearly plans (overview) plus subject block plans for class teachers (3-4 weeks) and termly plans for subject teachers, with learning objectives. Purple folders consist of the following documents:

- a. Schemes of work (curriculum policy part 3) for each subject
- b. Yearly Plans in own planning format (which blocks)
- c. Intent and Impact assessment forms with learning objectives, success criteria and feedback forms. These should be drawn up before each main lesson block (term for subject teachers) and success criteria and feedback filled in at the end of each main lesson block.
- d. Pupil feedback forms (classes 4-8) for main lesson blocks
- e. Sample of photographs of pupils' bookwork both for assessment and teacher appraisal purposes.
- f. Documentation of PSHE conversations that arise from subject matter.
- g. Summary of diagnostic assessments for teacher to refer to.
- h. IEP (Individualized Education Program - see SEND Policy)

Teachers' Journals

This is a daily/weekly planner in teachers own formatting that records daily/weekly plans together with formative assessment observations that feed into daily/weekly plans.

8. Reporting to Parents

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 child is sent to parents at the end of each academic year. The class teacher presents information about the work covered over the course of the year and its relationship to the developmental stage of the pupils. They comment on the child's relationship to their work and progress made and also their social/emotional development in the context of the class. Subject teachers give a summary of the work covered and the pupil's engagement and progress.

Class Parents' Evenings are held one in each of The Michaelmas and Summer Terms (more if

necessary) to address problems or arrange trips.

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.
- After the meeting privately discuss matters regarding their child, or arrange to meet the teacher to do so.
- Discuss practical issues e.g. preparation for outings
- Discuss school issues e.g. fundraising, management
- Can put items on the agenda and ask questions
- There is no public discussion of individual children

A *Whole School Parents Evening* is held every February, in The Spring Term, where parents have an opportunity to book a 10-minute session with each of their Child's subject teachers.

9. Meeting Parents of Individual Children

During 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
- 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) parents and teachers may meet more frequently to establish a supportive dialogue.

Related Policies

LSS Curriculum Policy (parts 1, 2 and 3)
LSS Marking and Feedback Policy
LSS SEND Policy
LSS Pedagogical Meeting Policy (from Sept 2020)
LSS Inclusion and Equality Policy
LSS Positive Behaviour Policy

Reviewed by/date	Helen Kinsey July 2021
Approved by/date	College of teachers 08/21
Approved by/date	Trustees 08/21
Next review	July 2022

Appendix

Mock-up/draft Intent and Impact Assessment form

Class 7 Geometry and Mathematics main lesson block

Teacher Mrs X

2nd November to 25th November 2020

Aims

In this block we will:

- Review and extend forming all shapes from the circle accurately with pencil, ruler and compass.
- Square numbers up to 100 squared
- Powers and roots
- Introduction of inequalities
- Investigate different proofs of Pythagoras Theorem
- Apply Pythagoras Theorem
- Understand and use properties of triangles, parallel lines and intersecting lines
- Devise formulas to calculate area of more complex geometric shapes
- Understand and use circle theory
- Draw tessellation (tiling) with accurate construction of parallel lines

We will also develop independent work and group work, skills learnt previously, pay attention to layout, accuracy in geometry, working methodically and correction of mistakes

Assessment Criteria

Feedback sheet (to the geometry and maths block described above)

Geometry and Mathematics block October 2020	Name: Miriam (an imaginary child)
Overall effort	-* +
Criteria	
Active participation in recall	Good
Ability to recall previous principals and build on them	Actively seeks help when struggling
Accuracy of geometry	This improved over the course of the block with use of a sharper pencil and an understanding of a need for accuracy to get the right results
Layout of mathematics	Remember to ALWAYS put equal signs underneath each other.
Completion of homework and corrections	Very comprehensive
Evidence of learning from mistakes	Not always, but there has been improvement
Completion of main lesson book work	This was mostly completed on time although some annotation was missing.
Test result	12/20

Comment: You put a lot of effort into this block. Your geometry has much improved and you are working hard at the mathematics which has never come easily but your hard work is paying off. When it comes to tests try to follow, exactly, the methods you have learnt. The method is more important than the answer and you would have got more marks if you had trusted this wisdom!

A copy as above is given to children in Classes 6,7,8

Filed copy includes added teachers notes as per below.

Teachers notes:

Miriam is still struggling with setting out and therefore implementing Pythagoras theory correctly.

She has a good artistic and spatial sense which she finds easier to apply to geometry

Mock-up intent and Impact Assessment Form

Class 1 Literacy 15 October to 20 November 2021

Teacher Mrs X

2nd November to 25th November 2020

Aims

In this block we will introduction of letters, names and sounds through fairy tales

- Speaking
 - Retell part of the story
 - Working together
- Listening
 - Follow sequence instructions
 - Ask for clarification/help
 - Be able to listen to story
- Writing
 - Lay out
 - Correction of mistakes
 - Crayon grip/use
 - Work independently
 - Correct formation and orientation of letters
 - Write their name
- Movement
 - Correct movement of letters
 - Follow instructions

Assessment Criteria

Literacy	Name: Miriam
	-* ...+
Criteria	
Speaking	* Good, likes to talk
Listening	Needs practice *
Writing	Actively seeks help when struggling *
Movement	Excellent *
Layout and presentation	Listens to advice but needs to hear it 3x

	*
Completion of main lesson book work	Good *

Teachers Comment:

Improvements for next block -

Spoken to parents -