

Moorland Waldorf Initiative School

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PUPIL ASSESSMENT, REPORTING and MARKING POLICIES

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Next Policy Review Date: November 2019

AIM

The aim of this policy is to support each pupil in their learning and to meet their educational and developmental needs in the best way possible while ensuring parents and guardians are suitably informed of the pupil's needs and progress. Assessment will also raise awareness and inform the teaching, thereby improving it.

At MWI School we consider that assessment is an important part of good educational practice and related to long-term, medium and short-term planning and that the assessment approach and methods should reflect the philosophy and educational practices of the Steiner Waldorf ethos.

Good teaching practice occurs when the self-reflective teacher regularly appraises and assesses his/her own teaching as well as the progress of each individual child, supported and affirmed by a strong collegial group that is committed to quality education. Effective pupil assessment brings clarity and purpose to all aspects of teaching practice, and serves to signal the progress of individual pupils and the class and the challenges and difficulties.

At our School, regular and continuing assessment of each child's healthy and appropriate development and learning depends upon the following procedures:

APPLICATION FORM includes requests for: a report from previous school if child over 5yrs; information about educational needs and any special or additional needs and, if appropriate, reports from Educational Psychologist or clinical psychiatrist or any other similar assessments.

INTERVIEW FORM: On acceptance to the School is a detailed interview with parents to establish background information and time is spent with the child to observe/assess their needs and abilities. Basic information is then entered on the pupil form; this forms the basis of the pupil's records throughout their time at the School in conjunction with the application form. Notes from the interview, along with other related documents, (including a copy of past school report) will be held in the pupil file. Based on the information and the interview, further assessments may be required; such a learning/abilities assessment made by a Learning Support teacher/SENCO. It is the School's responsibility to assess how it can offer suitable and effective education in the context of the class and School.

EARLY YEARS TO LOWER SCHOOL: before entering Class 1 the school doctor ideally carries out a school readiness assessment of each pupil and will advise if the child may have extra needs that may be supported by various therapies or in other ways. In addition, the Early Years teacher will assess each child moving up from Early Years during their final year; notes of these observations and assessments will be provided to the Lower School and subsequently filed in the pupil's file.

SHARED OBSERVATION: The teachers and other staff will observe the pupils they teach and will bring points or concerns relative to this to meetings as suitable. The class and subject teachers keep notes on pupils' abilities in completing certain tasks and learning which will inform the content of the pupils' yearly reports and the teachers' lesson planning.

CHILD STUDY: A more detailed study of individual children may be undertaken where the teachers feel a child needs extra support, more challenges or when felt to be generally helpful for a pupil. Child study is a regular feature of teachers' meetings.

Child Study of individual children will be instigated by any teacher via the 'class' teacher to the chair of the appropriate teachers' meeting. Notes from the child study will be kept in the pupil's file. Where appropriate, an action plan will be outlined to support the child's needs, (whether the child has special needs, is gifted in some way or has other challenges). The class teacher may seek information from the parent to help build a fuller picture of the child and share information from the child study with them as appropriate. The content of the study is, of course, confidential.

ONGOING DIALOGUE WITH PARENTS/GUARDIANS helps teachers be aware of the various aspects of the child's development and current challenges. Communication with parents takes different forms such as:

- a) Informally at the end of the day when necessary.
- b) In a more structured setting at the termly Parents' Evenings where ideas and matters of general child development and class activity and learning are shared.
- c) Meeting with individual parents by arrangement; each teacher offers a weekly slot for these meetings. It is good practice to meet the parents of each child on a yearly basis.
- d) Home visits at the invitation of parents; the teacher can actively encourage these. These are a regular feature of Kindergarten/Class 1, and should be encouraged for children who join subsequently in the younger classes.

SPECIAL NEEDS: MWI School has a separate Special Educational Needs and Disability Policy which acknowledges the need for extra, specialised, assessment for certain children and the need for specific support in learning for some pupils. IEPs will be established and reviewed regularly for all children receiving extra lessons or support.

The Learning Support teachers will carry out individual assessments, where appropriate, and as requested by the class teacher, with current and prospective pupils. This is to clarify or identify the needs of children with specific needs.

School Doctor: Class teachers and Kindergarten teachers can request that a child has specific visits with the school doctor on his next visit to assess general development or particular concerns; this is done with parental

permission. At the Doctor's discretion suitable parts of this information may inform subsequent child studies. *Information shared at Child Studies is always confidential to the staff.*

YEARLY REPORTS: For pupils in the Early Years settings (Kindergarten) an assessment form in line with the Steiner Early Years Curriculum is filled in during the year, where points in the children's development are recorded. This is available for use by teachers in discussion with parents.

Parents of children who are 5 years old (last but one year in Kindergarten) will receive a verbal 'annual' report at a meeting with the teacher in the summer term and children from 6 years up (last year in Kindergarten) will receive a written report at the end of the academic year.

During the year teachers assess pupils' understandings of the learning through recall, comprehension questions, written work, Main Lesson books and other methods of work, including tests and homework (from class six on, feature more prominently).

All teachers will keep suitable notes to inform the end of year report which parents receive within two weeks of the end of the summer term.

All subjects taught will be included in the report. Clarity will be given as to the aims and expected learning for the curriculum for that class/age and that achieved by the individual pupil in an objective but non-judgemental manner. (The report will include a section by the Learning Support teacher if the pupil has had any extra lessons or personal assessment during the school year.)

Copies of all reports (and notes from discussions with parents) will be placed in each pupil's file within 2 weeks of being sent to parents/guardians (or within 2 weeks of any meeting). All persons with parental responsibility have a right to receive a copy of a pupil's yearly school report. It is the responsibility of the Kindergarten/Class teacher to ensure a report is sent to all these people (separated parents, guardians, estranged fathers etc – if in doubt see the DCSF circular "Schools, "Parents" and "Parental Responsibility"" *Guidance on the law - Date of issue June 2000 - Ref DfEE 0092/2000 - Related documents Legislation: Education Act 1996 (Section 576). Children Act 1989*)

CLASS SCREENINGS: The School will carry out class screenings in general learning and development in class 2 and in literacy and numeracy learning in classes 4/5 .

The results will be shared with the College of Teachers. Pupils will be given extra support /lessons and differentiated work based on the recognition of needs as seen by the class teacher and as shown by the class screenings. (*The Steiner Waldorf Dyslexia Association (SWDA) can support class screenings if needed.*)

Pupil's individual needs as highlighted by the class screenings may need further assessment for the necessary support to be provided. The class teacher or SENCO can instigate an individual screening and a parent/guardian can request one if concerned.

Records of these screenings will be kept in the Class files (and if necessary in the SENCO files) and as such be available to teachers when needed.

CHILD STUDY – notes on

The purpose of a child study is to heighten the teaching group's awareness of an individual child's needs. The teaching group consists of teachers and assistants. The child's needs may be in any one or more of the following areas: physical, emotional, cognitive, educational or social and may be because they are gifted/talented in some way, or generally struggling.

The request for child study time on the agenda of the weekly teachers' meeting is brought either by the child's teacher or by any colleague who recognises the need for a study. It may also be the parents who request it. Two weeks notice allows everyone to concentrate on the child and observe him or her in the playground and around the Academy.

Parents are usually aware of their child's needs and a discussion with the class teacher takes place prior to any study. The purpose and content of the child study is explained - the emphasis is on providing a 'helping hand' rather than an instant solution and care is taken to avoid labelling the child. Neither the process nor the content of a child study is shared or mentioned to a pupil. Parents are encouraged to collaborate by contributing a written (or verbal) report of their own experiences, and of their thoughts, feelings, concerns and hopes for their child, prior to the teachers' meeting. Biographic details about pregnancy, birth and early childhood, health and family circumstances (taken at first interview) are also useful.

Where appropriate, the school doctor will see the child, and parents will be involved in this consultation. A therapist may be assigned to work with the child as part of an overall package of help.

Through sharing individual observations and insights, the teaching group gains a deeper understanding of the child's difficulties. The process of studying as a group; the involvement of the parents and the recommendations resulting from the exercise, together promote better educational practice, increase awareness all round, and crucially, help the child.

The basis of a child study is a Goethean observation process which includes 3 phases: observation (a phenomenological observation), picture building through sharing of observations, and coming to a conclusion which, where appropriate, will include a plan of action concerning what can best be done to support the child in his/her developmental needs.

REMINDER: *The notes from a child study should be filed in the pupil's file, parents can request to see them in the same way they can request to see any part or all of their child's file. The request does not have to be met instantly and a delay of a couple of days (or more, if reasonable)) can be given and it is best if the class teacher and another member of staff are present to answer any questions that may arise from the perusal of the file. See SWSF Code of Practice on contents of pupil' files.*

Marking Policy

Introduction

MWI School Marking Policy consists of FORMATIVE and SUMMATIVE sections. The aim is to help pupils and teachers to be objective and positive about pupils' achievements, to support differentiation of teaching and expectation and to form a body of information to support effective teaching and report writing. Marking and assessment should be ongoing in all subjects.

Marking is carried out by all teachers on pupil's work from the beginning of class 1 (written, drawn and other). In the first few years marking for pupils will mainly consist of simple symbols such as a star, this will become a simple word or phrase once the pupils can read properly. In the older classes from class 5 or 6 up marking needs to be clear, informative and both relative to the pupils and his/her abilities as well as objective to the task and general expectations. Marking of achievements should also be kept in all teacher's record book/notes; both to inform the next bit of teaching and also to track each pupil's learning and progress (see forms in *Blank documents file*).

SUMMATIVE ASSESSMENT

Summative Assessment has two main expressions:

1. The annual Report to parents which details progress and achievements across the curriculum, including participation in festivals, outings or other class events. It plays equal attention to social, moral and academic development.
2. The summary of the teachers' assessment of the work's quality and effort represented, which may also include verbal participation, initiative shown etc. will be recorded. This will be shared verbally or in written form to the pupils from class 3 onwards.

FORMATIVE ASSESSMENT

It includes our day to day marking, the expectations arising out of that, and the use of self-assessment on the pupil's part.

3. EXPECTATIONS – should be stated clearly to the class at the beginning of each year in an age appropriate manner
 - 3.1. All independent practice work should start with the date and title (from class 3)
 - 3.2. Practice work is not 'rough' work. Care should be taken with crossings out and general presentation.
 - 3.3. Practice books should not include scribble or doodling, either on the cover, or inside!
4. MARKING
 - 4.1. Practice Work:
 - 4.1.1. All practice work that is for copying up into Main Lesson books should be corrected. .
 - 4.1.2. Where possible the mistake should be indicated using the appropriate symbol (see sheet) so that the pupils can work out the necessary correction themselves.
 - 4.1.3. Key spelling words that are misspelt should be written in a list (no more than five) at the end of the piece of work so that they can be copied down into the pupil's spelling book. The teacher also needs to keep a record of such words and test them periodically (remember agreed strategies for pupils with particular difficulties or talk to the SENCO).
 - 4.1.4. All marked practice work should include an encouraging comment at the end. Accurate spelling and punctuation and good presentation and handwriting should receive praise! 'See me' is preferable to critical comments, provided the instruction is followed up!
 - 4.2. Main Lesson Work:
 - 4.2.1. Main lesson work should be copied up accurately. From Class 3 it needs to be marked selectively with important mistakes underlined in pencil so that the corrections can be made and the pencil markings rubbed out.
 - 4.2.2. From Class 3/4 Main Lesson books should include the teacher's comments on the work at the end.
5. PUPILS' SELF-ASSESSMENT:
 - 5.1. From class 3/4, time should be made for talking with individuals about their work and encouraging a degree of verbal self-assessment.
6. SPELLING AND PUNCTUATION
 - 6.1. Key words for each new Main Lesson should be written on the board for all pupils and written out in large print, with definitions where appropriate, for pupils who need it, or where necessary, in other formats (see IEPs when necessary).

- 6.2. Dictionaries should be used by teachers and pupils from class 4/5.
- 6.3. In the first four classes, teachers avoid simply spelling out words and involve them in sounding out the words themselves.
- 6.4. Pupils should always (be encouraged to) read through their work before handing it in. They should underline words they feel they have miss-spelt and the places where they are not sure about the punctuation.
- 6.5. Word games are valuable in stimulating interest in the structure and spelling of words especially for those rainy days or supply lessons!
- 6.6. Use the LOOK-SAY-COVER-WRITE-CHECK method of learning new words/spellings, especially for those with learning difficulties.

7. SYMBOLS TO BE USED WHEN MARKING WORK (and are explained to pupils regularly)

√	This is correct <u>OR</u> This work has been seen.
√√	This is a very good part of your work
×	This is wrong/incorrect
ASK ME/ SEE ME	Come and discuss the work – the TEACHER must make sure this happens
sp _____	Spelling mistake: a list of up to 5 words to be learnt at the end of the work; mistakes in copying up ML work: underline in PENCIL
P _____	Punctuation or sentence construction error underline in PENCIL
// or ¶	New paragraph needed here
^	You have missed something out
?	This does not make sense <u>OR</u> I cannot read it
	Key word spelling mistake: circle the whole word or miss spelt letter(s) as appropriate. These words should be listed at the end of the piece.

Endorsement:

Name: Linda Parker

Position: Chair of ECT

Date: 28/11/18.....