



Observation and Assessment Policy

Observation and assessment is an important part of good educational practice, and reflects the Steiner Waldorf philosophy and educational approach to viewing the child as a unique, active and developing human being. Good teaching practice occurs when the self-reflective teacher also regularly appraises and assesses his/her own teaching as well as the progress of each individual child, supported and affirmed by both colleagues and parents or carers of the child. Assessment for the very young child is based on the adult's knowledge of child development, including Steiner's indications. It is also in line with statutory regulation, and has regard of the statutory Early Years Foundation Stage (EYFS) for children from birth to 5. It is related to long, medium and short term planning. All staff contribute to the observation and assessment of the child and are regularly trained to do so.

The person who compiles the assessment/reports etc., is known in Steiner Waldorf terms as the kindergarten 'teacher' or 'practitioner'. This person is the same as the EYFS 'key person', unless the setting (kindergarten, nursery or playgroup etc.) puts a key person programme in place, in which case the parents would be provided with their child's key person name.

The regular assessment of each child's healthy and age appropriate development rests upon the following procedures:

Initial Meeting:

On entry to the childcare setting, there is a meeting with parents to establish background information, including a holistic biography forming a picture of the child and the history of the family. This is entered on a form, which includes questions relating to the EYFS PROGRESS CHECK (2-3 yrs) if applicable.

Shared Observation:

Adults in contact with the child on a daily basis observe their development and progress and make notes in the child's file or learning journey. These on-going observations,



photos, drawings, some activities and parent/carer contributions, as well as the child's own comments if applicable, contribute to the summative report. A child profile could also form part of the formative assessment process.

Learning Journey:

The learning journey celebrates the child's experiences and achievements through the year. This may take the form of notes, observations and action taken by the staff in relation to the child's developmental milestones as well as planning to support their development in the child care setting, with due regard to the others in the group, and the rhythm and routine of the day.

End of Year Reporting for 3 and 4 year olds:

The learning journey may form or be replaced by a report which is shared at the end of the year during a meeting with the parents/carers. Parents will be asked to contribute and suggestions may be made to support the child's learning and development in the home.

End of Year Reporting for 5 year olds and the EYFS Profile:

The report is written and given to the parents when the child is 5. The areas of learning and development will reflect the EYFS in line with statutory requirements.

End of Year Reporting for 6 year olds:

A summative report is written for the parents and also passed on to the child's next teacher or school. There is a celebration to mark the 'journey to school' and the child and parents will take home a portfolio which highlights the child's achievements during their time in the kindergarten and may contain drawings, paintings, photos and some examples of the child's work and a card or gift from the teacher or child care setting.

Child Study:

A more detailed study may be undertaken of individual children which is shared between all teaching staff. Parents are informed when this is taking place.



Special Needs:

There may be times where the child may need extra support if there are questions around their learning and development, language support or in any other area.

We ask parents to sign a parental consent form in order that we may share information with other agencies, the setting's doctor, eurythmy therapist, speech therapist, rhythmic masseur, or any other outreach practitioner that we may feel necessary. Parents will always be informed and consulted should this be necessary.

Transition to Class 1:

Before entering class 1, a summative assessment is completed against specific Steiner Waldorf developmental milestones. The child's kindergarten teacher contributes to the bulk of this assessment, and others may also contribute, such as the setting's doctor and other adults who may observe the child. The parents also contribute to this. This is shared with the new teacher, and a picture of the child may also be shared in early years meetings at the setting.