



Elmfield Rudolf Steiner School

Early Years Department

Observation and Assessment Policy and Procedure

May 2019

Policy Tracker – Responsibility for monitoring this policy: Diana Ball (Education Lead) (Reviewed annually or in response to changes in legislation)			
Date	Reviewed and Updated By:	Role	Date Approved by the Governing Board
23/05/19	Diana Ball	Education Lead	

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. 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, having regard to the statutory Early Years Foundation Stage (EYFS) for children from birth to 5. It is related to long, medium, and short-term planning. The staff (assistants, other teachers in the department, students on placement and afternoon care staff) all contribute to the observation and assessment of the child.

At Elmfield, the person who has oversight of the profiles and reports is known in Steiner Waldorf terms as the Kindergarten 'teacher' or 'practitioner'. This person is the same as the EYFS 'Key person.'

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

Initial Meeting:

Before starting at Elmfield's Early Years Department, there is a meeting with parents to establish background information, discussing a brief biography forming a picture of the child, pedagogical questions relating to Steiner Waldorf education, and practical information regarding our setting. This information is captured and retained and forms the basis of the child's records at Elmfield. The EYFS PROGRESS CHECK (2-3 yrs.) and reports from other settings are also shared at this meeting if applicable.

Baseline Assessment:

All children starting our nursery class and any others joining us at 4+ will be observed during the first six weeks, and any relevant information will be recorded on a Baseline Assessment form. This form marks the beginning of the child's Development (Early Years) Profile and their journey at Elmfield. From this, the teacher begins to plan for the 'next steps' for the child and subsequently records developmental progress on the profile.

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. These on-going observations, photos, drawings, and parent/carer contributions, as well as the child's own comments if applicable, contribute to the Profile which is the mainstay of the formative/summative assessment cycle. Regular observations build a continuing picture of the child's development which enables the teacher to track progress and work with the child formulating the next steps of development.

Sharing with Parents:

During each academic year the teacher will arrange to meet with the parents at least once. This is an opportunity to share the profile, gain an insight into the child's development from the parents' point of view, and discuss any worries or concerns as well as next steps.

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

At Elmfield a summative report is written for each child at the end of their EYFS. The report is given to parents at the end of the academic year, and a copy kept in the child's file. The areas of learning and development will reflect the EYFS in line with statutory requirements. Elmfield is exempt from submitting data to the Local Education Authority.

End of Year Reporting for 6-year olds:

A summative report is written for the parents and passed on to the child's next teacher or school, with a copy kept in the child's file. There is a celebration to mark the 'journey to school' known as 'The Leavers' Story' to which parents are invited. The children receive a 'treasure pocket' containing a crystal to take with them on their journey into their next class.

Child Study:

A detailed study may be undertaken of individual children during the year which is shared with other members of staff. Parents are informed when this is taking place.

Special Educational Needs (SEN):

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.

Parents will be consulted, and permission gained should this be necessary. Written permission is sought to obtain advice and support from outside agencies, such as Local Authority Specialist Services, or referrals to Speech and Language Therapy.

Transition to Class 1:

Before entering Class 1, a summative assessment is completed against specific Steiner Waldorf developmental milestones, which is part of the profile. This is shared with the new teacher, and a picture of the child may also be shared in department meetings at the school.