

## **Planning, Assessment, Evaluation and Reporting procedures**

### **1. Planning**

Planning work by the School teachers will demonstrate how the school puts into practice the curriculum objectives in our Strategic Plan and Charter, and implements National Administration Guidelines 1 and 2. Planning work will always reflect our special character. The Strategic Plan and Charter, and annual plans arising from this will include at least one literacy goal and one numeracy goal.

Evidence from the assessment and evaluation of the students' progress, will inform planning.

The School's Assessment Schedule indicates how students are assessed throughout the year. Assessment methods will be appropriate to both the curriculum area and to the school's special character, and will include the latest version of the Learning Steps developed by SEANZ, (the Federation of Steiner Education in Aotearoa, NZ). These levels of performance inform our Interim Teacher Judgements and our Overall Teacher Judgements.

Student progress and achievement objectives in literacy and numeracy will be included in our annual plan, in addition to objectives that address other areas of student development.

### **2. Assessment and Evaluation**

Student progress and achievement objectives will be clearly defined so that teachers and the Board of Trustees can evaluate student progress and achievement measured against the learning steps, national curriculum guidelines and school curriculum

In accordance with our Special Character the following are guidelines for class teachers to follow in relation to how students know about their learning and progress.

- At the beginning of the academic year children in class 7 will come up with goals and progress will be tracked and added to reports home.
- In class 6 the children will transition into goal setting. Informal conferencing with the children in class 1 to 5 will take place. Before children reach class 6 they are less likely to engage with goals in a meaningful way so the school chooses to wait and formalise the process when these faculties of reasoning and intentional learning coincide with their natural unfolding capacities. Student evaluation of their own learning needs and achievements takes place more formally in classes 6 and 7

Evaluation of teaching and learning will follow the guidance provided in the school's Internal Evaluation Procedure.

### 3. Reporting

#### • Reporting to Board of Trustees

Regular reports will be made by the Principal to the Board, as agreed in the Board timetable. These reports will follow the Guidelines for the Principal's reports to the Board on curriculum delivery. In reports to the Board and to the Ministry, the students will be assessed against their year level ie appropriate to their age. Both reporting and evaluation will include a focus on the achievement of Māori students in the school.

#### • Reporting to parents

Interim written reports on student progress will be provided to parents towards the end of term 2 and prior to parent teacher interviews which senior pupils are invited to attend. End of year written reports will be sent towards the end of Term 4. Teachers are also available to discuss the progress of any student upon request or when the teacher feels it is appropriate to raise matters with parents.

#### • Reporting to the Ministry of Education

Annual reports on educational outcomes will comply with the Education Act and any supplementary agreements made between SEANZ (Steiner Education Aotearoa and New Zealand) and the Ministry

The Board is accountable for the school holding adequate planning, assessment, evaluation and reporting procedures and the Principal is responsible for ensuring this procedure is followed. Teaching staff are also responsible to the Principal for following the procedure and are consulted with on any changes. The Board and the school parent community are informed of this procedure as part of the review process.

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Signed \_\_\_\_\_

Print name \_\_\_\_\_

Dated \_\_\_\_\_

Review date \_\_\_\_\_