



# Assessment Policy

Issue Date: September 2018

Approved by Headteacher on: September 2018

Review Date: September 2021

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# The Bristol Steiner School

## Assessment Policy

### General Principles

In keeping with the ethos of the school, all teachers should strive to recognize the unique individuality of each pupil, learning to appreciate the strengths and weaknesses, approaches to learning, attitudes and behaviour of each child.

***“Good practice occurs when the self-reflective teacher assesses his or her own teaching and its outcome with individual children and shares this with colleagues on a regular basis. This insight should feed directly back into the classroom. The Steiner Waldorf approach sees assessment as a means of gaining knowledge of, insight into and understanding for the child. The more accurate and comprehensive the observations, the richer the understanding. Increased understanding can lead to positive development in the child. In ideal circumstances, the outcome of an assessment of a child is that meaningful help is offered and new developmental opportunities are created. Assessment can lead to transformation in teaching and learning.”***

Quoted from “The Educational Tasks and Content of the Steiner Waldorf Curriculum”

Teachers will attempt to deepen their understanding of the children by:

- reflecting on their classroom experience
- sharing observations with colleagues
- sharing observations with parents
- undertaking regular study of Steiner Waldorf Pedagogy and Child Development
- engaging with colleagues in a detailed study of a particular child
- engaging with colleagues in a study of a particular class
- seeking the help of the Steiner Fellowship Advisers

### Marking and Assessment (Not Applicable to Kindergarten)

**It is essential that there is regular acknowledgement and recognition of the children’s work.**

Marking pupils’ work is not simply a means of finding out if they know and understand what has been taught. It is also an opportunity to evaluate teaching and should inform the preparation of lessons taking account of the need for different approaches and/or extra support. Marking gives quantifiable information and helps to monitor some aspects of pupils’ development. It should be a regular experience for pupils to be present when their work is marked. At such times the teacher can discuss the work, commenting on presentation, accuracy and time taken etc. The teacher should be positive, encouraging, challenging and supportive.

**Thoughtful feedback can help children towards productive criticism and evaluation in an age/stage appropriate way**

## Consistency

Marking should:

- be meaningful to the child and useful to the teacher.
- be relevant to the aims and objectives of the task
- change according to age and ability – individuals in a class may be marked differently on a similar piece of work using different criteria - What is helpful to this child?
- help pupils to see how to improve their work

## Record Keeping

**Recording lesson plans, work done and progress of pupils is necessary so that teachers can:**

- produce end of year reports – not Kindergarten
- give information to a teacher taking over a class or lesson
- copies of planning are kept in the staff room as reference for others in case of absence

**Assessment sheets**, rubrics and class data will be with the relevant teacher and a copy will be held centrally for monitoring purposes.

## Pupil Records

will be kept securely in the Administrators Office. They will contain:

- any records from previous school
- profiles from kindergarten
- copies of annual reports (class children)
- copies of assessments from outside agencies
- relevant notes from meetings with school doctor (essential medical information)

## Reporting to Parents

**We recognize that 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 class child will be sent to parents annually and will be completed before the end of the summer term. These reports contain general information about the work covered in the course of the year and teachers' comments about the child's relationship to the work and the progress made.

### Parents' Evenings

are generally held three times a year for each class. 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 as a whole – social issues
- discuss practical issues e.g. preparation for outings
- discuss school issues e.g. fundraising, management

- Have the opportunity to put items on the agenda and ask questions

There is no public discussion of individual children

### **Meeting Parents of Individual Children**

During the course of the year, the Class Teacher will try to have at least one meeting with the parents of each child in 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) it may be helpful for parents and teachers to have a number of shorter meetings to ensure that a supportive dialogue is established.

## Assessment Framework

### Class 1

#### Literacy

##### Speaking and Listening

- Recall – Remember all relevant content with minimum prompting
- Listening and response – Listens well and responds appropriately
- Speech – Reasonably clear with most words accurately pronounced
- Recites letter of the alphabet in order
- Join in appropriately with recitation and movement

## Reading

- Comprehension – shows understanding of stories, rhyme etc
- Knows text tracks left to right and top to bottom
- Vowel Sounds – general chooses the correct letter and sound
- Consonant Sounds – generally chooses the correct letter and sound
- Reads simple cvc and familiar words
- Can read a range of familiar and common words

## Handwriting

- Forms upper and lower case letters correctly
- Can accurately copy text

## Writing

- Sequencing – alphabet and most cvc words accurately sequenced
- Writes simple/familiar words accurately
- Writes short sentences

## **Numeracy**

### Counting

- Can count forwards and backwards 1 – 150

### The Number System and Place Value

- Orders digits accurately up to 20

### Number Facts

- Knows times tables 2, 4, 5 and 10
- Knows number bonds to 20

### Calculating

- Shows understanding of addition and subtraction
- Shows understanding of multiplication and division
- Uses mathematical understanding to solve problems

### Geometry

- Can recognise and name common 2D and 3D shapes

## **Gardening and Science**

- Can name and discuss seasons and their effects on the growing cycle and general environment
- Can recognise and explain different growth stages through the seasons
- Can follow instructions to plant and care for plants noticing similarities differences and patterns
- Can use tools safely and can care for them appropriately
- Engages and contributes to garden projects
- Demonstrates attention and concentration in gardening lessons
- Listens and responds to instructions
- Demonstrates appropriate behaviour in garden
- Demonstrates interest, effort and enjoyment in gardening through participation
- Works as part of a team to complete projects.

## **Handwork**

- Makes own knitting needles – able to turn needle to form point
- Can use knit stitch with increasing skill
- Can cast on using slip knot
- Can use over-stitch in sewing up
- Starts and ends each lesson peacefully
- Can follow instructions

## **Spanish**

### Speech

- Knows vocabulary with comprehension
- Pronounces most words fluently and accurately
- Can greet different people
- Knows numbers to 20
- Knows parts of the body
- Knows colours
- Knows words linked to nature
- Knows names of animals
- Knows names of clothing
- Can name items in the classroom

### Acting

- Joins in games and uses Spanish to respond
- Understands game and language used
- Demonstrate interest and enjoyment
- Is confident to participate
- Demonstrates good behaviour in lessons

## **Eurythmy**

- Is able to stand in the class circle with even spacing
- Is able to lead and describe short sequences of basic forms to music and poetry
- Imitates vowels with well-formed and graceful gestures
- Imitate consonants with well-formed and graceful gestures
- Imitates musical gestures with well-formed and graceful gestures
- Is able to hold and move to a rhythm
- Is able to master basic dexterity and concentration exercises
- Is able to master pedagogical exercises : contraction and expansion
- Is able to distinguish right and left
- Is able to receive, hold and handle the copper rod and wooden balls with care and safety
- Imitates movement level 1 of copper rod and wooden balls accurately and gracefully
- Is able to balance compete basic copper rod balance and control exercises
- Is able to recall previous content
- Demonstrates good attention and concentration
- Listens and responds to instructions
- Demonstrates appropriate behaviour in lessons
- Demonstrates interest, effort and enjoyment in eurythmy through participation

## **Woodwork**

- Can identify one tree in the garden
- Is safe with tools and woodwork room environment
- Can identify and safely use a range of tools
- Can start and finish a project which may include cutting, shaping, joining and finishing
- Is able to saw a branch of wood safely and accurately
- Is able to use a file and sandpaper to shape work
- Is able to saw branch wood, drill a hole and join pieces together
- Is able to finish work showing effort and attention to detail
- Demonstrates attention and concentration in woodwork lessons
- Listens and responds to instructions in the woodwork room
- Demonstrates appropriate behaviour in woodwork room
- Demonstrates interest, effort and enjoyment in woodwork through participation

## **Class 2**

### **Literacy**

#### Speaking and Listening

- Able to recall information
- Can recite clearly and individually in front of class

#### Reading

- Can distinguish all individual sounds in 1 and 2 syllable words
- Can differentiate between long or short vowel sounds in words
- Can read a simple book fluently, out loud
- Comprehension – shows understanding of stories, rhyme etc

#### Handwriting

- Uses a correct pencil grip
- Forms upper and lower case letters correctly

#### Writing

- Able to write cvc, ccvc, cvcc words accurately
- Can spell high frequency words
- Recognises and uses suffixes y, ly, ing, ed, ful, er, est, able, ness
- Knows when to use a capital letter and full stop
- Can write fluently
- Able to compose own short stories

### **Numeracy**

#### Counting

- Can count to 1000, from any given number up to 100 showing awareness of pattern
- Can count back from 1000 showing awareness of pattern
- Can accurately count objects and makes reasonable estimates up to 20

#### The Number System and Place Value

- Describes and extends number sequences, recognising odd and even
- Reads and writes 2 and 3 digit numbers in figures and words
- Orders 3 digit numbers using greater/less than signs and number lines
- Can explain value of each digit in a 3 digit number including using 0 as a place-holder

#### Number Facts

- Can derive and recall multiplication and division facts for all times tables between 2 and 10
- Can halve and double numbers to 20
- Can recall number bonds to 20 and recall multiples of 10 to 100

#### Calculating

- Uses the vocabulary and symbols of addition and subtraction to describe and record number sentences
- Can add and subtract 3 digit numbers
- Can calculate multiplication and division problems using informal written methods

#### Measurement/Time

- Can name seasons, months, days and hours

## **Gardening and Science**

- Can recognise a range of plants in the school garden
- Can recognise and compare different plant structure and differences in each season
- Can follow instructions to plant and care for plants
- Can identify several types of wildlife in the school garden and the importance of creating a good habitat
- Can use tools safely and can care for them appropriately
- Engages and contributes to garden projects
- Demonstrates attention and concentration in gardening lessons
- Listens and responds to instructions
- Demonstrates appropriate behaviour in garden
- Demonstrates interest, effort and enjoyment in gardening through participation
- Works as part of a team to complete projects.

## **Handwork**

- Can use purl stitch
- Can cast on using and off independently
- Can shape knitting through increases and decreases
- Can use tools safely and appropriately
- Starts and ends each lesson peacefully
- Can follow instructions

## **Spanish**

### Speech

- Knows vocabulary with comprehension
- Pronounces most words fluently and accurately
- Can greet different people
- Knows numbers to 20
- Knows parts of the body
- Knows colours
- Knows words linked to nature
- Knows names of animals
- Knows names of clothing
- Can name items in the classroom

### Acting

- Joins in games and uses Spanish to respond
- Understands game and language used
- Demonstrate interest and enjoyment
- Is confident to participate
- Demonstrates good behaviour in lessons

## **Eurythmy**

- Is able to independently maintain the circle line while the circle is moving
- Is able to lead and describe the basic form 5 pointed star
- Is able to accurately follow short sequences of basic forms to music and poetry
- Imitates and expresses vowels with well-formed and graceful gestures

- Imitate and expresses consonants with well-formed and graceful gestures
- Imitates and expresses musical gestures with well-formed and graceful gestures
- Is able to accurately hold and move to rhythms 4/4 and 3/4
- Is able to master basic level 2 dexterity and concentration exercises
- Is able to master pedagogical exercises : 'We will seek one another' , 'I and you'
- Is able to distinguish right and left while moving
- Is able to receive, hold and handle the copper rod and wooden balls with care and safety – safety level 2
- Imitation and movement level 2 – accurately and gracefully follows direction and speed of copper rod and wooden ball
- Is able to move/throw the copper rod from one hand to the other, roll it up and down the arms
- Is able to recall previous content
- Demonstrates good attention and concentration
- Listens and responds to instructions
- Demonstrates appropriate behaviour in lessons
- Demonstrates interest, effort and enjoyment in eurythmy through participation

### **Woodwork**

- Can identify up to four trees in the garden
- Is safe with tools and woodwork room environment
- Can identify and safely use a range of tools
- Can start and finish a project which may include cutting, shaping, joining and finishing
- Is able to saw a branch of wood safely and accurately
- Is able to use a file, whittling knife and sandpaper to shape work
- Is able to saw branch wood, drill a hole and join pieces together
- Is able to finish work showing effort and attention to detail
- Demonstrates attention and concentration in woodwork lessons
- Listens and responds to instructions in the woodwork room
- Demonstrates appropriate behaviour in woodwork room
- Demonstrates interest, effort and enjoyment in woodwork through participation

## **Class 3**

### **Literacy**

#### Speaking and Listening

- Is able to recall information and answer questions about content
- Can listen to and follow instructions
- Can recite alone and in a group

#### Reading

- Can read simple texts with understanding, fluency and growing enthusiasm
- Can answer a range of comprehension questions from a read text

#### Handwriting

- Uses a correct pencil grip
- Can write in clear, legible, accurate cursive script

#### Writing

- Can spell increasing numbers of vowel-consonant digraphs and learns new word families
- Recognises simple sentence structure, including punctuation of statements, questions and exclamations
- Is able to define and use nouns, verbs, adjectives and adverbs.
- Is able to recognise and spell common homophones
- Is able to write sentences about various topics connected with Main lesson content.

### **Numeracy**

#### Counting

- Can count up to 1000 objects by grouping them and counting in tens, fives or twos

#### The Number System and Place Value

- Describes and extends number sequences
- Can explain what each digit in numbers up to 1000 represent.

#### Number Facts

- Can derive and recall multiplication and division facts for all times tables between 2 and 12
- Can use multiplication facts to solve problems

#### Calculating

- Understand multiplication up to  $12 \times 12$  and that multiplication is repeated addition
- Can accurately complete simple vertical addition sums
- Can accurately complete simple vertical subtraction sums
- Can accurately complete simple vertical division sums
- Can accurately complete simple vertical multiplication sums

#### Measurement

- Can apply knowledge of metric units to solving problems using the four processes
- Can calculate volume and weight problems

### **Gardening and Science**

- Can recognise the majority of plants in the school garden
- Can recognise and record the different growth stages, appearance and productivity of some plants in the school allotment and the garden by season

- Can follow instructions to plant and care for plants. As a basic understanding of how a seed is made, germination and seed dispersal
- Can explain how compost is made and what it is used for
- Can identify several food plants, their growth stages, harvest, storage and nutrition
- Can use tools safely and can care for them appropriately
- Engages and contributes to garden projects
- Demonstrates attention and concentration in gardening lessons
- Listens and responds to instructions
- Demonstrates appropriate behaviour in garden
- Demonstrates interest, effort and enjoyment in gardening through participation
- Works as part of a team to complete projects.

### **Handwork**

- Knows and can use basic crochet stitches
- Can embroider name using various simple stitches
- Is beginning to following knitting patterns involving stitch counting and shaping
- Can use tools safely and appropriately
- Starts and ends each lesson peacefully
- Can follow instructions

### **Spanish**

#### Speech

- Knows vocabulary with comprehension
- Pronounces most words fluently and accurately
- Can greet different people
- Knows numbers to 30
- Knows parts of the body
- Knows colours
- Can name items in their house
- Knows names of farm animals
- Knows words linked to food
- Knows days of the week and months of the year

#### Acting

- Joins in games and uses Spanish to respond
- Understands game and language used
- Demonstrate interest and enjoyment
- Is confident to participate
- Demonstrates good behaviour in lessons

## **Eurythmy**

- Is able to move in and out with the circle and maintain even spacing
- Is able to lead and describe the basic form spiral, triangles and squares
- Is able to accurately follow short sequences of basic forms in groups and pairs
- Knows the gestures for vowels and forms them with well-formed and graceful gestures
- Knows the gestures for consonants and form them with well-formed and graceful gestures
- Imitates and expresses musical gestures for C major scale with well-formed and graceful gestures
- Is able to imitate intervals: major & minor chords and thirds with well formed and graceful gestures
- Is able to accurately hold and move to the rhythm anapaest (short, short, long)
- Is able to master basic level 3 dexterity and concentration exercises
- Is able to master pedagogical exercises : 'Question and Answer spirals' We will seek one another' 'I and you'
- Is able to imitate movement level 3 accurately and gracefully following the direction and speed of the copper rod and wooden ball
- Is able to pass, move/throw the copper rod from one to another, anapaest with control
- Is able to recall previous content
- Demonstrates good attention and concentration
- Listens and responds to instructions
- Demonstrates appropriate behaviour in lessons
- Demonstrates interest, effort and enjoyment in eurythmy through participation

## **Woodwork**

- Can identify up six trees in the garden
- Is safe with tools and woodwork room environment
- Can identify and safely use a range of tools
- Can start and finish a project which may include cutting, shaping, and finishing
- Is able to saw a branch of wood safely and accurately
- Is able to use a file, whittling knife and sandpaper to shape work
- Is able to saw branch wood, drill a hole and join pieces together
- Is able to finish work showing effort and attention to detail
- Demonstrates attention and concentration in woodwork lessons
- Listens and responds to instructions in the woodwork room
- Demonstrates appropriate behaviour in woodwork room
- Demonstrates interest, effort and enjoyment in woodwork through participation

## **Class 4**

### **Literacy**

#### Speaking and Listening

- Is able to recall stories and detail of content
- Can listen to and work quietly
- Can speak with good pace and use emphasis to reflect meaning

#### Reading

- Can read most age appropriate material fluently. Reading age approx. 8 ½ - 10
- Can answer a range of comprehension questions from a read text and speculate on what will happen next

#### Handwriting

- Can write in neat well-formed, accurate cursive script

#### Writing

- Can spell familiar words and can make phonetically plausible attempts and unfamiliar words
- Is able to define and use nouns, verbs, adjectives and adverbs and can find each part of speech in the context of a sentence
- Knows the difference between direct and reported speech
- Often uses speech marks and associated punctuation correctly
- Can transcribe regular verbs into past and present tense in a set task
- Uses capitals accurately
- Structures ideas in suitable sentences and paragraphs
- Can write two or three paragraphs in a 30 min session

### **Numeracy**

#### Counting

- Can read numbers of 6 or 7 digits and can write more complex numbers.
- Understands concept of fractions and uses terminology appropriately
- Can simplify and expand some basic fractions

#### Number Facts

- Knows and can recite tables 2,3,4,5,10 and can answer questions from recall
- Knows and can recite tables 6,7,8,9,11,12 and can answer questions from recall
- Can find factors of a given number

#### Calculating

- Can accurately complete vertical addition sums up to 4 numbers including carrying
- Can accurately complete vertical subtraction sums up to 4 numbers including borrowing
- Can accurately complete vertical multiplication sums up to 4 numbers including carrying
- Can divide 3 digit numbers
- Can use long multiplication method accurately
- Can apply mathematical knowledge to solve problems

### **Gardening and Science**

- Can recognise the majority of plants in the school garden, identifying the structures and recognising differences in characteristics.
- Can recognise and record the effects of meteorology on plant growth

- Can compare different plant structures by producing plant based art work
- Can follow instructions to plant and care for plants. As a basic understanding of how a seed is made, germination and seed dispersal
- Can identify several food plants, their growth stages, harvest, storage and nutrition
- Engages and contributes to garden projects
- Demonstrates attention and concentration in gardening lessons
- Listens and responds to instructions
- Demonstrates appropriate behaviour in garden
- Demonstrates interest, effort and enjoyment in gardening through participation
- Works as part of a team to complete projects.

### **Handwork**

- Knows and can produce cross-stitch
- Can harmonise and co-ordinate colour in own work
- Can create and produce a pattern in cross-stitch
- Can use tools safely and appropriately
- Starts and ends each lesson peacefully
- Can follow instructions

### **Spanish**

#### Speech

- Knows vocabulary with comprehension
- Pronounces most words fluently and accurately
- Can greet different people
- Knows numbers to 30
- Knows parts of the body
- Knows colours
- Can name items in their house
- Knows names of farm animals
- Knows words linked to food
- Knows days of the week and months of the year

#### Acting

- Joins in games and uses Spanish to respond
- Understands game and language used
- Demonstrate interest and enjoyment
- Is confident to participate
- Demonstrates good behaviour in lessons

## **Eurythmy**

- Is able to lead and describe the basic form Apollonian Forms (nouns & verbs) pitch
- Is able to accurately follow the basic forms Mirror forms frontally, square & diamond, group forms
- Is able to create an appropriate own form and adjust appropriately to work harmoniously with the group
- Knows the gestures for vowels and forms them with well-formed and graceful gestures
- Knows the gestures for consonants and form them with well-formed and graceful gestures
- Imitates and expresses musical gestures for C major scale with well-formed and graceful gestures
- Is able to recognise Major and minor chords, thirds, G- Major and F# and forms them well with well-formed and graceful gestures
- Is able to accurately hold and move to the rhythm anapaest (short, short, long), 4/4,  $\frac{3}{4}$ , time signatures, musical phrases/short pieces
- Is able to master basic level 4 dexterity and concentration exercises
- Is able to master pedagogical exercises : 'IAO' Walls of Asgard'
- Is able to accurately and gracefully following the direction and speed of the copper rod and wooden ball to control of movement level 1
- Is able to catch, twirl, toss, pass and balance, 7 part, Small Waterfall with good control
- Is able to recall previous content
- Demonstrates good attention and concentration
- Listens and responds to instructions
- Demonstrates appropriate behaviour in lessons
- Demonstrates interest, effort and enjoyment in eurythmy through participation

## **Woodwork**

- Is able to design a project for completion
- Is safe with tools and woodwork room environment
- Can identify and safely use a range of tools
- Can start and finish a project which may include cutting, shaping, and finishing
- Is able to saw a branch of wood safely and accurately
- Is able to use a file, whittling knife and sandpaper to shape work
- Is able to saw branch wood, drill a hole and join pieces together
- Is able to finish work showing effort and attention to detail
- Demonstrates attention and concentration in woodwork lessons
- Listens and responds to instructions in the woodwork room
- Demonstrates appropriate behaviour in woodwork room
- Demonstrates interest, effort and enjoyment in woodwork through participation

## **Class 5**

### **Literacy**

#### Speaking and Listening

- Is able to listen and accurately recall what is said
- Is able to modulate tone, volume and cadence to reflect the mood and content of poem or speech

#### Reading

- Is able to use a dictionary and/or thesaurus to find unfamiliar words for both spelling and meaning
- Reads confidently and independently
- 

#### Handwriting

- Can write in neat well-formed, accurate cursive script

#### Writing

- Can take down a dictation on a known subject with accuracy
- Is able to use regular and irregular plurals, quotation marks and verb tenses appropriately
- Is able to use colon and semi-colon appropriately
- Is able to use paragraphs in writing appropriately
- Uses common suffixes and prefixes appropriately
- Is beginning to use prepositions, articles, conjunctions, pronouns and interjections
- Can use direct and reported speech accurately in writing
- Can use apostrophe for shortening and possession
- Can write descriptions of events, places and people succinctly and with clarity
- Is aware of different styles of poetry and can write in at least one of these styles

### **Numeracy**

#### Counting

- Understands concept of fractions and uses terminology appropriately

#### The Number System and Place Value

- Understands place value and can solve problems
- Can simplify and expand fractions
- Is able to identify equivalent fractions

#### Number Facts

- Can find factors of a given number and identify multiples and prime numbers

#### Calculating

- Can use long multiplication method accurately
- Can carry out all 4 calculation processes with fractions including mixed numbers and improper fractions
- Can carry out addition and subtraction accurately with decimals
- Is beginning to multiply decimals accurately
- Is beginning to divide decimals accurately

- Is beginning to convert fractions to decimals and decimals to fractions

#### Measurement

- Can solve problems involving time including 24 hour clock

#### Geometry

- Can name and draw different types of angles
- Can draw and measure different angles using a protractor
- Can draw regular polygons
- Can recognise and name different types of triangle
- Can use a compass to draw circles
- Understands the concept of area and can calculate areas of a triangle, square and rectangle
- Is beginning to use Pythagoras theorem

#### Statistics

- Can interpret and present data using appropriate pictorial/graphical representation

#### **Gardening and Science**

- Can explain the life cycle of plants and animals referring to drawings and diagrams
- Can talk about and draw the functions of photosynthesis
- Can use scientific diagrams and graphs to record meteorological data
- Can identify several food plants, their growth stages, harvest, storage and nutrition
- Engages and contributes to garden projects
- Demonstrates attention and concentration in gardening lessons
- Listens and responds to instructions
- Demonstrates appropriate behaviour in garden
- Demonstrates interest, effort and enjoyment in gardening through participation
- Works as part of a team to complete projects.

#### **Handwork**

- Can create a 3D animal
- Can use blanket stitch
- Can draw and cut out pattern pieces
- Can use tools safely and appropriately
- Starts and ends each lesson peacefully
- Can follow instructions

#### **French**

##### Speech

- Knows vocabulary with comprehension
- Pronounces most words fluently and accurately
- Is confident to ask and answer questions in conversation
- Can recall vocabulary from previous learning
- Retains new vocabulary quickly

##### Reading

- Can read fluently and comprehend most

##### Grammar

- Can conjugate regular verbs

- Can conjugate many irregular verbs
- Can make a sentence negative
- Is able to recognise most nouns and knows many nouns with the correct gender
- Is able to put most nouns into the plural form
- Knows possessive pronouns
- Knows prepositions
- Knows adjectives

#### Written Work

- Writing is presented neatly and is mostly accurate

#### Acting

- Joins in games and uses French to respond
- Understands game and language used

#### Spelling

- Is able to spell many known words

#### Involvement

- Demonstrate interest and enjoyment
- Demonstrates concentration during most lessons
- Is confident to participate
- Demonstrates good behaviour in lessons
- I

#### Eurythmy

- Is able to lead and describe the basic form Apollonian Forms, Dionysian forms, Harmonious 8
- Is able to accurately follow the basic forms Crossing Mirror forms, two part melodies
- Is able to create an appropriate own form and adjust appropriately to work harmoniously with the group
- Knows the gestures for vowels and forms them with well-formed and graceful gestures
- Knows the gestures for consonants and form them with well-formed and graceful gestures
- Knows musical gestures for various major scales and intervals
- Is able to accurately hold and move to the rhythm anapaest (short, short, long), 4/4,  $\frac{3}{4}$ , time signatures, musical phrases/longer pieces
- Is able to master basic level 5 dexterity and concentration exercises
- Is able to master pedagogical exercises : 'Threefold Walking, Heitere Auftakt, Energy Dance
- Is able to accurately and gracefully following the direction and speed of the copper rod and wooden ball to control of movement level 2
- Is able to catch, twirl, toss, pass and balance, 7 part, Small/big waterfall with good control
- Is able to recall previous content
- Demonstrates good attention and concentration
- Listens and responds to instructions
- Demonstrates appropriate behaviour in lessons
- Demonstrates interest, effort and enjoyment in eurythmy through participation

#### Woodwork

- Is able to design a project for completion
- Is safe with tools and woodwork room environment

- Can identify and safely use a range of tools
- Can start and finish a project which may include cutting, shaping, and finishing
- Is able to saw seasoned wood safely and accurately
- Is able to use a file, whittling knife and sandpaper to shape work
- Is able to join a stool leg to the seat by making a mortice and tenon joint
- Is able to finish work showing effort and attention to detail
- Demonstrates attention and concentration in woodwork lessons
- Listens and responds to instructions in the woodwork room
- Demonstrates appropriate behaviour in woodwork room
- Demonstrates interest, effort and enjoyment in woodwork through participation