

# The St Michael Steiner School

## High School Student Assessment Policy

Students are assessed informally throughout the school so that their progress is monitored and any difficulties addressed in an appropriate and timely fashion.

Each of the High School classes has a Class Guardian— a teacher whose task it is to oversee the wellbeing of the class as a whole and bring to consciousness any students about whom there are concerns. Students about whom there are concerns are also offered a personal tutor who can meet with them regularly (see tutoring policy). In these meetings, students are able to discuss issues relating to their lessons, teachers and work. Issues relating to the particular student's work and progress, and also to their personal life can be discussed in individual tutoring sessions.

We recognise the need for students to have the opportunity to gain a qualification that will provide a smooth path to Higher Education and provide employers with a record of their education and capabilities. We also recognise that older students appreciate and benefit from a more objective reflection of their work and achievements, and from regular feedback on their progress. With this in mind, the school offers a programme of rigorous continual assessment using a range of methods including written, oral, practical, artistic work and presentations.

In Class 9, students' work is marked internally and feedback is given. Formal assessment including external moderation begins in Class 10. The St Michael High School offers assessment and certification through the New Zealand Certificate of Steiner Education (NZCSE or CSE).

Assessment procedures are carried out in accordance with NZCSE requirements as laid out in the Federation of Rudolf Steiner Waldorf Schools in New Zealand's document NZCSE Coordinators' Handbook (2020).

The assessment procedure, requirements, rights and responsibilities of students, are detailed in the Students' Handbook and in the Staff Handbook. These are updated annually.

Requirements for particular assessments are clearly stated in the written assessment task and marking schedule in each case, and are discussed with students when the task is given.

The CSE is a programme of secondary school qualifications, owned and quality-managed by the Federation of Rudolf Steiner Waldorf Schools in New Zealand Inc, who accredit schools to deliver the programme, and award the Certificates of Steiner Education at Levels 1, 2 and 3.

The Certificates of Steiner Education were approved in December 2010 by the New Zealand Qualification Authority (NZQA) and are now registered as quality-assured qualifications on the New Zealand Qualifications Framework. This means that there is a public profile of the qualifications, which assures the users of the certificates that the qualifications meet the National Qualifications Framework levels (1, 2, and 3).

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Internationally, the CSE Level 3 certificate is recognised for university entrance in all countries that have ratified the Lisbon Recognition Convention, i.e. all EU member states (except Greece and Monaco) plus UNESCO members including the UK, Australia, New Zealand, Israel and Canada. USA has also signed but have not ratified the treaty.

A detailed, rigorous and credible external moderation system to provide and ensure consistency and robustness to this qualification has been established and approved; it describes the requirements and processes of standardising, controlling, managing and assuring the quality of assessment against NQF levels, as well as assessment procedures, coherence and consistency between the schools.

The qualifications are necessarily based on what a teacher can see, read or hear – sometimes touch or taste - that produces evidence of the student's understanding, knowledge or skills in nominated areas that represent the curriculum. The assessment is objective, represents external agreed levels of achievement, and every year a range of assessments are selected for external post-moderation. External moderation both before and after assessment is also routinely carried out in the case of a new assessment being used and/or when a teacher is new to working with the certificate.

Where the curriculum is based on developing personal qualities, or is more reflective or developmental in intent, a school may offer some other form of attestation to the teachers' assessment or impression of the student's achievement, if that is what is wished to be summarised and captured in a document. That document could take the form of a testimonial, personal profile, single school Record of Achievement, or single school certificate. What must be clear is that the Certificates of Steiner Education themselves are formal and official documents confirmed only by the Federation as meeting the national, quality assured requirements, which are based on the quality of the evidence provided by the student and collected by the teachers to support achievement at each level.

The CSE at Level 3 with University Entrance Levels in Maths and English has been deemed equivalent to A Level by NARIC UK. In 2015, 2016, 2017, 2018, 2022 and 2023, Class 12 students from The St Michael Steiner School applied to universities in the UK through UCAS in the usual way, with their predicted grades in CSE Level 3, and gained places at the universities of their choice on that basis.

Students from The St Michael Steiner School with the CSE at levels 1 and 2 have successfully gained places at sixth form colleges and colleges of Further Education to follow vocational courses or to take A-Levels.

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