

Curriculum Policy

Prepared using:

- Avison K. 2004 "A Handbook for Waldorf Class Teachers" Steiner Waldorf Schools Fellowship.
- Rawson M. & Avison K (2014 edition) "The Tasks and Content of the Steiner-Waldorf Curriculum" Steiner Waldorf Education/Floris Books.
- Steiner Waldorf publication "Guide to the Early Years Foundation Stage in Steiner Waldorf Settings"
- DfE Publication EYFS Statutory Framework, February 2018

General Principles

The Iona School follows the educational and curriculum indications given by Rudolf Steiner. Steiner's philosophy, which he called 'Anthroposophy' ('awareness of the essential nature of human beings') provides a stimulus for those working in our school to wrestle with questions about the origin and destiny of humanity. Living with these questions and recognising that every human being is a unique spiritual individual, strengthens the teachers' respect for their pupils who in turn feel that they are understood. Within this process the children are inspired to love learning.

"The Tasks and Content of the Steiner Waldorf Curriculum" edited by Avison and Rawson (published by Floris Books) is the standard reference text for lesson planning within The Iona School.

The way in which the curriculum is implemented plays a vital role in promoting the health and wellbeing of our pupils as they develop physically, emotionally and intellectually. Every aspect of teaching, whatever the subject, aims to balance these needs at each stage of the child's development. This marrying of content and method lays the foundation for an educational experience which contributes significantly to establishing resilience in childhood as a foundation for adult life. This develops lifelong learning habits, enabling children to become enthusiastic, imaginative, resilient and creative students, who are eager to learn.

Aims of the School

We aim to provide a safe and secure environment in which our pupils:

- Can enjoy a broad and balanced education.
- Have the opportunity to acquire and develop the knowledge, understanding and skills necessary to make a confident transition to the next stage of their educational life and to serve as a basis for engagement in lifelong learning.
- Are encouraged to fulfil their potential in relation to their abilities, skills and interests in accordance with their spiritual, intellectual, emotional and physical development.
- Are given the foundations for future participation as effective citizens in a multicultural society, having respect and tolerance for those with different faiths and beliefs, actively promoting British Values.
- Are encouraged to develop and sustain an active and healthy lifestyle
- Are safe in the online, digital world.
- Have awareness of appropriate boundaries in relationships and have the confidence to assert these if necessary.
- Know more and are able to do more by the time they leave the school.

The Curriculum

The curriculum takes account of the fact that children experience the world in different ways according to their age. It reflects and supports the developing consciousness of the pupils at each stage of their life in school. It is concerned with emergence of the unique individuality of each child and his/her connection with the world.

The Steiner Waldorf curriculum is an invaluable resource for teachers who are working to support children in the process of awakening to knowledge of themselves, of feeling a connection to the world and to finding their bearings within it.

Kindergarten Curriculum - Implementation

The 'kindergarten phase' lasts until pupils are rising 7. The curriculum for their last year in the kindergarten is differentiated, and they have different expectations of the older children.

Adults carefully monitor the all-round development of all children, and thought is given to the older children in providing specific and differentiated tasks and activities across all areas in order to develop, strengthen or enhance skills and abilities such as:

Physical co-ordination and integration, social and emotional relationships, imagination and fantasy (scientific enquiry), aesthetic appreciation, ability to stick at a task/maintain focus, independence, confidence, resilience and love of learning.

Each day is complete in itself; no conscious demands are made on the memory of the child from one day to the next.

The times between the structured, adult led activities (ring time, snack time, the day's activity and story) are where the children can engage in undirected, self-initiated and imaginative free play.

The rhythm of the week is established because each day has a particular activity (painting, baking, eurythmy, nature walks etc). The rhythm of the year is experienced by following the seasons and celebrating the festivals with songs, poems, games and specific craft activities.

Our curriculum framework is how we teach children aged 5+ whilst in the Kindergarten setting. Whilst we do have exemptions to the EYFS (please see Appendix 1) we bear in mind the EYFS statutory framework when considering our teaching.

Main School Curriculum - Implementation

Once in the main school, children have a Class Teacher who stays with them throughout school. This continuity means the Class Teacher knows each pupil and the social dynamics of the class extremely well and so can facilitate the successful management of the social and interpersonal issues that relate to the increasing maturity of the pupils.

The Main Lesson

The school day starts with a two-hour Main Lesson, taught to the whole class by the Class Teacher. The Main Lesson is organised into subject blocks which are taught in depth for about 3 - 4 weeks each. Each class follows a Main Lesson programme set out in the curriculum for each year group, this runs from January to December each year.

The Main Lesson embraces and addresses a varied and progressive range of skills, competencies and faculties in mathematics, literacy, science and humanities. It is an artistic and integrated whole in which the specific curriculum content for a particular age group is brought to the children. Each Main Lesson should contain a balance between the engagement of the child's thinking, feeling and willing. Each Main Lesson has several components and may include practical elements, artistic activities, music, speech, singing and movement, as well as oral and written work and mathematics.

The Main Lesson begins with a morning verse, singing, recitation of poetry, rhythmic movement, times tables, social games and concentration exercises. This is often called "circle time". Items which are relevant to the Main Lesson theme are woven into the active nature of this first part of the lesson. The benefits of this rhythmical beginning to the school day include the strengthening of the social cohesion of the class, improvement to physical coordination and spatial awareness and strengthening concentration. Learning rhythmically does not tire the children and enables repetition to occur with renewed interest and a better quality of attention.

The Three Day Rhythm

Another important aspect of the Main Lesson is the "**three day rhythm**". On the first day, the teacher presents new material or guides the children to specific learning experiences, pupils hear this new content but are not expected to do anything with it. The content of this first day is presented in an imaginative way, usually in the form of a story or activity. On the following day, after 'sleeping on' the previous day's content, the pupils are asked to recall whatever they can remember from the previous day's content, this may be expressed through discussion, drama or other artistic avenues. On the third day, following the recall, the children do something with the knowledge or experience they have gained. Writing, exploring mathematical processes, drawing pictures, craftwork, are the most frequent ways of bringing material to expression but this work could also include painting, modelling or drama.

Combined Classes

Each class comprises two academic year groups. In order to fully integrate our combined classes for the main lesson work, the younger group leave the kindergarten sooner than is usual in Steiner Waldorf settings. Class One children go to their Class Teacher in the September after their sixth birthday, the beginning of the academic year. The younger group, instead of completing the whole year in the Kindergarten, join them during the course of the Autumn Term. The children are altogether as a Transition/Class One by the end of the term.

The Class One curriculum then begins in the Spring Term (January). The curriculum year coincides with the calendar year, not the academic year. This ensures that all children experience some aspects of the curriculum specifically aimed at meeting particular developmental thresholds at the appropriate time.

Whilst the Main Lessons which include - Literacy, Mathematics, Humanities, Science, Music/Singing, Drama (Class Plays) and Form Drawing are taught by the Class Teacher, Subject Teachers, with expertise in their subject area, deliver the subject lessons in Art, Eurythmy, German/Spanish, Games (from Class 3), Handwork and Woodwork.

Why we teach what we do – Intent

Class1 (Year 2 - Age 6-7) - Laying the Foundations

Around the seventh year the child completes the process of forming the second dentition sufficiently for the forces that have been concentrated on growth and physical upbuilding, to become active in developing the facility for independent, representational, pictorial thinking. With the Class 1 curriculum we see the beginning of "formal" education in the Steiner Waldorf method. 'Formal' methods of teaching - in literacy, numeracy and other subject disciplines are now introduced.

The curriculum at this stage takes account of the fact that the children are still in a dreamy state of consciousness and are limited in their ability to bring focused concentration to the learning setting. Much learning is achieved through activity and imitation. Subject material is introduced through traditional fairy tales and stories which portray the cycles of the natural world and seasonal changes, which engage the children's feelings.

The curriculum begins with a Main Lesson block in Form Drawing. A series of basic straight and curved lines are drawn by the children, making the shapes with the movement of their whole bodies before drawing them on paper. Form Drawing is an excellent preliminary exercise to writing.

In literacy Main Lessons the children are introduced to the letters of the alphabet. The consonants, in their capital form, emerge out of pictograms from fairytales and the vowels out of interjections and expressions of feeling. By allowing the shape of a capital letter to emerge from a picture, the children can develop their own relationship to the individual letters and later to the whole activity of writing and reading. Through the use of pictures, rhymes and stories children are introduced to the forms, sounds and sequencing of letters.

The content of written work in Class 1 is related to main lesson stories and the child's own experiences. Much of the writing is composed by the teacher and is copied from the board or in the form of dictation; children begin to compose their own text during the Autumn Term.

Reading proceeds from writing, and in Class 1 the children read familiar texts which the teacher has written on the board and which they themselves have written in their Main Lesson books. An integrated combination of phonics, whole word and contextual methods are used to develop reading.

Oral work plays an important role throughout the classes with equal emphasis on both speaking and listening. Good skills in both are seen as the prerequisites for the development of all literacy skills.

Mathematics is initially brought to the children through movement, games and lots of counting activities which allow the children to develop an inner relationship with number. The number qualities are first brought through stories and pictures to the children in Class 1. Motivation, coordination and curiosity are then woken through lots of rhythmical and practical activities. In these early stages, number patterns, tallying and Roman Numerals are explored and then the more abstract symbols of Arabic Numbers. The four basic arithmetic functions are then brought to the children through story content and drawings.

The aim is to approach actual calculation as concretely and visually as possible and to keep in mind the principle of working from the 'Whole to the Parts'. A range of counting aids are used to build solid 1:1 relationship when counting and working out calculations.

Children are also introduced to number riddles which form the first exercises in mental arithmetic. They also begin to learn times-tables by heart through rhythmical activities and drawing sequences.

Main Lesson themes alternate between literacy and numeracy. Therefore during a literacy Main Lesson, number work is consciously set completely aside, allowing it to be "forgotten". The same applies for literacy during a number Main Lesson. When the subject returns it is found that it has taken hold in a new way during the "fallow period".

Class 2 (Year 3 - Age 7-8)

In Class 2 the children continue to thrive in a learning context where pictorial thought content is to the fore. The intellect is allowed to awaken through an artistic approach. The children now develop a greater awareness of what is happening in the world around them and are moving away from the experience of wholeness. They become aware of differences and this affects the way they relate to one another.

Legends and fables provide the main story content for the year. The children are supported in their development by hearing about human qualities and characteristics as portrayed by saints and holy people in the legends, and by animals in the fables.

In arithmetic the children continue to practise the four processes which they were taught in Class 1. Now they are able to work with more difficult examples, moving away from manual operation to mental calculation. They begin to work with column sums and expand on calculations using the four processes as well as further practice of times-tables.

Class 3 (Year 4 - Age 8-9)

In Class 3 the children become more self-conscious and so begin to experience a feeling of greater separation from the world and people around them. They begin to experience, with increasing intensity, a sense of objectivity alongside a growing subjectivity. Subjective inner experience and objective world reality stand at odds within their souls.

Being separate from the world enables the children to learn about it in a practical way. In Class 3 Main Lessons in Measuring (Time, Money, Weight, Linear Measurement and Volume), Farming and House Building give strength and confidence at a time when children can feel vulnerable and uncertain. They hear the stories of *The House in the Big Woods* and *The Little House on The Prairie* by Laura Ingall-Wilder, which recount her pioneering family's journey to build their own home. The children begin to go out on lots of trips to local farms, sites of interest in the local catchment and also visit the Avoncroft Building Museum, where they get some first-hand experience of early house building techniques.

During this year, the Old Testament Stories are another basis for the development of literacy and the introduction of grammar. As they are learning more consciously about the world the children also learn about the human being's responsibility towards the earth and to God as it is shown in the stories of creation in Genesis.

In mathematics they begin to work with Place Value (Th,H,T,U) and continue to expand on sums using higher numbers, alongside further practice of times-tables. The calculating of all forms of measurements are also practised as a result of Measuring Main Lesson blocks.

Class 4 (Year 5 - Age 9 - 10)

Now the children have taken a further step in the development of their individualities and the curriculum broadens further. They learn about their locality in Home Surroundings (local Geography and History) and a Main Lesson based on the relationship between the Human Being and the Animal Kingdom marks the beginning of natural science. These subjects along with the stories of Norse Mythology provide the basis for further developing literacy. The children's need to find a new relationship to their work, to peers and to teachers is supported by stories in which a variety of personalities contribute to a social whole in which darkness and evil become more concrete.

The earlier harmony between outer and inner worlds is transformed for the children in their 9th year, and so this is reflected within mathematics as the children are introduced to Fractions. They hereby experience something in the teaching content which they are experiencing for themselves. All previously taught work with the four processing, measurement, number riddles, mental arithmetic and times-tables are also practised, strengthened and expanded upon during this year.

Class 5 (Year 6 - Age 10 - 11)

In Class 5 the awareness of self has strengthened and out of the growing memory the sense for time has developed. During this year, further study of mythology - Ancient Indian, Persian, Babylonian, Egyptian and Greek – continues to foster literacy skills and also supports the pupils' developing consciousness of the sequence of time.

The Study of the Plant Kingdom with its yearly cycle further enhances this process as well as enriching their literacy skills. The Geography curriculum broadens during this year as the children are introduced to the countries of the British Isles.

The class are taken on a residential in connection with aspects of their studies this year. They may be away for up to a week and are expected to help with fundraising for the trip throughout the year.

In mathematics, decimal fractions are taught and now the children are able to calculate freely with whole and fractional numbers. Another key element within mathematics is the introduction of compasses, set squares and protractors in order to accurately construct geometrical forms.

In connection with their study of the Greeks, Class 5 pupils go to the Steiner Waldorf Olympics which are held at Michael Hall School in Sussex. Parents are invited to attend the Games which take place on a Saturday morning after the children's three days of training.

Due to the nature of combined classes at Iona, at the end of Class 4/5 the younger half of the class have a further year of study before secondary school whilst the older children (those aged 11 by 31st August) leave at the end of Class 4/5. Whilst it is the aim of the teacher to prepare the older children for their transition into Main Stream secondary school, they also have the opportunity to consolidate the Class 5 Curriculum for a further year.

The extent to which the Class 6 curriculum is used depends on the professional judgement of the teacher and the needs and abilities of the children. Class 5/6 at the Iona School is a time to consolidate the Class 5 curriculum and to enjoy elements of the Steiner Class 6 curriculum.

The pupils' concept of 'Time' at this age is becoming established and now the History of the Ancient Greeks and Romans is taught. The Roman mastery of the earth and establishment of Law and Order meets the children in a positive way. The stories of King Arthur and the Knights of the Round Table give a moral counterbalance, of inner idealism and justice.

The geometry of the Hexagon is introduced at this period when the bony system of the human being is becoming harder (the cells of the skeleton are hexagonal). A study is made of geology, of the formation of the earth's rocks and of the processes of erosion, deposition etc.

Percentages, Simple Interest, and Profit and Loss are taught at this stage whilst geography expands to cover the Continent of Europe.

Subject Lessons – Within the Main Lessons

Humanities: The world around us and the world as it was throughout history has an incredibly important part to play in the Steiner curriculum. History and Geography are therefore strongly embedded within Main Lesson content.

History: For the first three years at school, the children relate to historical events in a non-chronological and mythical sense. The narrative content of Main Lessons gives the children archetypal pictures of human relationships and life challenges whilst familiarising children with social relationships of older cultures. Such myths and legends provide children with an implicit understanding of narrative, the primary mode of history itself. In Class 3 the traditional forms of economic relationships are introduced when learning about farming, house-building and traditional trades. In the legends of The Old Testament they learn about people's struggles for national identity in an archaic society and encounter the political structures of ancient civilisations.

In Class 4 and 5 children the historical pictures of local and national environments give children a first sense of historical time. They hear tales and legends about earlier people who lived and worked here. The mythology stories during these classes also give children a context for cultural beliefs and highlight the history content of these times. Festivals are also a vehicle to both study and experience historical events which are celebrated throughout the year.

Geography: From an early age, geography comes about through the experience and observations of the cycle of the seasons; most importantly, the major cycles of life and death in nature. During times of outdoor free-play and lessons in nature, children's attention is drawn to the world around them and every element is the starting point for discussion and discovery. In the early classes the kingdoms of nature, the elements and the seasons are brought to the children through the form of parables, nature legends, fables, such as those of Aesop and though stories of the Saints. In these early classes, environmental studies belong as an integral part of every lesson. In later classes, the study of local and national surroundings through visits, map/atlas work, plant study, farming and gardening are primary components of the rich geography curriculum.

Science: The themes taken up in different classes within the life sciences relate organically to the curriculum throughout the whole school. In the early classes, stories carry themes of transformation and nature stories allow children to understand the language of the animals, their relationship to plants and to humans. Practical experience outdoors and within lessons is sought at every opportunity to bring the early foundations of science into the curriculum. Science is then more formally introduced through a series of Main Lessons, starting with the Creation Stories in Class 3, which give a holistic image of the origins of the earth, plants, animals and human beings. Then in Class 4 when the Human Being and the Animal Kingdom is explored and then through the study of The Plant Kingdom which comes in Class 5.

Technology and I.C.T - From as early as kindergarten the children have explored diverse building techniques through playing with wooden blocks, chairs, cloths and natural materials during their play. The children construct intricate forms and learn about balance, pivot points, structural foundations among many other useful hands on concepts. Children are also introduced to a wide range of simple technologies through their practical creative work starting with cooking and handwork in the earlier classes. As they get older this develops to include gardening, building and woodwork. In these activities they use an increasing range of hand tools and learn how mechanical tools function. Although there are no computer in school, children are taught E-safety from an early age. The use of computer as a tool for research and producing written project work are left until class 5. This is seen as an important aspect of preparing children for their transition to secondary school.

Form Drawing: is a key feature within Steiner education and is introduced at the beginning of formal learning in Class 1 with the introduction of the straight and curved lines. Throughout the class years the children have 1 lesson per week of Form Drawing. Flowing linear patterns are formed to strengthen the children's relationship to both inner and outer space. These progress through the years to include simple hand drawn geometrical forms, mirrored forms on various axis as well as the introduction of cursive script. In the later classes complex Celtic Knots and eventually complex geometrical forms are draw.

Drama: Performing Class plays is seen as an integral part of class cohesion and individual artistic expression. Children perform in many plays during their time at Iona. These plays relate to the curriculum stories which children are receiving in their Main Lessons and are performed at community festivals.

Music/Singing: Music and singing are an important feature of Steiner education. From Kindergarten upwards the children sing in Ring Time, whilst they are baking, washing hands, tidying away etc. This continues throughout every Main Lesson and German/Spanish Lesson with singing, listening games, recorder playing and simple percussion instruments playing an integral part of all lessons. Music notation begins in Class 4 along with singing in rounds and eventually part singing.

Subject Lessons – Taught by Subject Teachers

Art: Painting lessons involve the teaching of the techniques which enable the pupils to improve their handling of wet-on-wet water colours. In the early stages, children are left free to experience the mixing of primary colours on the wet paper, then the pupils practise colour exercises and later they paint using themes from Main Lessons. Children use beeswax to model objects and scenes from the Main Lesson content from Kindergarten (children aged 5) upwards and from Class 4 onwards children are introduced to working with clay to model animal forms and then pots. They are also introduced to drawing with chalk and oil pastels.

Eurythmy: Eurythmy is an art of movement that engages the whole human being. It aims to harmonise the child's physical wellbeing, with their feelings or emotions. In the lesson the children move to live music, poetry, and prose text and this experience deepens their aesthetic appreciation of literature and music which support other aspects of the curriculum. With growing differentiation the children learn an alphabet of movements (shapes the arms perform and flow forms which guide them as a whole group in the room) to assist them in the process of individuation, while becoming ever more sensitive to the social organism of the whole class.

Games: In Classes 1 and 2 children practise clapping rhythms, simple chasing games and playground activities such as skipping and hopscotch. The emphasis is on social cohesion, coordination, balance and strengthening gross motor skills. In classes 3-5, when the games lesson is timetabled as a separate lesson, chasing games form the basis for exercise and social interaction. As part of their study of Ancient Greece Class 5 pupils take part in the annual Steiner Olympics. They learn how to throw the javelin and discus, practise high and long jump and running.

German/Spanish: German is currently offered to all classes from Kindergarten (children aged 5) upwards. This foreign language is taught initially through games, songs and poems; reading, writing and grammar are introduced from Class Four. From September 2020, Spanish will be introduced into the curriculum to some classes (*pending timetabling*).

Handwork: Children do handwork and craft projects during Kindergarten and through all classes. The children work on meaningful projects which are often related to the seasons and are relevant to the particular age of the child. A whole range of skills are developed through working with the hands, but the process also brings about a strengthening of the will and the capacity for logical thinking. Handwork as a subject lesson then formally begins with knitting in Class 1. The source of the material and traditional craft methods are introduced to the children to give historical and practical context to the activity. Children continue to learn skills such as felting, crocheting, dyeing, sewing, embroidery and they also make their own toga and cords for their visit to the Class 5 Olympic Games.

Woodwork: Woodwork takes place in Class 5 and begins with observing the variety of wood available on The Land. Children create a variety of woodwork projects and are introduced to the processes of carving, whittling and sanding, whilst learning about the handling of tools and safe working practices.

Issue Date

This policy takes effect from May 2011.

Review Date

This policy will be reviewed and revised by the school manager on a three yearly basis.

Endorsement

Full endorsement to this policy is given by:

Name:	Mr Martin Taylor
Position:	Trustee
Signed:	
Date:	19 th June 2020

Related Policies

- Assessment Policy
- Exemptions Policy



Appendix 1**EXEMPTIONS AND MODIFICATIONS REQUESTED FROM THE LEARNING AND DEVELOPMENT REQUIREMENT & ELG /EYFSP**

In the exemptions application form, we have asked to explain why exemption is needed and how the exemption will affect children's experience: *In brief and to add to the information below:*

Parents carefully and deliberately choose Steiner education in order to give their children a broad, rich and imaginative early childhood experience in mixed age groups. The education and care is holistic, enabling and provides for their diverse skills and abilities, concentration and enthusiasm. They do not acquire skills through any formal or teacher directed learning, but at their own pace through the example of well trained and competent adults in an enabling environment in which they develop life skills and which offers effective foundations for later formal learning. The children transfer to Steiner (or Primary) schools socially competent and good communicators, with excellent physical abilities and skills. They are generally enthusiastic and able to give purpose and direction to their lifelong learning.

The learning and development requirement (educational programme, early learning goal, profile assessment) affected	Exemption/modification requested	Rationale
<p>Communication and Language:</p> <p>Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>b) Understanding: Children follow instructions involving several ideas or actions. They demonstrate understanding in response to stories or events or when recounting their experiences.</p>	<p>The Steiner EY curriculum seeks to nurture and protect the child's imaginative world and direct teaching, questioning and reminding is seen as running counter to this. Although the teachers may answer children's questions, these initially stem from the child's own experiences and self-initiated learning. Teachers do not ask how and why questions to stimulate consciousness, or extend learning.</p>

<p>Physical development. Moving and handling:</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including crayons for mark making.</p>	<p>As children are not taught to read and write before rising 7 in the Steiner Setting, they are not provided with a full range of writing materials or any formal instruction. Children have the opportunity for mark making as in most cases crayons and paper is available. A range of arts and crafts contribute to the development of fine motor skills necessary for writing in the future.</p>
<p>Mathematics:</p> <p>Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Children orally count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects in everyday activities and play, they add and subtract two single-digit numbers and count on or back to find the answer. In everyday activities and play they solve problems, including doubling, halving and sharing.</p>	<p>Steiner settings do not teach number recognition (from written numerals) or written number formation before rising 7. Steiner children might not have the opportunity to see or recognize written numbers: there are generally no clocks, the scales used are generally balance scales, and measuring is done without using measuring jugs with numbers. It is an established principle in the Steiner EY curriculum that a sound foundation for grasping mathematical concepts comes from allowing the young child to first experience opportunities to count, calculate and problem solve in naturally occurring everyday situations. The Steiner EY curriculum integrates mathematical concepts and uses mathematical language and concepts through regular everyday activities and routines of the kindergarten that involve the child in, for example; pairing up the shoes when tidying up; weighing and measuring ingredients when preparing food, counting plates when setting the table for snack time.</p>

<p>Understanding the world: Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Children recognise that a range of simple or mechanical everyday technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>The Steiner belief is that electronic technology, such as TV, computers, tape recorders or electronic toys runs counter to their aim to develop the imagination and nurture the child's cognitive capacities by physically learning through doing. Children instead use technology that provides direct experiences enabling them to gain knowledge of how things work.</p> <p>Computers are only introduced later in the Steiner curriculum on the grounds that passive activity is not healthy; it takes away time to play; there are problems associated with young children dwelling in virtual reality that can lead to confusion/distortion of values and that it can lead to the over-reliance on the computer as a teaching/learning tool</p>
<p>Expressive arts and design: Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and non-electronic technology, art, music, dance, role play and stories.</p>	<p>Steiner site that research has shown that human speech and live music have many advantages over recorded speech or music in that all the senses of the child are addressed at the same time and that live music supports the development of the brain. They also believe that recorded sound is not necessary in a setting where the human voice is heard.</p> <p>The Steiner belief is that electronic technology, such as TV, computers, tape recorders or electronic toys counter the effect of their aim to develop the imagination and nurture the child's human relationship to others.</p>

<p>Literacy:</p> <p>The Programme is:</p> <p>Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.</p> <p>The two goals are:</p> <p>i) Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>j) Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Complete exemption from the whole literacy educational programme.</p>	<p>It is an established principle in Steiner EY curriculum that young children are not taught to read and write before rising 7. Children are told stories rather than read to because the spoken, rather than the printed word, allows the teachers to tell the story in their own words to suit the group of children in their care, and for the children to develop their own imaginary pictures to accompany the story, as well as to develop concentration and a broad vocabulary from the stories told. Steiner say that well-chosen words and good syntax support clear thinking and lay secure foundations for developing language and literacy.</p> <p>The Steiner curriculum introduces formal reading and writing at a later age preferring in the early years to put in place the foundations for reading and writing through developing listening skills and exploring sounds through speech development, and developing fine motor skills through play and everyday activities.</p> <p>Children have the opportunity for mark making; but the written word is not formally introduced, although the child's self-initiated writing is supported by the teacher when asked by the child. In most cases children do not have access to pencils, rather the preferred Steiner block or stick crayons are used. The books available are mostly picture books and children are encouraged to 'read the pictures' using their imagination stimulated by the pictures. The children know that print carries meaning from seeing adults using writing in the daily routine of the kindergarten.</p> <p>Children's language development is encouraged by the teacher modelling good language during every day activities, a broad vocabulary through storytelling, and using a range of poems, songs and stories in a daily movement and music session.</p>
---	---	--

<p>ASSESSMENT AT THE END OF THE EYFS: THE EARLY YEARS FOUNDATION STAGE PROFILE (2.6-2.11)</p> <p>This section is for Independent Steiner schools and settings <u>not in receipt of the funding</u>, or who's Local Authority has agreed that it will not affect the funding.</p>	<p>Complete exemption from the whole section on assessment at the end of the EYFS –Early Years Foundation Stage profile</p> <p>2.6: completion of the profile including 2.7; 2.8; 2.9; 2.10</p> <p>2.11: submitting profile to LA</p>	<p>Steiner conduct their own continuous observational assessment of the social, physical, spiritual and emotional development of the whole child in accordance with the Steiner ethos' developmental stages of the child. Observational assessments, which are usually recorded in a Steiner child profile, is an integral part of their practice and is an essential tool for practitioners in order to gain an overview of the child. The profile is particularly relevant when the child is about to move up to Class 1 (age 6+) in the Steiner school, where a summative evaluation of the child is passed on to the Class 1 teacher and shared with parents. The child's developmental progress is discussed regularly with parents in the form of individual meetings and written reports.</p> <p>To complete and submit the EYFS profile against goals, some of which conflict with the Steiner curriculum, (and from which they are exempt), is incompatible with their method of assessment. The children from schools that have requested exemption from the profile generally remain in Steiner schools and continue to Class 1 at rising 7 therefore the profile is not needed to inform Reception or Year 1 teachers in mainstream schools. If they do transfer to other schools, a thorough report is given to the next teacher via the parents.</p> <p>Parents also object to their child being assessed and the data collection on a set of goals (the ELG profile scores) which are not fundamental to Steiner Waldorf ethos and practice.</p>
--	--	--