
RAPHAELI WALDORF SCHOOL

Inspiring children to learn



HANDBOOK

“Waldorf Education is not a pedagogical system but an art

–

*the art of awakening what is actually there within the
human being”*

- Rudolf Steiner

Dear Parents,

Welcome to Raphaeli Waldorf School.

This handbook is designed to help you connect with our joint task of caring for your children.

Education literally means – leading forth or drawing out. It is our purpose as teachers to strive to do just that – to draw forth from the children all their latent talents and gifts.

We look forward to working with you to make that possible.

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1. OUR VISION

- To work out of Anthroposophy;
- To provide Waldorf education for children of all ages;
- To enable children to develop their full potential and meet their destiny as creative, free and responsible individuals who stand strong in themselves;
- To put special emphasis on quality in all our activities and provide a natural, enlivening and enriching learning experience for all involved;
- To infuse academic work with life by incorporating the arts into curriculum themes;
- To foster reverence, respect and responsibility for our Community and for Nature;
- To encourage and facilitate conscious relationship to one's self and others;
- To build a self-sustaining School that strives to be affordable to those requesting our education;
- To actively foster the development of Waldorf Education in South Africa,
- To provide ongoing teacher training in Waldorf methodology;
- To facilitate self-development courses and workshops for adults in the light of Anthroposophy;

2. WHAT IS WALDORF EDUCATION?

Waldorf Education is a holistic response to the question:

“How can education best serve the growth of the individual and of society?”

It is based on:

- a detailed study of the development of the child as a moral being
- the support of this development via a specific methodology and comprehensive curriculum

The first Waldorf School opened in December 1919 to serve the true needs of the children at a time of extreme trauma following World War 1.

The base of understanding and indications for teaching came from Austrian scientist, philosopher and polymath, Rudolf Steiner.

Waldorf Schools in our country are registered with the South African Federation of Waldorf Schools. With over 1000 independent Waldorf schools, 2,000 Kindergartens and many hundreds of special education centres, it is one of the largest independent school movements internationally.

Waldorf Education aims to provide a rich, enjoyable yet challenging education. It aims to prepare children for life in its broadest sense, and for life-long learning.

The curriculum is designed to bring balance into education by addressing the whole child.

Each subject addresses the *head, heart* and *hands*. Mathematics, for example, needs to engender feelings of wonder and curiosity while integrated practical activities deepen the intellectual grasp.

Waldorf Education is designed to be in harmony with the inner and outer needs of the child at every stage of its development, and therefore allows the young adult to emerge with a strong sense of the deeper meaning of life. Teachers take time and care to travel the school journey with each child — a phenomenon rare in today's hurried world.

Please take time to familiarise yourself further with how Waldorf works.

This will greatly help support your child.

3. HISTORY OF RAPHAELI WALDORF SCHOOL

Out of the initiatives of several women with previous experience of Waldorf Education arose small home school groups. Gabbeh Wellens' group in Wittedrift in 2009 eventually grew into the present school. Sue Gurney joined as a primary school teacher in July 2009, Claire Randon started the Kindergarten on a separate property in Wittedrift in January 2010 and Yvette Worrall joined the primary school in May 2010.

From the beginning, the goal of creating a Waldorf school was clear. We formalised our application with the S.A. Federation of Waldorf Schools and in 2014 Raphaeli was granted Developing School Status making us the first Waldorf School on the Garden Route. We are now also registered with government and the independent schools association.

The Primary and Kindergarten groups moved as they outgrew successive premises. In July 2012 they joined in one venue at Leathem Farm, Piesang Valley. In 2019, we moved to 21 hectares of our own land on the Airport Road, a development made possible by a generous private donation. On Olive Hill we offer Playgroup, Kindergarten and a full Primary education to more than 100 children.

The name “Raphaeli” was chosen by the first parents. It recalls the mission of the powerful, healing force and presence of Raphael, an Archangel acknowledged in Hebrew, Mohammedan and Christian texts, and whose ‘mercurial’, healing nature is found under many names in many other cultures.

We strive to meet the challenging needs of all children through the inspired understandings of the child that Waldorf education can give. By providing children with a healing education we hope to send them into their futures as strong, healthy individuals.

4. RAPHAELI SCHOOL STRUCTURE

Kindergarten and Playgroup

“To be fully an adult, one first needs to be fully a child.”

Children find reassurance in recurring rhythms of the day, the week and the year; through expected meals and activities on specific days; through repeated stories, songs and movement games; through seasonal activities and festivals. The structure and security of these classes form the basis for a deep confidence, a bridge between home and the busy world outside. They form a foundation for a healthy

social adult life. The Kindergarten and Playgroup are calming, beautiful, homelike spaces where the children engage in activities designed for healthy social development and the healthy development of their imaginations. Play is the young child's "work".

Because of the focus on imaginative play, we are very serious about asking parents to let their children play at home with real, everyday objects. We are not 'anti-screen', but rather 'pro-social'.

Electronic media and games are addictive, hinder social awareness and empathy and 'sap' the child's life energy.

Please do not expose your very young children to electronic media (television, iPads, cell phones) during the week and as far as possible limit exposure over weekends.

The school provides one wholesome, simple cooked meal per day which the children help prepare.

The Playgroup is for children aged 2 & 3 in January.

Kindergarten is for children aged 4, 5 & 6, including the children who would progress to Class 1 in the Primary School the following year. We prefer to keep the children as a family type group while giving the older ones extra responsibilities and challenges. We do not use the term 'Grade R'.

Primary School

It is the teacher's task to give a full experience of the subject matter. Using the arts of movement, music, drawing and painting, drama and sculpture he/she enlivens what might otherwise be dry, intellectual learning.

In lessons there is a balance between listening, speaking and doing; between humour and seriousness; between absorbing, transforming, and giving out.

The breadth of the Waldorf School curriculum is only possible through The Main Lesson in which one subject is focused on in depth during the first or main part of the day for a period of 3 or 4 weeks e.g. Geometry, South African Geography, Fractions, Electricity, Grammar.

The rest of the timetable follows a regular rhythmic pattern with subjects like English, Afrikaans, Mathematics, Music, Eurythmy, Sport, Handwork.

When a child is led to comprehend the marvels of the plant world, the wisdom in zoology, the order that reigns in the starry sky, in man's body — in science and in art — she/he develops an attitude of wonder, reverence and gratitude which leads to a joyous enthusiasm and affirmation of life.

All subjects matter so none are optional.

The Teacher

A unique feature of the Primary Class Teacher role is the commitment to endeavour to stay as the fundamental teacher for that group through the entire course of primary school.

This is not always possible but to have security and continuity over a series of years, as opposed to changing adults every year, has been found to be very beneficial.

Commitment, caring and concern foster mutual respect and help develop the child's self-discipline.

A deeper relationship also develops with parents.

The teacher carefully observes each child over time, noting strong connections to certain subject matter, specific challenges, individual gifts, sudden shifts. He/she works to be a picture for the children of someone always striving to further develop their skills; to have courage to try the new.

Self-development is an essential part of being a Waldorf teacher. Teachers meet twice weekly to discuss school activities and planning; work with further training, both creatively and theoretically, and to focus in an objective but caring way on individual children.

We also attend annual Waldorf Teachers Conferences to connect with our wider Waldorf Community, share our school's growing story and enrich our teaching practice.

Eurythmy

Eurythmy is an art form which uses specific gestures to reveal specific sounds — be they spoken or played on an instrument. By incorporating these into choreographed movement sequences, a poem or piece of music can, quite literally, be 'seen' in a unique and authentic way.

Working in close co-operation with the class teacher, the school Eurythmist can enhance the experience of the Primary School Main Lesson, or the seasonal theme in the Kindergarten. Eurythmy strengthens co-ordination and encourages the ability to listen with sensitivity. When children experience themselves in movement and must keep a clear relationship in space with one another, a finer social awareness develops.

Religion

The teachers hold that we all have an eternal Self, inexplicable in materialistic terms. That children hold yearnings to 're-connect' (the literal meaning of the word 'religion') we find again and again. Therefore, we foster reverence and awe for the wonders of who we all are and for the world of nature that supports us.

Further to this, we explore with the children the spiritual foundations of diverse cultural groups and epochs and the many aspects common to different spiritual views and practices.

Festivals

Throughout the year, as do Waldorf schools all over the world, Raphaeli School celebrates festivals which connect the school community with the cycles of nature and establish a yearly rhythm for the children. Festivals help nourish our souls through the sharing of stories, food, songs and activities linked to the seasons and expressed with beauty and reverence.

They are deeply looked forward to by the children at the end of each term and are an aspect of their school life they remember long after leaving. They are opportunities for parents and relatives to share in these joyous and profound events. Therefore, attendance at festivals is **compulsory**.

We provide more information on each of these closer to the festival. We celebrate other cultural festivals during our explorations of the curriculum in each class.

5. AFTER-HOURS

Please make sure your child is collected on time.

Your child will be taken to the Office if not picked up by **1:15pm on a Friday** and to Aftercare if not picked up by **2:15pm on other days.**

* Please contact the office to arrange for your child's aftercare.

Aftercare is offered in the Kindergarten area from Monday to Thursday from 1:00 – 4:30 pm. There is no aftercare on Fridays.

Please pack a second healthy snack box for your child if using Aftercare services.

Please note: There will be no Aftercare on the last day of every term.

- **Late Collection Policy**

If a parent/carer is running late in collecting a child from the School or an Activity please notify the School Office before the pick-up time.

- This policy includes extra-curricular activities.

All parents who are late to collect their children will be asked to purchase an Aftercare Coupon card.

6. BEHAVIOUR CODES

“You will not be good teachers if you focus only on what you do and not upon who you are.”

- Rudolf Steiner

It is Raphaeli Waldorf School's objective to:

- Create a positive learning environment in each class and around each child.
- Stand before the children in such a way that they respect a teacher's loving authority out of respect for them as individuals and as representatives of the school.
- Lead the child on a path of discovery.

- Encourage the students' self-discipline, self-reliance and social responsibility.
- Nurture the development of an active inner life in each individual that will lead to strong moral choices in their future.

The teaching staff will:

- Conduct themselves in a professional manner.
- Encourage open communication with students, parents and colleagues.
- On no account resort to corporal punishment.
- Follow the school's code of conduct with regards to all areas of education, including discipline, dress, classroom management etc.
- Select an appropriate disciplinary strategy that will promote a heightened sense of personal responsibility.

The students will:

- Acquaint themselves with and abide by the school rules.
- Be punctual.
- Attend all scheduled lessons.
- Treat all staff and fellow students with respect and kindness.
- Refrain from swearing or using abusive language.
- Not leave the school grounds during school hours or during extra mural activities e.g. sport
- Respect and care for the school and other people's property and possessions.
- Not watch television or use electronic devices before school.

The parents will:

- Be familiar with and support the school rules and policies.
- Make appointments to speak to teachers.
- Follow through on agreements made with teachers.
- Avoid interrupting lessons to discuss concerns.
- Follow correct channels of communication in the school.
- Ensure their children arrive punctually at school.

- Ensure their children are appropriately dressed and clean.
- Ensure their children have enough sleep and come to school well-rested.
- Ensure their children eat a healthy diet.
- Inform the office at the start of the day if the child will be absent, and why.
- Provide a medical certificate for more than two consecutive days' absence.
- Attend parent meetings, festivals and school functions.

7. PROCEDURES AND POLICIES

Procedures and policies ensure the smooth running of our school. Some are required by law; others have been established to help us operate within a clear structure.

Punctuality Protocols

Late Arrival

The sounding bowl is rung at 7.55 am for pupils to come to their classroom door.

Lessons begin at 8:00 am.

Pupils arriving late will report to their classroom and wait outside for their teacher to admit them.

This may not happen immediately but be timed so as not to interrupt a particular activity.

If she/he is consistently late, an appointment will be made to discuss this with parents and teacher.

Late Collection

See the section above on After Hours.

Notify the school office by phone call well ahead of time if someone else is collecting your child. Give details of who and when.

Leaving the School Grounds

The teacher and parent must give written permission for a pupil to leave the school grounds during school hours.

Absenteeism

Should a child suddenly need to go home during school hours, only the teacher may ask the office to arrange this.

Parents must inform the school when their child will be absent and why.

Extended Absence

We urge you to plan extended trips during school holidays. Disruptions to the school rhythm negatively impact both your child and the community of her/his class.

Please email the office 2 weeks ahead of any plan to have the child out of school for a prolonged period. The teachers will consider this and communicate their recommendations.

Please remember that there are national guidelines around absence from school.

An absence of more than 21 days over a year will result in a consultation between the parents and College of Teachers.

Disciplinary Procedure

All disciplinary procedures are dealt with on an individual basis and done while taking into full account unique individual circumstances.

The teacher will first respond to an incident by working with the student in a remedial, therapeutic or disciplinary manner, depending on the individual or the behaviour. The consequences at this stage may include a warning, exclusion from an activity or a positive act of community improvement.

If the behaviour continues, the Class Teacher will consult with the parents to establish ways of working together to address the concerns.

After consultation with the student, relevant teacher and parents, his/her serious disregard of agreements may result in suspension.

Following suspension, an interview between the student/parents and teacher will set out conditions for the pupil's return to school.

Policy against Bullying and Victimization

Raphaeli Waldorf School strives to foster the ethos of self-respect and respect for others.

There is a comprehensive policy in place to deal with the opposite - bullying and victimisation.

If you witness any such acts on school grounds, do not discipline the children yourself but rather report the incident to a class teacher immediately.

Pupils who feel they are being victimised or bullied are encouraged to speak to their class teacher immediately. We encourage the children

to speak for those who do not feel they can. Therefore, if your child has witnessed an act of bullying, please encourage them to come and talk to one of the teachers. We handle a situation like that with confidentiality and they will not be outed as a 'tattle-tale'.

Bullying is defined as: "Any abuse of power, physical or psychological, intended to threaten, frighten, injure or hurt another person, who is possibly intimidated and disempowered to the extent that they feel unable to manage the situation on their own". Children who 'stand idly by' or encourage the aggressor during an act of bullying are just as liable as the aggressor him/herself.

Abusive Language

We believe it is extremely important for us to help students become aware of the language they use, especially in these times when derogatory, abusive and obscene words have become so commonplace. Students who resort to using this type of language, especially if directed at fellow students or members of staff, will face a disciplinary process.

Therefore, please be aware of the language **you** use when the child is around. Children are master imitators and will bring bad language or adult topics to the playground if they hear adults swearing or discussing things children cannot process.

Television and Computer Policy

In most mainstream primary schools using, technology in the classroom or at home is encouraged or simply accepted. This is not the case with Waldorf education.

Many medical disciplines note that healthy social interaction, physical well-being, creativity and academic performance are not developed or supported by extensive fixation on watching cartoons, playing TV games or even wildlife documentaries.

Therefore, Raphaeli Waldorf School has a policy that recommends no screen time for Kindergarten children during the school week, and limited viewing/use for Primary School pupils.

We are very open to sharing further resources, research and experience around this issue.

Please keep your children's imagination fresh for the day, and their bodies prepared for optimal sleep by keeping early mornings and evenings screen-free.

The child's own imagination is precious. Television and electronic games hinder the healthy development of this. In our experience, 'screen children' often struggle academically and/or have major challenges with social interaction. We ask you to please partner with us on this policy.

We would prefer you to set up specific physical tasks for your child when they are at home in the afternoon, i.e. cooking, food preparation, cleaning, gardening, crafts, knitting, drawing, music, reading, even daydreaming and - getting a little bored!

Phones

Raphaeli Waldorf School is a **cell-free zone**. Please do not use phones on our playgrounds during school hours, festivals, parent evenings or any performance.

Any pupil coming to school with a phone must hand it into the office for the duration of the school day.

We intend to provide a school environment where children do not run the risk of being exposed to inappropriate content or cyberbullying. Please support this aim through responsible supervision of children with access to phones.

Should our policy be ignored by children at school, the matter will be handed over to the College of Teachers as a disciplinary issue.

Likewise, lack of outside supervision around on-line usage will lead to a meeting with the parents.

I-Pods, MP3 Players and Electronic Media Policy

Pupils should not bring any electronic media devices to school. This includes any device with earphones, headphones and/or a speaker. If a child is found using one, it will be confiscated, and collected from the office by a parent only.

Please note:

- The school cannot be held liable for the loss of any electronic devices, including cell phones that are brought to school by a pupil.
- The school reserves the right to search, without notice, any bag, vehicle, locker or person should it be deemed necessary or reasonable in circumstances as determined at the school's discretion.
- In the event of theft on the school property, the South African Police Service will be called in, if deemed necessary, to deal with the matter.

Substance Policy

You are not allowed to bring alcohol or any illegal substance onto the property.

Smoking or vaping on our school property is not permitted.

The school has a legal obligation to drug test a child suspected of being under the influence of any illegal substance (including alcohol or tobacco). Please communicate with your child's teacher if you are concerned about your child. We will help partner with you on this matter and put you in contact with professionals able to support and help your child.

Lice Policy

In the Kindergarten and Primary School children are regularly checked for lice. The parents of pupils found to have lice will be contacted to collect their child. The child is not to return to school until clear of both lice and nits.

Class Camps and School Outings

School rules apply during class camps, outings and in any situation where pupils represent the school.

Details of all class camps and costs involved will be communicated via the class teacher to the parents.

All pupils must hand in a signed indemnity form to their teacher for any off-site school activity.

Attendance of class camps is mandatory for all children.

Transporting of pupils

Where possible and feasible, children are transported to camps, sports matches and on outings with private vehicles belonging to the class teacher and/or class parents.

If necessary, a private transport company may be used for bigger groups.

In this regard, the following is applicable:

- All vehicles used to transport pupils must be fully roadworthy.
- Private vehicles may only be driven by the owner of that vehicle with a valid license to be on his/her person at the time of driving the pupils.
- Pupils may not be transported in a private vehicle on a school outing without the permission of the pupils' parents.
- Wearing of seatbelts is mandatory whether or not pupils are sitting in the front or back seat.
- Consequently, the number of pupils being transported in the private vehicle may not exceed the number of seat belts.

8. DRESS CODE

There is often a misconception about Waldorf schools – that because there is no formal uniform, anything goes. This is not the case.

Our “uniform” is: plain, comfortable clothes (preferably in natural materials) that allow children to play and move freely.

It is important that children are clean, well-presented and learn to take care of their appearance without being vain.

Clothing

Children are expected to wear clean, neat, weather-appropriate clothes.

All Children need to wear hats at break time, a broad-rimmed hat is preferred.

Clothing must fit them well yet allow for free movement.

Only Class Seven children are permitted to wear BLACK if they choose to.

No torn, frayed, see-through or revealing clothes where cleavage, midriff or underwear are exposed.

No skin-tight jeans or shorts that restrict blood flow and easy movement.

No party dresses or dress-up costumes.

Clothing should not carry slogans, branding or commercial imagery (Barbie, Ben10, Spiderman, etc.)

We will ask children to remove inappropriate clothing or turn it inside out.

Kindergarten Parents:

Please send an extra set of clothing with your child EVERY DAY.

If you are unsure, speak to your class teacher before buying new clothing.

Here are a few key questions to ask when buying suitable clothes for school:

- Can the child move vigorously and easily in them?
- When clothes touch most of the body, do they give a sense of support and security?
- Do the sleeves dangle and get in the way?
- Will other children and the teachers tend to focus rather on the T-shirt logo than the child's unique, non-mass produced, beautiful face?!

Shoes

It is important that children come to school wearing comfortable shoes.

They may remove shoes as appropriate but do need protection against thorns outside. For muddy areas and longer grass, gum boots are required. However, gum boots are not default footwear. They are clumsy for most activities.

Shoes should fit well and allow for flexible movement so the child can run, climb and play freely.

No kitten heels, strappy sandals or party shoes.

Junior Primary (class 1-3) and Kindergarten-aged children should bring a pair of warm slippers or soft-soled shoes that they can leave at school as their inside shoes.

Hair

Hair needs to be clean and kept securely out of the face.

Long hair must be brushed.

Fringes must not hang in the eyes.

This causes constant distraction and eye irritation.

Hair should be natural, undyed and cut and styled simply.

Once the children leave primary school they will have ample opportunity to experiment further with their hairstyles!

We check for lice regularly. Please also check your child's hair - often.

Please see our Lice Policy for more information

Sportswear

Clothes should be loose and allow for free movement.

The ONLY shoes appropriate for sports are sports shoes/trainers/'tekkies'/running shoes.

Hats must be worn in summer.

Girls need a one-piece swimming costume. We suggest black or blue Speedos.

Children must bring their **own towels**.

All clothes should be clearly marked with your child's name.

Please make sure that you are aware of the days on which your child has a sports lesson.

School bags, Lunch boxes and Pencil cases

Plain. Simple. Like the clothes.

No distracting, manipulative imagery - Barbie, Ben 10, Spiderman, Hello Kitty ...

Jewellery

Children are allowed single, simple bracelets, anklets, necklaces and a small stud or 'sleeper' in a single piercing per ear - these at the discretion of the class teacher and nothing very valuable.

This is because excess jewellery distracts children, can become something to show off, can prohibit free play and cause anxiety because a child worries about losing it. Any other jewellery and additional piercings must be removed during school hours.

Make-up

Children may not wear make-up to school.

Please remove temporary tattoos for the school week.

Nails

Nails are to be kept short and clean. Nail varnish is not allowed.

9. HEALTHY FOOD

Breakfast

Please ensure your children eat a good healthy breakfast before coming to school so they are ready to concentrate when they arrive.

School Lunches

Children are reminded of your love and nurturing when they open their lunch boxes.

Please take the time to pack a healthy lunch for them to bring to school. We encourage brown bread sandwiches, fruit, raw vegetables and nuts.

NO chips, chocolates, sweets, junk food or sugary drinks.

Birthdays

In communication with the teacher parents may send a cake or muffins for their child's birthday. The cake should be plain with minimal icing. Ice cream and fruit are also good options.

General Food Guidelines

We strive to provide only healthy wholesome food, preferably homemade, at our school functions.

When buying, baking or cooking for school events please pay close attention to the quality of the ingredients you use.

Exclude colourants, preservatives and stabilizers, as well as factory-farmed eggs.

We also discourage too much sugar and refined carbohydrates which negatively impact your children's health and make them very difficult to teach.

We promote the use of food that is

- As varied and natural as possible.
- Fresh and wholesome
- Homemade or locally produced by small businesses rather than by big commercial enterprises.

10. GENERAL INFORMATION

Parent Evenings / Afternoons

These are held once per term by each Class Teacher and it is **mandatory** that parents attend them. They are an opportunity for the teacher to give important insights into teaching practice, your child's development and academic performance and relationships in the group.

Class gatherings, parent evenings, parent / teacher meetings and festivals are helpful venues for communicating with parents about events and giving background to the children's education in the school.

The notice board displays school information and is located in the school office.

It is the responsibility of parents to ensure they read notices and newsletters.

The school will follow up to find the reason for any absence if not given prior to a meeting/festival.

School Workdays

During the year we hold school-work days and then share a meal together. These days are for all the parents, teachers and pupils to come together to work on jobs that need doing around the school. As well as achieving a great deal, these days are also a wonderful opportunity for the parents to get to know each other and for us all to strengthen the community ties so vital to the success of a Waldorf school.

Class Photos

In the Fourth Term a professional photographer comes to take Class photos, siblings and friend's photos and individual photos as requested by each parent.

Lost Property

Please hand in or collect personal property found on the school grounds from the Office.

Lost property not collected by term's end will be donated to a second-hand clothing shop or charity.

First Aid

Basic First Aid and homoeopathic medicines are available in the school office. Serious injury or illness of a pupil will be immediately reported to the parent/carer. If we cannot reach the parent/carer the School will contact the emergency contact as stated on the child's application form.

Fundraising

We do not receive regular funds from any external sources.

We are dependent on fundraising to meet all our growth and development requirements.

We usually hold a fundraising event in each of the four terms and parents are required to be involved in organising and supporting such events. This is usually co-ordinated by the Class Links but may also involve a special committee set up for a particular event.

The classes also fundraise independently to meet some of their own needs. Each class also has a Bake Sale once a term. The funds raised can be for specialist class materials, outings or class camps and will be co-ordinated by the teacher, the class link and the parents.

In all fundraising events and festivals it is important that our commitments to the health of our children, community and planet as well as the principles and ethos of Waldorf education are upheld.

11. ASSESSMENTS, REPORTS AND HOMEWORK

Class One Readiness

Our requirements for acceptance into Class One are that the children turn 6 before November. Children born in October will be assessed individually.

In the 4th term the kindergarten teacher with another experienced teacher assess all potential Class 1 children through a non-threatening appraisal of physical, emotional and intellectual capacities.

The school will report back and discuss the results with the parents if need be.

Primary School

Mid-term report:

Parents (Class 4 – 7) receive a mid-term progress report for their child. This report informs the parent of the child's academic progress, participation in class and highlights any areas for intervention.

Children (Class 1 – 7) receive a summative report at the end of the year.

Waldorf schools are different from mainstream schools in that this report is addressed to the child.

We ask that you make the reading of the report a special tradition in your home.

Prepare a special meal, light a candle and read it with care to your child.

The report includes a special verse written specifically for your child by his/her class teacher.

From Class 1 – 7 continual assessments are made in many different ways - oral presentations, projects, plays, writing, discussion and paper-based tests. Please support the teacher by checking homework books and being up-to-date with your child's school requirements.

The results of these ongoing assessments allow the teacher to determine where extra work or help is required. The Class Teachers report the individual results back to the parents only if needed.

A representative from the Federation of Waldorf Schools conducts Class Standards Assessments in Classes 3, 5 and 7. These are carried out at all the Waldorf Schools in South Africa and are designed to assess the children and the teacher to ensure academic standards are being met.

Homework

Homework is given in the upper classes of Primary School. In the younger classes it is given at the discretion of the teachers. Parental assistance should be more in terms of supervision than in actually doing the work with the children.

Please refer any difficulties to the Class Teacher. It is essential to create a healthy homework habit as a daily routine at a regular time.

Please do not have the television or radio turned on during homework time.

Parents are urged to show a lively interest in schoolwork, especially the Main Lesson work: this can serve as an important way of sharing and of communication between you and your child.

12. COMMUNITY

“A healthy social life arises only when the whole community finds its reflection in the mirror of a person's soul, and when the strength of each person lives in the whole community”

– **Rudolf Steiner**

Raphaeli has long been working towards the ideal of a living community in which parents, teachers, pupils (both past and present) and friends are united through a common striving on behalf of the school. In all three broad spheres of common activity in any community – cultural, social and economic – there is the room and the need for involvement.

Each class has a parent who is the class representative and acts as liaison between parents and teacher, helping to organize class events and acting as a communication channel for the class family.

Besides the opportunities that already exist at festivals and parent meetings, parents offer their help in sports, handwork lessons, the library, public exhibitions, transport on class outings and provision of refreshments.

Maintenance and development are always needed on the buildings and in the garden. It is much valued when parents offer their help and expertise in these areas, especially on our work days.

Parents who may have any individual concerns or questions, or ideas or initiatives they wish to bring into being, are welcome to discuss these with their class teacher, with their Class Link, or with the Chairman of either the College of Teachers or the Board of Trustees who will take these further.

We are grateful for the help given by parents over the years in participation, encouragement, confidence, donations, work and funds, without which our School would not be what it is today.

