



International Waldorf School The Hague



**School Plan
2024-2027**

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Appendix I **Multiple-year overview 2023-2027**

Appendix II **Targets 2023-2024**

1. Introduction

Our school is inspired by the Waldorf pedagogy developed by Rudolf Steiner. This is shown in the construction of our curriculum (mathematics, languages and stories), which strongly focusses on the developmental phases of the growing child. It is reflected not only in the educational material that we use, but also on an artistic level. It is further evident in the appearance of our building, our learning resources, the subjects we offer (such as handwork, music, eurythmy, form drawing and painting), as well as our supply of organic meals in the kindergarten. Great attention is paid to the yearly festivals connected to the seasons and the home countries of the children.

1.1 Vision

In the primary school, the children learn mainly from lessons created and presented by the teacher. This requires the teacher to connect enthusiastically and vividly with the lesson material, so that the child can follow the lesson and be inspired by it. Children in the primary school need academic thinking as much as the teacher's loving approach to the lesson content.

The lesson content is not an end in itself, but a means by which the child can develop in order to face the world well prepared. When teaching, the teacher moves between a fixed structure (instruction, goals and results) and a free space in which there is room for the teacher's own initiative. The teacher ensures that the lesson – and also the day, the week, the main lesson period and the school year – is structured in such a way that there are moments of inhalation and exhalation, of effort and relaxation, of recording and elaborating, of being calm and being exuberant. In this way, we help the children to develop their basic skills (cognitive, physical, emotional and social) in a healthy way and we stimulate their own problem-solving skills.

1.2 Mission

Our school is open to all children who are enrolled by their parents. We ask the parents to make a conscious decision for the education that the school stands for (see core values). It is our aim to support children to become independent, free-thinking people who can actively participate in society, according to their own abilities. We aim to help them to develop their basic skills: knowledge as well as artistic, physical and social skills, and we stimulate them to develop their own problem-solving abilities.

1.3 Core values

- We take our inspiration from Anthroposophy. We strive towards education where Waldorf pedagogy becomes neither a theoretical system, nor a collection of outer methods, but a wellspring of living insight.
- Healthy child development unfolds most fully in the context of a community with healthy social relationships among parents, teachers and children.
- Each child is treated with loving interest and acceptance.

1.4 Strategic policy plan

Founded in 2018, we are a new school transitioning from a pioneer phase into a more established institution. At this stage, it is important to pay attention to what is going well and what needs to be improved. In the appendix at the end of this document, you will find all the elements of a quality framework based on the inspection standards.

In consultation with the team, our school has identified five important themes for improvement over the next four years. These are included in the annual improvement plans and translated into concrete actions that are discussed with the Board and monitored by the Participation Council.

Targets 2024-2027

	23-24	24-25	25-26	26-27
OP1. Curriculum: The school monitors the development of the pupils and offers appropriate guidance and extra support where necessary.				
Every class teacher makes an overview with drivers and barriers for all the children in his/her class.	2	3	3	3
OP2. Monitoring development and guidance: The school monitors the development of the pupils and offers appropriate guidance and extra support where necessary.				
Teachers who are new to the school are supported in analysing the assessment results of the pupils in their class.	2	3	3	3
The learning support coordinator provides the class teachers with additional materials for the classroom and these are saved in SharePoint.	1	2	3	4
OP3. Pedagogical-didactic expertise: The pedagogical-didactic expertise and actions of the teachers enable students to learn and develop.				
Teachers develop their skills in differentiation by using support materials, defining outcomes and employing various teaching methods.	1	2	3	3
There is a policy about marking work and giving feedback.	1	2	3	4
We work collectively on improving the use of different didactic strategies.	1	2	3	3
There is a school-wide assessment policy, which describes the current situation and considers future developments.	2	3	4	1
Digital learning curriculum: We promote curiosity and creativity, and use technology if needed as a support tool in the classroom.	1	2	3	4
OR2. Social and societal competences: The pupils achieve social and societal competences at a level that is at least in line with the expectations of further education and society.				
The school has identified where the citizenship competences are covered in the curriculum. We have checked how this meets and ties in with the SLO goals.	1 & 2	3	3	4
SKA2. Execution and quality culture: The school realises the goals for good education, promotes a quality culture, provides preconditions and makes interim adjustments where necessary.				
Our school plan is published on our website and can be accessed by all stakeholders with an interest in the school.	1 & 2	3	4	1

Key:

- 1 = new development phase (work together on the topic)
- 2 = start implementation (follow up on implementation)
- 3 = implemented (control if actions are performed)
- 4 = evaluation (check if the action or process is still effective and make suggestions for improvement)

Targets for the school year 2023-2024 (based on the targets above)

In our annual plan, we have identified eight themes for improvement this school year:

- We work collectively on improving the use of different didactic strategies. **(1)**
- Teachers develop their skills in differentiation by using support materials, defining outcomes and employing various teaching methods. **(1)**
- The learning support coordinator provides the class teachers with additional materials for the classroom and these are saved in SharePoint. **(1)**
- There is a policy about marking work and giving feedback. **(1)**
- The school has identified where the citizenship competences are shown in the curriculum. We have determined how this ties in with the SLO goals. **(1 & 2)**
- There is a school-wide assessment policy, which describes the current situation and considers future developments. **(2)**
- Teachers who are new to the school are supported in analysing the assessment results of the pupils in their class. **(2)**
- The school has a strategic school plan (2024-2027). **(1 & 2)**

In the appendix, the targets for the 2023-2024 school year are specified.

2. Educational policy

2.1 Current offer (inspection standard OP1)

At The International Waldorf School The Hague, the teachers make use of the Waldorf curriculum. The subject matter is linked to the developmental stages of the children. This is visible in the different stories and themes studied in each year group. The curriculum describes clear learning goals for each class, and teachers differentiate the curriculum in order to meet the needs of all children.

The medium of instruction at The International Waldorf School The Hague is English. The curriculum for Literacy and Mathematics is based on the Waldorf curriculum worldwide. The teachers develop many teaching materials themselves. They also use published methods and schemes of work (York, Langley, Rawson, Richter & Avison). Literacy, mathematics and reading are taught and practised in specific daily lesson periods as well as in specific Waldorf main lesson blocks.

Physical education and handwork are taught by specialist teachers. The children also learn the Host Country Language (HCL) Dutch if their level of English is deemed proficient. The Dutch lessons are given by a specialist teacher. We also have an EAL (English as an Additional Language) teacher, who supports children who are new to learning English.

The annual celebrations and the cycle of nature are common threads in the curriculum for each class and age group. The Waldorf curriculum supports all aspects of the social and emotional development of the children, so that they may become active members of our society. They also learn to respect themselves and others. In addition, our school makes use of the Four Pillars of Wellbeing. All pupils and employees work on the four pillars of Mindfulness, Community, Self-curiosity and Contentment.

The parents of The International Waldorf School The Hague pay a fee. In the school year 2023/2024, the fee was increased from €6000 to €6500 per year. The majority of the fee covers staffing costs and the costs for having small classes. At The International Waldorf School The Hague, we offer small groups compared to regular Dutch schools. We have a maximum class size of 18 children in the kindergarten and 15 children in the primary school. Another part of the fee is spent on Waldorf learning materials, assessments from overseas, a class assistant for the kindergarten and primary and field trips. The excursions and special events that we organise are an important part of our Waldorf curriculum.

In the past five years, The International Waldorf School The Hague has grown from six children to 88 children. We have grown from two classes in 2018 to eight classes in 2023.

Lesson hours

Total lesson hours over 8 years	8453
Norm over 8 years	7520
Margin over 8 years	933

2.2 Content of education

The distinguishing feature of our school is our holistic educational approach. Physical education, handcrafts, the arts and respect for the natural world and each other are of equal importance to proficiency in mathematics and literacy. This balanced educational approach is what we call learning with head, heart and hands.

We constantly work on the quality of our education and ensure that the teachers have access to a wide variety of educational resources. Within the framework of the Waldorf curriculum, the quality framework from the inspection and with the aid and inspiration of a variety of materials, the teachers develop their

own lessons. In this way, the teachers are able to authentically connect with the subject matter. From this authenticity, they can provide inspiring and artistic education for all pupils.

Citizenship

Citizenship forms an integral part of the curriculum, but it is not taught as a separate subject. It is integrated into the narrative material, the history and religious orientation main lessons, the nature studies lessons and the social-emotional wellbeing (Four Pillars) lessons. The children learn about different civilizations, cultures and religions. This learning takes place not only in the context of formal lessons, but also through participation in school-wide activities, celebrations and events. The Dutch lessons also incorporate information about being a responsible citizen in The Netherlands. Currently, children from more than 60 nationalities attend our small school. We make an effort to celebrate diverse cultural festivals within our school. We teach the children to be respectful of diversity, including different faiths and belief systems. We also teach the children about our shared values and norms, so that they can become good citizens. We support them in learning how to communicate, give them space for their creativity and encourage them to collaborate in and outside of the classroom. Furthermore, in the higher grades, we stimulate the children to think critically.

2.3 Ambitions at a school level

Our mission and vision statement is “Engaged to create a peaceful world through excellent education”. We continuously work on improving the education that we offer our pupils.

We encourage staff, pupils and parents to actively be involved in the school’s development. We continually look for ways to help the pupils feel secure and to see themselves as part of society here in the Netherlands, in the countries of their heritage and in the world as a whole. This can be seen in the community building that takes place at school and in all the festivities that we celebrate.

Developing team work

In the period of this school plan (2024-2027), we aim to develop ways of working as a team:

- The teachers share their lesson planning.
- We strive to develop a culture where the teachers can reach out to each other to help with their lesson planning.
- There are study days where we work as a team on the curriculum, on planning and on building community.
- Teachers observe each other throughout the school and are able to give feedback to each other.
- The learning support coordinator observes the teachers twice a year and gives feedback.
- We aim to organise more social activities for the staff.
- The teachers are involved in drawing up the agendas for the team meetings.
- Teachers have different responsibilities within the school.

Class teachers develop their skills in differentiation

We strive to ensure that all children reach their full potential and achieve the best that they can. In an international school, this means that we sometimes have to differentiate on more levels than in a typical Dutch school. Teachers indicate the levels of differentiation in the classroom in their planning. Together with the learning support coordinator, each class teacher looks at the different levels in their classroom and determines if extra support in the classroom may be needed.

We continually look for new ways to meaningfully include technology (iPads, Chromebooks) in the classroom. There are numerous programmes available to help teachers to differentiate in the classroom. At the moment, Matific is being used from Class 5 onwards as an extra support for mathematics learning. The school’s mathematics coordinator is also investigating alternative programmes, such as Mathletics, in order to find the best fit for our school. Furthermore, children who speak little or no English, but who are able to read in their home language, make use of Duolingo to quickly build up their English vocabulary.

Likewise, they may make use of Google Translate and other translation applications to assist them with understanding their school work or with communicating with their teachers and peers.

To enable class teachers to develop their skills in differentiation, we need to:

- Provide information about the Dutch educational system (zorgniveaus).
- Ensure that the staff is aware and able to differentiate in the classroom.
- Provide professional time for the teachers to plan and collaborate.
- Provide extra support in the classroom if needed.

Developing the citizenship curriculum

The Dutch government has placed more emphasises on the goals of the citizenship curriculum. In the coming period, we will work on our citizenship curriculum. We will start by looking at the Waldorf curriculum that we currently follow and determine which goals can be linked to the National citizenship curriculum.

To develop the citizenship curriculum, we need to:

- Provide training for the team on the National citizenship curriculum.
- Look at the SLO goals with the team.
- Organise a study day where we ask the staff which aspects of citizenship are covered in the Waldorf curriculum.
- Ask teachers to be more specific on citizenship goals in their planning.
- Consider whether we need additional materials to support the citizenship curriculum.

Schoolwide assessment policy

Within the Waldorf pedagogical system, we want to give children room to develop at their own pace. We want to create a school environment in which the children feel safe and confident in their ability to learn. This is not always easy for children who move between schools and/or school systems every few years. However, it is important to track children's progress and to make sure that they are achieving as much as they are able to and at the expected levels. In order to track children's progress, we use schoolwide assessments (see results 2.4).

To develop our assessment policy, we need to:

- Invest in standardised assessments to ensure that children are reaching the expected level.
- Find a way to monitor progress year on year.
- Improve the link between class assessments, evaluation and the planning for the next main lesson block.
- Develop and utilise the CAT4 assessments to give pupils secondary school advice, including which stream to choose if transferring to the Dutch system.

Developing a digital learning curriculum

Our school is at the beginning stages of developing a curriculum on digital learning. Many of the Waldorf parents and teachers are hesitant to expose children to the digital world during the primary years. We recognise the importance of teaching children some ICT skills, as well as how to be safe online. We call this media literacy.

To develop our digital learning curriculum, we need to:

- Educate the team about the Dutch expectations for digital learning.
- Educate the parents about the Dutch expectations for digital learning.
- Invest in digital tools.
- Explore activities online and offline that can be incorporated into our curriculum to support children's learning.

- Increase access to digital tools in a safe way (media literacy).

We produce an annual report that summarises our educational results, our educational processes, the quality of our education, the school climate, the safety of the school, and the realisation of our ambitions and goals. This demonstrates how we realise a culture of continuous improvement.

2.4 Results (Inspection standard OR1)

We will continue to employ the formative assessments that the teachers give during, or at the end of, every main lesson period. We will also make use of formal, summative assessments for mathematics, reading, language usage, social and emotional wellbeing (PASS) and cognitive abilities (CAT 4). Teachers use the data from these assessments to write their reports and to track the development of every child in their class.

Summative Assessments

Map Growth (AERO 2015)

- Achievement and growth in Mathematics in Class 4 in January and May/June.
- Achievement and growth in Mathematics in Class 5 and Class 6 in August/September and May/June.
- Achievement and growth in English Language Arts: Reading in Class 5 and Class 6 in August/September and May/June.
- Achievement and growth in English Language Arts: Language Usage in Class 4 in January and May/June.
- Achievement and growth in English Language Arts: Language Usage in Class 5 and Class 6 in August/September and May/June.

CAT4 (GL Education)

- Cognitive Abilities Test in Class 6 in October.
- Cognitive Abilities Test if there are questions or concerns about providing appropriate education, care and support for a particular child. In such a case, the learning support coordinator uses the CAT4 assessments to help to determine the child's level of functioning.
- Where necessary, the learning support coordinator makes use of the CAT4 assessments in order to assist with placing a child in the correct class

PM Benchmark Reading Assessments

- All primary school classes take the PM Benchmark Reading Assessments in January/February and in May/June.

PASS (GL Education)

- All primary school classes complete the PASS (Pupil Attitudes to Self and School) assessment in May.

Internal Mathematics Assessments

- Classes 1-5 complete two internally-designed mathematics assessments in May/June. These assessments are based on the end-of-year mathematics learning outcomes.

Formative Assessments

Main Lesson Assessments

Each teacher assesses the children in his/her class during, or at the end of, each main lesson period. These assessments will differ, depending on the outcomes of the main lesson. During a Mathematics main lesson, the assessments may include a quiz or test. During a Language Arts main lesson, the assessments may include an essay, a newspaper article, a dictation or an oral presentation. During a Science main lesson, it may include practical work or a project. Each teacher clearly describes the outcomes of the main lesson in

their main lesson block plan. They also indicate how they will measure or assess the outcomes. The results of the assessments are recorded in the next block plan.

Mathematics Assessments

Each class teacher designs and administers appropriate arithmetic and mathematics assessments throughout the course of the academic year. These are usually taken during, or at the end of, a mathematics main lesson block.

English Language Assessments

Class teachers design and administer appropriate assessments to determine whether children have met all of the yearly English learning outcomes. Teachers indicate where and how each of the yearly learning outcomes are assessed in their main lesson block plans.

Depending on the learning outcomes for a particular year group, the assessments could include spelling tests, dictations and oral presentations. In addition, from Class Two to Class Six, a minimum of two writing assessments are conducted each year, one in January and another in June.. In Class One, only one writing assignment needs to be completed in June. The writing assignments contain a cover sheet with a rubric, so that the children's compositions can be assessed against the end-of-year outcomes. Depending on the class, the assessment criteria could include elements such as content, spelling, punctuation, grammar, vocabulary, structure and logical flow.

Class Overview

A class overview is included in each main lesson block plan. This overview includes a list of all the children in the class, with an up-to-date snapshot of their drivers and barriers.

2.5 Follow-up of pupil success in secondary school (Inspection standard OR3)

The school has a highly mobile population. At the end of primary school, some families make their next international move or return to their home country. Some pupils go on to one of the local secondary international schools, such as The International School of The Hague or The International School of Wassenaar. Families who decide to stay in the Netherlands long term may choose a Dutch secondary school, such as De Vrijeschool Den Haag. The transition to a Dutch school is difficult, as the pupils do not have the level of academic Dutch that the secondary Dutch schools require. Bilingual (Tweetalig Onderwijs, TTO) secondary education is often also not an option. Even if the pupils are proficient in English, half of the subjects are taught in Dutch, at a Dutch group 8 level, which very few of our pupils can manage. We therefore monitor families closely and, if we suspect that the parents will stay in the Netherlands and opt for Dutch education, we strongly recommend that they make the transition when the child is as young as possible.

At the moment, if the children stay in the Netherlands and attend international schools, they graduate with the International Baccalaureate.

2.6 Teaching conditions and school conditions (Inspection standard SK2)

The International Waldorf School The Hague admits pupils from the ages of four to twelve. We have kindergarten through to class 6. We welcome children from all over the world, regardless of their cultural or religious background. Our pupils come from many different educational systems, including Waldorf schools abroad.

For social reasons, the policy at IWSTRH is to place children in age-grouped class bands. Therefore, pupils are admitted to a class (maximum 15-18) according to their age and level of development. The IWSTRH not only aims to support pupils' cognitive development, but also their personal development.

Teachers are aware of the different cultures the children come from. Through our curriculum and our teaching approach, we strive to create a safe environment for the children coming to our school. To meet pupils' needs, their individual personalities, characteristics and abilities are considered. Learning styles, creativity and multiple intelligences are addressed. The goal is for our pupils to develop the skills to become truly independent learners and to be able to work in a social context.

The activities to support learning may be carried out individually or in small groups, depending on the individual pupils or the activities being carried out. Pupils who have limited English will be given extra English support by a specialist EAL (English as an Additional Language) teacher, either in a group or individually, as well as receive continuing support from the class teacher and peers. Our primary goal is to ensure that children are confident and successful in their language acquisition, so that they can develop socially as well as academically. This is achieved with contextual-based learning. The children are exposed to a broad range of topics based on their interests and the world around them.

2.7 Social and societal competencies (Inspection standard OR2)

The school has a good idea of the characteristics of its pupil population and has ambitious expectations about the level that pupils can achieve in social and civil competencies. The team has the ambition to create a citizenship curriculum that shows the social and civil competencies.

We like to celebrate and share the different festivals and activities that our children and parents engage in. We are a small community where children develop in a safe haven and learn with and from each other. Through our social-emotional programme, the Four Pillars of Wellbeing, the children learn how to interact with each other and how to be mindful. Moreover, at the beginning of each school year, the class is actively involved in establishing classroom rules and effective routines. The goal is to develop the qualities and attributes that children need to thrive as individuals, as participants of a group and as members of society and the global community.

The school makes visible efforts to ensure that pupils who leave the school have reached the level that they supposedly can achieve in social and civil competencies. This also shows that the school has achieved its objectives for these competencies.

2.8 Safety

The school works hard to provide a safe and neat environment for learning both in and outside the classroom. Children are expected to move around the school in a calm and orderly manner, with a regard for the safety of everyone. For safety reasons, the corridor areas should be kept empty.

There is an active workgroup that focuses on the area of wellbeing for children and staff members. During the next phase, we need to evaluate the Four Pillars of Wellbeing programme and implement a more structured curriculum that addresses personal, social, health and emotional issues. We will continue with our approach on building a community and, if needed, use strategies for dealing with bullying. Staff are also expected to be good models of behaviour and respect.

General safety and security is an area that we and our parents take seriously. Almost all staff members have their ERO certificate and there is a safety plan and policy. Accidents and incidents are recorded, and regular inspections are carried out by the janitor. There is an outdoor education policy (school trips, walks with the class). Good agreements are made between the teachers and lunchtime supervisors to ensure shared expectations of behaviour, good continuity and follow-up should incidents occur.

The school operates within the regulations of the ARBO. Any accidents are reported during the bi-weekly organizational staff meetings (OM). Staff surveys (Four Pillars of Wellbeing), along with the PASS Assessment (Pupil Attitude to Self and School) give us a formal measurement of the feeling of safety and

security amongst the staff and children. There is also a confidential person who can offer primary help and advice.

2.9 School Support Profile (SSP) (Inspection standard OP2)

The International Waldorf School is a small school for children from the international community in The Hague and its surroundings. The school population is very diverse and, because of this, the school strives to keep classes small, so that the lessons, the instruction and the educational materials can be tailored to each child's level. Although we work with classes based on the graded system, the planning of the lessons is – as much as possible - based on the individual needs of the children in each class.

We have contact with numerous external professionals, who also offer international insight when needed. The funding for these services generally comes from parents or from the SPPOH budget. Due to the fact that the majority of the pupil population is transient, and that families often only stay in the Netherlands for a relatively short period of time, it can sometimes be challenging to arrange optimal support for a pupil at a given point in time.

The school's most recent Educational Support Profile is available on the school website:

<https://www.internationalwaldorfschool.nl/ssp>

Education

- a. Pupils develop in a safe environment.
- b. The school has a continuous overview of the development of pupils.
- c. Staff use summative and formative assessments to identify the next steps for meeting the goals for learning.

Teachers adapt their teaching and learning activities to help children meet their goals.

Basic support

The Support Structure at school is the system with which the school evaluates their education and tracks the development of the individual pupils (also sometimes called the Care Structure). Part of this is having a dedicated team that coordinates and stimulates the execution of the basic support and extra support. In order to achieve this, this team will collaborate with the pupils, the teacher(s), the SPPOH advisor, the school social workers and other professionals. What type of professional/expertise is involved in the support structure of the school and how this is visible to teachers, parents and pupils is described in the school plan.

- a. A development plan is established for children who need additional support.
- b. The school cares about the needs of all of its pupils.
- c. The school has a learning support policy.
- d. The school has determined its own educational care profile.
- e. The school annually reviews its learning support policy and adjusts it as necessary.

Organisation

The school has a Learning Support Coordinator, an EAL teacher and a teaching assistant. The class sizes are small with a maximum of 15-18 children.

- The learning activities are geared to match the individual needs of the pupils.
- Pupils work at their own speed and access the learning goals of each subject at their own level.
- The children explore the different ways of learning.
- Teachers deliver the Waldorf curriculum in a variety of teaching styles. Lessons engage the head, heart and hands, as well as the children's visual, auditory and vestibular systems.

The support structure at our school is coordinated in the following way:

Level	Description	Where?	Who?	What?
1	<u>Basic Support</u> Parents are informed about the development of their child during progress meetings.	In Class	<ul style="list-style-type: none"> • Teacher • Parents 	Education in class Action-oriented Using a tracking system
2	<u>Basic Support</u> Parents are informed about the development of their child during progress meetings.	Extra support in class by class teacher, guided by Support Coordinator	<ul style="list-style-type: none"> • Teacher • Support Coordinator (in Dutch: <i>intern begeleider</i> or <i>IB'er</i>) • Parents • 	Action-oriented. The teacher can request help and advice from the Support Coordinator.
3	<u>Basic Support / Preventive Support</u> Parents are asked to give permission for extra teacher support - inside or outside of school hours. The responsibility of the request for help depends on who makes the request (parents / school).	In and out of school	<ul style="list-style-type: none"> • Teacher • Parents • Support Coordinator • External experts 	Support at school and advisory role of external experts. Internal: using the school support structure: support coordinator, educational assistance (if available). External: e.g. specialist therapies, psychological or academic assessment, behaviour management expertise, specialist tutoring.
4a	<u>Preventive Support / Basic Support with IEP</u> Consultation and cooperation with parents and external specialists. Multidisciplinary Consultation (in Dutch: <i>Multidisciplinair Overleg</i> or MDO).	In and out of school	<ul style="list-style-type: none"> • Teacher • Parents • Support Coordinator • Principal • School Social Worker • Community Mental Health team • SPPOH 	Support at school with internal and external specialists. The support coordinator formulates the request for help and expectations in an Individual Educational Plan (IEP) (in Dutch: <i>Ontwikkelingsperspectiefplan</i> or OPP) to request additional (external) support.
4b	Transferring to another educational institution.		<ul style="list-style-type: none"> • Support Coordinator • Parents • Principal • SPPOH • Other Primary School or Special School 	The support coordinator coordinates the process around the referral to a different educational institution.

Action-Based Approach

In the Haaglanden, it is agreed that the Action-Based Approach is used to monitor the educational development of the children. By this we mean that the school will work from the *overview* (the information we already have access to) and *insight* (justifying factors) towards *outcome* (an appropriate educational proposal) for a pupil. The development of the pupil is reviewed structurally and, if necessary, the goals or the Individual Education Plan will be adjusted. The school is goal oriented and continually thinks about the options and possibilities.

What we need to develop:

- Goal-oriented education.
- Procedures are systematic, step-by-step and transparent.
- Educational needs are central.
- There is interaction and alignment of ideas between the child, parents and the education.

3. Staff policy

Our international Waldorf school has staff members from all over the world. The school adheres to Dutch labour legislation. Every teacher from outside the EU has a work permit or the legal right to live and work in the Netherlands. The principal tries to ensure that well-matched new staff members stay for a longer period (at least two years).

Schooling is being worked on by planning study days throughout the year where specific content is covered. In addition, 'schedule-free' study days have been planned where teachers can work on reports, pupil administration, etc. This has been introduced to reduce teachers' work pressure. We also pay attention to the development of the individual employee. New staff members can receive coaching to help them to adjust to their new environment with their class (e.g. class management) or to become more acquainted with the Waldorf approach.

Performance and development reviews take place twice a year with the school leader. The school uses job descriptions as stipulated in the CAO. Staff are observed regularly by the Learning Support Coordinator. All members of the organisation participate in the cycle of professional conversations and appraisals. The personnel policy focuses mainly on strengthening personal ambition with regard to one's own professional development.

We will evaluate our meeting schedule on an annual basis in order to ensure that staff members find the meetings effective and valuable. We want to create a balance between giving staff members an opportunity to work together and learn from each other, and also providing teachers with access to specialists to help with specific questions.

3.1 Requirement of competence and maintenance of competence

The majority of the teachers at the International Waldorf School The Hague have been trained overseas. Those who have been trained in the Netherlands have international experience. Up until now, we have recruited teachers who have had at least one and preferably a minimum of two years of experience. We see the experience of teaching at an international Waldorf school as an advantage. All staff members have their qualifications ratified by DUO.

All staff are initially appointed on a temporary one-year contract. During their first year, they are observed, and there is an initial appraisal in the first term and a second appraisal at the end of the year.

3.2 Professional environment

At our school, we work from autonomy as well as connectedness. We confront each other when boundaries are crossed without feeling attacked. We respect each other in our roles and responsibilities and keep our agreements. We are restrained in our judgments and inform ourselves. We aim to cultivate a professional culture, where we can meet each other as a team. We seek to be approachable and to resolve our differences through open dialogue. We are development-oriented and always look for ways to improve.

3.3 Tasks

At our school, all teachers are assigned tasks every school year. We have opted for the basic model. Before the summer holidays, written agreements are made with each individual employee about the number of teaching hours, the time for preparation and aftercare, professionalisation and other tasks. The division of tasks will be introduced in a team meeting as part of the work division plan of the school. This meeting will be before the summer holidays.

3.4 Professional development

The principal organises and facilitates team building and joint study days, including internal conferences. The study days focus on strengthening the mission, vision and ambitions (goals) of the school. As a rule, the team attends study days at least twice a year. Everyone is required to be present.

Twice a month, there is a pedagogical meeting on a Thursday afternoon in which people talk and learn with each other. The focus is on Waldorf pedagogy and its translation into action in the classroom. At each kindergarten and primary school team meeting (twice a month on a Tuesday or Wednesday afternoon), at least half an hour is devoted to didactic training. Teachers also have opportunities to visit each other's classrooms. In addition, employees can opt for (personal) training (preferably in relation to the organizational goals of the school or their personal development plan).

New teachers, or teachers with little or no Waldorf experience, can subscribe to the online Sunbridge courses.

The team training is incorporated into the task calculation. In the context of workload relief, the school has chosen to focus on smaller class sizes. The aim is to achieve classes of 18 pupils in kindergarten with a teaching assistant and 15 pupils in classes 1 to 6. Furthermore, we invest in a good working environment with the necessary facilities for teachers to do their work. By continuing to work together on clear agreements and a professional culture, the workload experience should decrease further in the coming years.

3.5 Pedagogical didactic actions (Inspection standard SK2 and OP3)

Waldorf education focuses on emotional and intellectual development, on the development of creativity, on the attainment of necessary knowledge and on the acquisition of social, cultural, physical and mental qualities (broad development). Working with head, heart and hands is central to our educational offer. All lessons contain parts related to this (e.g. moving work forms, clapping and stamping, artistic education). In this way, we try to involve the children in their education in different ways.

Each classroom is furnished with a well-prepared blackboard and carefully chosen materials (depending on the season). Pedagogical and didactic issues/questions are discussed in a child study or in a team meeting (PM).

The school uses a range of pedagogical-didactic approaches with the aim of meeting the school's mission to help children become independent, free-thinking people who can actively participate in society, according to their own abilities. The teachers work on creating a positive classroom climate in which all children feel safe to learn and develop.

- The teacher will provide an environment where all individuals treat one another with respect.
- When possible, the teacher will provide authentic learning experiences.
- The teacher will provide opportunities for pupils to learn and work as a class, as part of a smaller group, in pairs or independently.
- The teacher will provide differentiated tasks when necessary to ensure all children make progress toward the learning objectives.
- Feedback is provided throughout the lessons, after assessments and in the yearly reports.
- Feedback is both verbal and written.
- The teachers make a group overview and describe the drivers and barriers of each pupil.
- The class lesson plans are based on this group overview and show how lessons will be structured and organised in the next three to five weeks.
- The group plan is the starting point for the didactic and pedagogical structure of the lessons. Main lesson block planning is stored by staff in Sharepoint using an agreed template.

Our school works with homogeneous age groups. The Waldorf curriculum is based on our perspective on the developmental stages of children. This means that the teaching material is tailored to the developmental stage of the class. Within that framework, adaptations are made to cater to the needs of individual children.

4. Communication

4.1 Marketing

We are working to ensure that the IWSTH is known as a provider of good International Waldorf Education in The Hague. We advertise in different brochures, books and on the internet.

Marketing tools: The entry of our building is warm and welcoming. We have flowers at the entrance and the hallway is neat. When parents are interested in our school, they are given an individual tour of the school. Three times a year, we organise an open day at our school, and twice a year, we hold an online meeting for parents abroad. We work together with an after school provider, SBO Amforca.

Media: We have a school brochure, advertisements, newsletters and a website. We also have our own Facebook page.

Promotion/networking: Attending events, relationships with relocation agents, embassies and international companies, open days, articles in magazines, merchandise.

Communication: Every two months, there is a newsletter to the parents. All parents are in the Parro App to enable information to be shared easily and to ensure consistency. We will revise the website as a marketing tool.

4.2 Communication pathway

We realise the importance of open communication and are constantly working to improve communication both internally and externally. The leadership realises the importance of good communication with the staff, children, parents and outside groups. Therefore, we have made an internal communication structure to ensure that parents know where to go when they have a question (see school guide).

The leadership recognises the importance of face-to-face communication, and works to be visible in the school community. Teachers are made aware of the importance of communicating with families about the education of their children. Where possible, communication is electronic and not on paper, recognisable as coming from the IWSTH.

5. Quality policy

5.1 Quality culture (Inspection standard KA2)

Our school has worked on its vision, goals and ambitions for good education. A learning support coordinator has been in place since the opening of the school to guarantee the quality of education together with the teachers. The learning support coordinator discusses the points for attention with the principal. There is close cooperation with the other international schools (DIPS).

The school support profile is published on the website. The school is part of SPPOH and organises MDOs with parents, SMW+ and SPPOH. If needed, the school nurse and the compulsory educational officer can join. Each quarter, the school principal informs the board of the results achieved. Parents are informed through our newsletter.

The system for monitoring quality and consistency includes the following elements:

Pupils

- A system of academic data analysis:
 - Children's mathematics and reading progress is monitored by the teacher and the learning support coordinator.
 - Pupil tracking sheets are used to monitor progress in Literacy and Mathematics.
 - Meetings between each class teacher and the learning support coordinator take place twice a year to discuss the class environment and the academic progress of each child.
 - SharePoint is used to facilitate the monitoring and communication of data around quality.
- A system for monitoring pupil wellbeing:
 - PASS (Pupil Attitudes to Self and School) assessments take place annually for all children from Class 1 to Class 6. This can be used to help identify attitudinal or emotional issues that could impact upon academic performance.
 - We use The Four Pillars of Wellbeing from Class 1 to Class 6 to work on the wellbeing of the pupils.

Staff

- A system for monitoring the quality of learning and teaching:
 - Twice a year, the learning support coordinator observes a lesson of each teacher. The learning support coordinator gives the teacher feedback with regard to the pupils' learning and progress, the pupils' behaviour and attitudes, the teaching skills of the teacher, the use of assessments and the teacher's development.
- A system for monitoring the wellbeing of the teachers:
 - With the Four Pillars of Wellbeing, we monitor the wellbeing of the teachers in the school.
- The school management ensures that the professional development of the staff takes shape within the set objectives. We organise and facilitate:
 - Teachers attending online summer courses on the Waldorf curriculum
 - Pedagogical meetings
 - Study days
 - Individual personal development options
- A system for monitoring staff:
 - All members of the organisation participate in a performance review held by the principal once a year.

School

- A system for monitoring the school:

A 'helicopter view', regarding the key elements of education at our school (in development). In November 2022, the school held a parental satisfaction survey by DUO. Regular consultation with the learning support coordinator and/or principal. All educational administration is done in SharePoint. There will be an annual review regarding the progress made with the school plan, and adaptations will be made where necessary. An action plan is developed for the areas that are identified as a priority for the school that year.

- The school care plan (SOP) is reviewed annually.
 - Parent, children and staff satisfaction surveys are undertaken every three years.
 - The school acts upon the results and the feedback provided by the school inspector.
-
- A system for monitoring safety:
 - There is an annual risk inventory and there is a safety plan that is currently being updated.
 - Safety procedures are updated annually.
 - Accidents are recorded and discussed during the team meeting.
-
- A system for communicating:
 - Data and information are shared in the school's Annual Report.

5.2 Monitoring the development of pupils (Inspection standard KA1)

The school has a written vision. All teachers are familiar with the vision, ambitions and goals of the school regarding education. Learning ambitions are described in our curriculum and lesson plans. Children's ongoing progress in different curriculum areas is monitored with reference to the end-of-year expectations. We use ongoing, termly and annual assessments to do this. Twice a year, the class teacher and the learning support coordinator monitor all pupils' progress. When pupils make insufficient progress academically, or there are concerns about their social and emotional development, actions will be taken and monitored. This might be in the form of a group or individual plan (OPP). The process is laid out in our School Support Profile (SSP). We have an open door policy for parents. We keep a special eye on pupils who are new to the school to ensure that they are settling in well.

5.3 Ambitions

Our school has a system of quality development to ensure good education for all children. To make this even better, we need to develop and improve the way we monitor progress and performance throughout the school.

We need to:

- Have annual staff meetings at the beginning of each academic year (September) in which the annual test data for Literacy and Mathematics, conducted at the end of the previous academic year, is analysed. This means that all data should be finalised in July. In light of this analysis, the curriculum and the staff development programme are modified to ensure children are making the expected progress.
- Continue to look at data on a regular basis and make curriculum modifications accordingly.
- Continue to improve the initiation and training of new staff.
- Provide staff with more opportunities to plan lessons together and watch each other deliver lessons.
- All members of the organisation participate in the cycle of professional conversations.
- Carry out regular parent, children and staff satisfaction surveys.
- Create annual action plans for different areas of development and review these on an annual basis.

- Ensure that the members of the Participation Council communicate the role that they play in the development of the school (with the annual report).

5.4 Accountability and dialogue (inspection standard KA3)

Each year, we create an overview of the academic results of the pupils at our school on a longitudinal scale. This enables us to monitor the academic achievement of the pupils at our school over time. The whole team works according to a curriculum with clear goals for each class. The learning support coordinator discusses the academic results of the pupils with individual class teachers.

The school established a Participation Council (PC) in 2023. School policy is discussed with the team and the PC, with whom we meet five to six times a year.

The Board meets regularly with the school Principal. In 2022, the school also performed a satisfaction survey among the parents. The outcome has been shared with the team and is in our strategic plan.

Appendix I: Multiple-year overview 2023-2027

	23-24	24-25	25-26	26-27
OP1. Curriculum: The school monitors the development of the pupils and offers appropriate guidance and extra support where necessary.				
All main lesson block planning can be accessed by all teachers in Sharepoint (starting March 2023).	3	3	3	3
Every class teacher makes an overview with drivers and barriers for all children in his/her class.	2	3	3	3
The Educational curriculum and policy for English as an Additional Language is written down .	2	3	3	4
The educational policy is reviewed and updated.		4 & 1	2	3
The educational policy and curriculum for Dutch as an Additional Language (DAL) is complete.	2	3	3	4
The Four Pillars Programme is implemented.	3	4	1	2

	23-24	24-25	25-26	26-27
OP2. Monitoring development and guidance: The school monitors the development of the pupils and offers appropriate guidance and extra support where necessary.				
The Admissions team, Learning Support Coordinator and class teachers use standard intake forms.	3	3	3	3
Written lesson planning show at least three levels of planning. Provision for pupils with limited English is included.	2	3	3	3
Teachers make short notes during the parent meetings and put these in the student's folder on Sharepoint. IEPS and notes from meetings involving external parties are saved in ParnasSys.	2	3	4	1
We have a policy for children who are new to English to have alternative activities during Dutch lessons in their first year at IWSTRH.	2	3	3	4
The EAL and class teachers are working closely to support students new to English and support materials for children new to English are provided to class teachers by the EAL teacher.	2	3	4	1
Teachers who are new to the school are supported in analysing the assessment results of students in their class.	3	3	3	4
IWSTRH offers places to international students that may not easily fit into the other local schools. Discussion with SPPOH should take place to consider how best to support these students and the class teachers.	2	3	4	1
There are templates for recording meetings with external agencies.	3	3	4	1
The school has lists with suggestions for parents who also want to use support services external to the school, such as psychological support or speech therapy.	3	3	4	1
The learning support coordinator provides the class teachers with additional materials for the classroom and these are saved in SharePoint.	1	2	3	4

	23-24	24-25	25-26	26-27
OP3. Pedagogical-didactic expertise: The pedagogical-didactic expertise and actions of the teachers enable students to learn and develop.				
Activities from the Four Pillars are introduced into the classroom at least once a week.	2	3	4	1
Class teachers develop their skills in differentiation by using support materials, defining outcomes and employing various teaching methods. They also use peer grouping to stimulate students' involvement in leadership, mentoring and coaching of their peers.	1	2	3	3
There is a policy about marking work and giving feedback.	1	2	3	4
We work collectively to improve the use of different didactic strategies.	1	2	3	4

	23-24	24-25	25-26	26-27
OP4. Teaching time: The students are given sufficient time to make the content their own.				
The class timetable is visible in the classroom (not in a file or cupboard.)	3	3	3	4

	23-24	24-25	25-26	26-27
OP6. Finalisation: The finalisation of primary education is careful.				
We have a transition policy for students transferring at the end of Class 5 or 6 to international secondary school or at the end of Class 6 to Dutch secondary school.	2	3	3	4
Introducing a standardised Cognitive Abilities Test for Class 6. Once the trials have taken place, a decision will be made as to whether this will become standard practice and, if so, for which classes.	1 & 2	3 & 4	3 & 4	3 & 4

	23-24	24-25	25-26	26-27
VS1. Safety: The school provides a safe environment for students.				
The Four Pillars Curriculum is fully implemented.	2	3 & 4	1	2
The school's policy on bullying and social safety is published on the website and in the school guide.	2	3	3	4
Awareness of children at risk is a regular item on team meeting agendas.	3	3	4	1

	23-24	24-25	25-26	26-27
OR1. Results: The school achieves learning results with its students that are at least in accordance with the set standard.				
Collect and analyse all the assessments for all classes. Develop an overview for every child.	3	3	3	3

	23-24	24-25	25-26	26-27
OR2. Social and societal competences: The pupils achieve social and societal competences at a level that is at least in line with the expectations of further education and society.				
The school has identified where the citizenship competences are covered in the curriculum. We have checked how this meets and ties in with the SLO goals.	1 & 2	3	3	4
The school has a strategic school plan (2024-2027).	1 & 2	3	3	4

	23-24	24-25	25-26	26-27
SKA2. Execution and quality culture: The school realises the goals for good education, promotes a quality culture, provides preconditions and makes interim adjustments where necessary.				
Regular follow-up of administration tasks is still necessary.	3	3	4 & 1	3
All learning outcomes are sufficiently monitored at a school level.	2	3	3	4
A yearly school scan and analysis of the results of the school population is conducted.	2	3	3	4
There is a school-wide assessment policy which describes the current situation and considers future developments.	1	2	3	4
Each year in April the outcomes of the year plan are evaluated in order to update the new year plan for the upcoming academic year.	2	4	4	4
In May each year, the new year plan is discussed with the team and the participation council.	2	3	4	1
The Participation Council works according its requirements.	3	4	1	2
Our school plan is published on our website and can be accessed by all stakeholders with an interest in the school.	1 & 2	3	4	1

Key:

1 = new development phase (work together on the topic)

2 = start implementation (follow up on implementation)

3 = implemented (control if actions are performed)

4 = evaluation (check if the action or process is still effective and make suggestions for improvement)

Appendix II: Targets 2023-2024

Theme: Didactic strategies	
Improvement point (goal)	We work collectively on improving the use of different didactic strategies.
Desired situation	Teachers work together, look at each other's lesson planning and visit each other's classes.
Activities (how)	<ul style="list-style-type: none"> • Time to prepare and plan lessons together • Time to visit another class. • Time during study days to work together.
Those involved	The whole team
Period (when)	2023-2024
Owner (who)	Rodette van Dunné, Helen Claus
Evaluation (when)	May 2024
Security (how)	During the study days in February 2024.

Theme: Differentiation	
Improvement point (goal)	Teachers develop their skills in differentiation by using support materials, defining outcomes and employing various teaching methods.
Desired situation	Teachers feel competent to provide different levels in the class.
Activities (how)	<ul style="list-style-type: none"> • Twice a year, there is an observation and consultation with the learning support coordinator. • The learning support coordinator provides the class teachers with additional materials. • Inspire and question each other in this area as a result of collegiate class visits.
Those involved	The whole team
Period (when)	2023-2024
Owner (who)	Helen Claus, Rodette van Dunné
Costs	Additional materials
Evaluation (when)	May 2024
Security (how)	Topic at staff meeting and during class meeting between teacher and LSC.

Theme: Citizenship curriculum	
Improvement point (goal)	The school has identified where the citizenship competences are shown in the curriculum. We have determined how this ties in with the SLO goals.
Desired situation	Teachers are aware about what the curriculum citizenship means and are aware of all the goals from SLO.
Activities (how)	Speaker about sexuality, team gives input in where the competences of citizenship are shown in the curriculum.
Those involved	Whole team
Period (when)	Study days, February 2024
Owner (who)	Rodette van Dunné, Helen Claus
Costs	€500
Evaluation (when)	February 2024
Security (how)	Study days

Theme: Assessment	
Improvement point (goal)	There is a school-wide assessment policy, which describes the current situation and considers future developments.
Desired situation	School-wide assessment policy
Activities (how)	Research on different types of assessments (MAP growth, CAT 4, PASS)
Those involved	The whole team
Period (when)	2023-2024
Owner (who)	Rodette van Dunné, Helen Claus, Lindie van Jaarsveld
Costs	€5000
Evaluation (when)	Throughout the year.

Theme: Analysing assessments	
Improvement point (goal)	Teachers who are new to the school are supported in analysing the assessment results of the pupils in their class.
Desired situation	Teachers know what to do and how to do it.
Activities (how)	Helen and Lindie show new teachers where to find the assessment and how to analyse them.
Those involved	The primary school teachers
Period (when)	2023-2024
Owner (who)	Helen Claus, Lindie van Jaarsveld
Evaluation (when)	June 2024
Security (how)	Invest time to sit down with new teachers.

Theme: School plan 2023-2027	
Improvement point (goal)	The school has a strategic school plan (2024-2027).
Desired situation	Our school plan is published on our website and can be accessed by all stakeholders with an interest in the school.
Activities (how)	<ul style="list-style-type: none"> • Study day with the team about our targets for the coming years. • Writing the school plan.
Those involved	Whole team
Period (when)	2023S-2024
Owner (who)	Rodette van Dunné