**Assessment Profile**

Buckminster Primary School

Name ……………………………………………………  ****

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|  | UKS2 – Creative Thinker Key vocabulary to progressively develop: imagination, experiment, making connections, risk, patience, solution, original, alternative | | Initial when evidenced  (staff / pupils) | |
| a | I rise to the challenge when the solution is not clear. | |  | |
| b | I can remain focused in activities over a longer period of time to seek solutions. | |  | |
| c | I can suggest creative ideas using information from things I have learnt in the past. | |  | |
| d | I put forward ideas even if they are not the same as others. | |  | |
| e | I evaluate my designs and ideas and use my learning to improve them. | |  | |
| f | I have the confidence to decide when a risk is to be accepted or reduced. | |  | |
| g | I like to put original ideas into my work. | |  | |
| h | I try alternative approaches. | |  | |
| i | I ask ‘why’, ‘how’, ‘what if’ and unusual questions. | |  | |
|  | | UKS2 – Effective Participators Key vocabulary to progressively develop: listen, communicate, opinion, encouragement, fairness, contributions, agreement, similarities and differences, responsible citizen, constructive criticism. | Initial when evidenced  (staff / pupils) | |
| a | | I show fairness and consideration to others. |  | |
| b | | I am willing to commit to an idea that is not my own. |  | |
| c | | If I believe my idea is best, I try to persuade others to support my suggestions. |  | |
| d | | I take responsibility and have self- confidence when completing a task. |  | |
| e | | I give constructive support and feedback to others in a helpful way. |  | |
| f | | I recognise the similarities and differences between myself and others and know that this can be a good thing. |  | |
| g | | I seek to understand the views of others by asking further questions or listening intently. |  | |
| h | | I can anticipate how others will respond when I do something. |  | |
| i | | I know how a responsible citizen should behave and demonstrate British Values. |  | |
| j | | I take opportunities to make a difference and seek to make things better. |  | |
| k | | I understand that solving global/ ethical issues has many factors and difficulties. |  | |
|  | | UKS2 – Independent Enquirers Key vocabulary to progressively develop: plan, survey, classify, compare and contrast, conclusions, follow a brief, cause and effect, data collection, filter information, reasoned judgements, clarify | | Initial when evidenced  (staff / pupils) |
| a | | I listen, filter information and respond appropriately. | |  |
| b | | I can use thinking pattern maps such as lists, writing frames, webs etc. to organise my work. | |  |
| c | | I describe a range of methods to test out ideas and select the most appropriate. | |  |
| d | | I make reasoned judgements which I can justify. | |  |
| e | | I can clarify information systematically. | |  |
| f | | I draw conclusions, explain and clarify in depth. | |  |
| g | | I evaluate and learn from my previous experiences. | |  |
| h | | In my work I look for cause and effect. | |  |
| i | | I compare and contrast in an effective manner. | |  |
| j | | I ask relevant questions about why things happen and how things work and discover ways to find out. | |  |
| k | | I choose different techniques to collect and organise information (E.g. listing, grouping). | |  |
| l | | I choose from a range of data collecting techniques. | |  |
| m | | I predict the answer to a problem before seeking to solve it. | |  |
|  | | UKS2 – Reflective Learner Key vocabulary to progressively develop: choose, select, reason, recount, reflect, initiative, strengths weaknesses, alternatives, eventualities, impact, ethical | | Initial when evidenced  (staff / pupils) |
| a | | I recognise the need to break down problems into steps. | |  |
| b | | When planning I look for possible alternatives and eventualities. | |  |
| c | | I can recognise the strengths and weaknesses in my plans. | |  |
| d | | I recognise my strengths and weaknesses in the way that I learn and can try to improve my weakest areas such as listening, talking in front of others etc. | |  |
| e | | I plan appropriate places in my work to stop, reflect and revise if necessary. | |  |
| f | | I can use reflections on my work to plan future learning. | |  |
| g | | I use my previous learning to help me complete tasks. | |  |
| h | | I can judge how well I have completed a task and my level of understanding. | |  |
| i | | I am motivated by particular challenges and the opportunities that they provide. | |  |
| j | | When considering issues with an ethical dimension, I have understanding of similarities and differences between people and their culture/ traditions. | |  |
| k | | I can use my own initiative and reflect afterwards on why my ideas might have had a positive or negative impact on others. | |  |
|  | | UKS2 – Self Managers Key vocabulary to progressively develop: learning behaviours, distraction, motivation, perseverance, time scales | Initial when evidenced  (staff / pupils) | |
| a | | I engage well with all learning activities. |  | |
| b | | I take all the appropriate actions so that I am ready to learn including taking responsibility for my own resources. |  | |
| c | | I regularly reflect on my prior learning and pre-existing skills. |  | |
| d | | I recognise potential distractions and take action quickly to limit them. |  | |
| e | | I know my targets and what I have to do to achieve them. |  | |
| f | | My work reflects pride in terms of presentation and style. |  | |
| g | | I persevere and don’t focus on negative things and I often keep going for the pleasure it provides rather than external rewards. |  | |
| h | | I can put my own character and personality into my work. |  | |
| i | | I have a strong sense of pride in my achievements. |  | |
| j | | I complete tasks which have a financial element effectively. |  | |
| k | | I complete tasks well within the appropriate time scales. |  | |
|  | | UKS2 – Team Workers Key vocabulary to progressively develop: taking turns, leader, sharing, choices, communicate, positive contribution, collaboration, persuade, empathy, self- motivation, mediator | Initial when evidenced  (staff / pupils) | |
| a | | I show respect when I work in collaboration with others. |  | |
| b | | I can describe the skills of others and try to learn from positive role models. |  | |
| c | | I am an effective listener and respond well to the person who is talking. |  | |
| d | | I have understanding of how other people in a group feel. (empathy) |  | |
| e | | I can persuade people that I have a good idea. |  | |
| f | | I make decisions having listened to others. |  | |
| g | | I can commit to ideas that are not my own. |  | |
| h | | I can confidently lead a familiar group and effectively take on other roles such as scribe, researcher, mediator or time keeper. |  | |
| i | | I can work independently or collaboratively to contribute to a piece of work. |  | |
| j | | I can be engaged, self- motivated and committed to making group work successful. |  | |