**Assessment Profile**

Buckminster Primary School

Name ………………………………………………………

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|  | KS1 – Creative Thinkers Key vocabulary to progressively develop: imagination, experiment, making connections, risk, patience, solution, original, alternative | Initial when evidenced (staff / pupils) |
| a | I like to give ideas to my teacher or group. |  |
| b | I make connections through play and experimentation. |  |
| c | I explore and experiment with resources and materials. |  |
| d | I ask questions about how and why things work or seek my own ideas by taking things apart if allowed. |  |
| e | I understand that trying new things might involve taking a risk.  |  |
| f | I sometimes think of more than one way to do my task or solve a problem. |  |
| g | I like to make things from my own ideas. |  |
| h | I can be patient when I don’t easily have an answer to a problem. |  |
| i | I sometimes think in different or amusing ways. |  |
| j | I investigate objects and materials using my senses. |  |
|  | KS1 – 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 know the skills I need to be an effective listener. |  |
| b | I respond well when speaking and listening to others. |  |
| c | I think of questions and ask them to my peers and adults. |  |
| d | I speak well within small discussion groups. |  |
| e | I can show my ideas through pictures or by writing.  |  |
| f | I can give my opinions/ share my ideas and can give some reasons for holding them.  |  |
| g | I give encouragement to my friends.  |  |
| h | I am aware of other people’s feelings and try not to upset them.  |  |
| i | I know when I am being fair and try to make the right choices between right and wrong.  |  |

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|  | KS1 - 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 | When working with my group I offer ideas. |  |
| b | I make up my own questions to ask. |  |
| c | I come up with ideas and test them out. |  |
| d | With help, I make links with what I have learnt before. |  |
| e | I know when a plan might be helpful and can follow one. |  |
| f | I can collect information through surveys or other means. |  |
| g | I can use survey information to help me wonder why the results might be this way. |  |
| h | I can keep working hard until I have completed a task. |  |
| i | I ask relevant questions about how and why things work. |  |
| j | I can sort, organise and classify familiar and less familiar objects by comparing them.  |  |
|  | KS1 – Reflective Learners Key vocabulary to progressively develop: choose, select, reason, recount, reflect, initiative, strengths weaknesses, alternatives, eventualities, impact, ethical  | Initial when evidenced (staff / pupils) |
| a | I can decide how to do my work with friends and adults. |  |
| b | With my friends, I decide which resources I need and get them for myself. |  |
| c | I can say which bits of work I find easy or difficult. |  |
| d | I can describe some of the different ways in which we learn. |  |
| e | I can say which things I did that worked well in a task and what I might do differently next time. |  |
| f | I sometimes see links to different experiences. |  |
| g | I understand that I need to be positive to perform well.  |  |
| h | I know it is important to make the right choices in my work and in school. |  |

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|  | KS1 – Self Managers Key vocabulary to progressively develop: learning behaviours, distraction, motivation, perseverance, time scales | Initial when evidenced (staff / pupils) |
| a | I can say what I enjoyed about a task. |  |
| b | I work very well on the tasks I enjoy. |  |
| c | I know some good learning behaviours and can clearly show them. |  |
| d | I know what might have put me off my learning and can think of ways to stop this happening. |  |
| e | I know what my targets are. |  |
| f | I know that some bits of learning might be difficult and can ask for help when needed. |  |
| g | I carry out tasks set and try not to waste time. |  |
| h | I know what resources to choose to help me complete my work. |  |
| i | With the help of adults, I organise the things I need to take home and bring back to school. |  |
|  | KS1 – 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 contribute verbally in a group. |  |
| b | I tell other people when they have done well. |  |
| c | I know and can say what you need to do to be an effective listener. |  |
| d | I help others join in and show or tell them what they need to do. |  |
| e | I work well in group activities. |  |
| f | I know that sometimes I have to work on my own and sometimes in a group. |  |
| g | I can share. |  |
| h | I know what a leader is. |  |
| i | I sometimes act as a leader. |  |
| j | I know that the choices I make will have an impact on others. |  |