**Assessment Profile**

Buckminster Primary School

Name ……………………………………………………  ****

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|  | LKS2 – Creative Thinkers Key vocabulary to progressively develop: imagination, experiment, making connections, risk, patience, solution, original, alternative | Initial when evidenced (staff / pupils) |
| a | I am motivated by some problems and challenges.  |  |
| b | I can think of different ways to solve problems. |  |
| c | I can think of creative ideas drawing on personal experience and knowledge. |  |
| d | I can stick at challenges until the end. |  |
| e | I remain patient when solutions are not easily found. |  |
| f | I have the confidence to take well thought out risks. |  |
| g | I am prepared to put forward my ideas or answers to a larger group. |  |
| h | I respond well to imaginative ideas. |  |
| i | I make connections through play and experimentation. |  |
|  | LKS2 – Effective Participant 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 what you have to do to be an effective listener and can listen for increasing periods of time.  |  |
| b | I enjoy and respond well when interacting with others |  |
| c | I make positive contributions during discussions. |  |
| d | I work with others to reach an agreement.  |  |
| e | I encourage others through the support and feedback that I give them. |  |
| f | I can think of relevant questions to ask my friends and adults. |  |
| g | I speak clearly and can easily be heard when discussing ideas.  |  |
| h | With support I can choose the most effective method for recording information and ideas. |  |
| i | I recognise similarities and differences between myself and other people.  |  |
| j | I can recognise the thoughts and feelings of others and try to make people feel good.  |  |
|  | LKS2 – Effective Participant continued  |  |
| k |  I recognise the causes of other people’s emotions and how they might behave if they are sad, embarrassed, disappointed etc. |  |
| l | I try to make good choices that will help me become a responsible citizen.  |  |
|  | LKS2 – 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 test out ideas practically using a range of methods with adult support. |  |
| b | I can choose a good way to solve a problem. |  |
| c | I can link one situation or set of findings with another. |  |
| d | I can draw conclusions and explain why. |  |
| e | I can follow a brief to complete a task. |  |
| f | I find different ways to show my findings.  |  |
| g | I ask questions about why things happen and how things work and think about how I can find out. |  |
| h | I use materials and resources to help me ask and answer relevant questions. |  |
| h | I use data collecting techniques effectively e.g. surveys, questionnaires etc. |  |
| i | I understand that teams work best when jobs are allocated. |  |
| j | With my teacher I carry out tasks which help me compare and contrast e.g. different locations or religions.  |  |
|  | LKS2 – 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 consider different ways to carry out a task and then choose one of them.  |  |
| b | Independently, I decide on what resources I need and then access them.  |  |
| c | I can say what I need to get better at. |  |
| d | I am aware of what I find most difficult when learning such as listening well or speaking out loud.  |  |
| e | I can plan at which point to reflect on a task. |  |
| f | When reflecting, I can see where I may be able to improve or try a different approach. |  |
| g | I can stick at things even when they are hard. |  |
| h | I can use my own initiative and recognise that my ideas might not always work.  |  |
| i | I want to make a positive difference. |  |

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|  | LKS2 – Self Managers Key vocabulary to progressively develop: learning behaviours, distraction, motivation, perseverance, time scales | Initial when evidenced (staff / pupils) |
| a | I know which parts of a task I will enjoy. |  |
| b | I know and demonstrate the behaviours I need in order to be ready to learn. |  |
| c | I take actions to avoid distractions and make good use of the time available. |  |
| d | I know my targets and can say why the task I am doing will help me to achieve it. |  |
| e | I stick to tasks that I don’t always enjoy and complete them well.  |  |
| f | I take care in the way in which I present my work. |  |
| g | I will ask others for support when I need to. |  |
| h | I can access appropriate resources without support. |  |
| h | I am motivated by the rewards of completing a task well and have a sense of pride. |  |
|  | LKS2 – 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 take part in a team and understand that everyone should be given time to contribute.  |  |
| b | I notice when other members of the group are working well. |  |
| c | I listen well and know when others are listening well.  |  |
| d | I communicate well in familiar groups. |  |
| e | I work well in groups that do not include my usual friends. |  |
| f | I know when I have made a positive contribution to a team. |  |
| g | I can have a go at taking on other team roles such as: researcher, scribe and timekeeper. |  |
| h | I sometimes take the lead within a team. |  |
| h | I choose when it would be best to work in a group and when it would be best to work alone. |  |
| i | I understand that teams work best when jobs are allocated. |  |