**Assessment Profile**

Buckminster Primary School

Name ……………………………………………………  ****

|  |  |  |
| --- | --- | --- |
|  | 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.  |  |