



A movement to value the strengths of every child

## Rethinking Assessment

Reinventing parent reporting through learner profiles



I AM MORE THAN JUST MY GRADES



HONESTY  
INTEGRITY  
DETERMINATION  
CHARACTER  
SENSE OF HUMOUR  
COLLABORATION  
ENTHUSIASM  
WORK ETHIC  
CREATIVITY  
KINDNESS  
HUMILITY  
CHARITY

@bryanMmathers

## Why does changing assessment matter?

- ★ We value what we measure
- ★ In England, assessment at 16 has become narrower, focused on timed written exams which test knowledge recall over deeper thinking or application

Consequences of this include:

- Narrowing of the curriculum
- Forgotten third / structural inequality in achievement
- 20% of young people leave education at age 19 with nothing to show for it
- Undervaluing of vocational and technical education
- Skills marginalised to extracurricular provision, not explicitly taught
- High rates of absenteeism and growing mental health crisis
- Employers complain about lack of readiness for the workplace / skills shortages

## Varied assessment methods exist across the system

- how can we  
better capture this  
evidence and  
demonstrate value  
to the learner and  
to parents/carers  
and destinations?

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### Pupil

Real-time  
feedback

Photographs

Self-report  
questionnaires

Logs/diaries/  
journals

Portfolios

### Teacher

Criterion-  
referenced  
grading

Structured  
progress  
interviews

Performance tasks

Capstone projects

### Real-world

Expert reviews

Gallery critique

Authentic tests  
eg

displays

presentations,

interviews

podcasts

films

Exhibitions

### Online

Apps

Digital badges

E-portfolios



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**International evidence - global trends in capturing wider skills, dispositions and knowledge in one 'profile' of development**

# Sam Sace

SACE Learner Profile

# The South Australian Certificate of Education (SACE)



## Collective Engagement

Well developed

Collaborative individual who is aware of strengths of group members and seeks to build on them.

## Principled Action

Established

Pro-actively engages with others to build inclusive relationships. Draws on the values and strengths of others, and anticipates challenges

## Self-Motivated Learning

Well developed

Engages with new opportunities to learn, and adapts their learning routines for growth

## Quality Thinking

Developing

Identifies relevant information and draws on existing knowledge to describe concepts and ideas

## Personal Enterprise

This capability is awaiting observation of evidence and has not yet been verified.

### Mathematics

Stage 1

General Mathematics

A

Stage 2

General Mathematics

B+

### Humanities & Social Sciences

Stage 2

Psychology

B

### Arts

Stage 2

Research Project

A

Stage 1

Personal Learning Plan

B

Stage 2

Drama

C

Stage 2

Creative Arts

A

### English

Stage 1

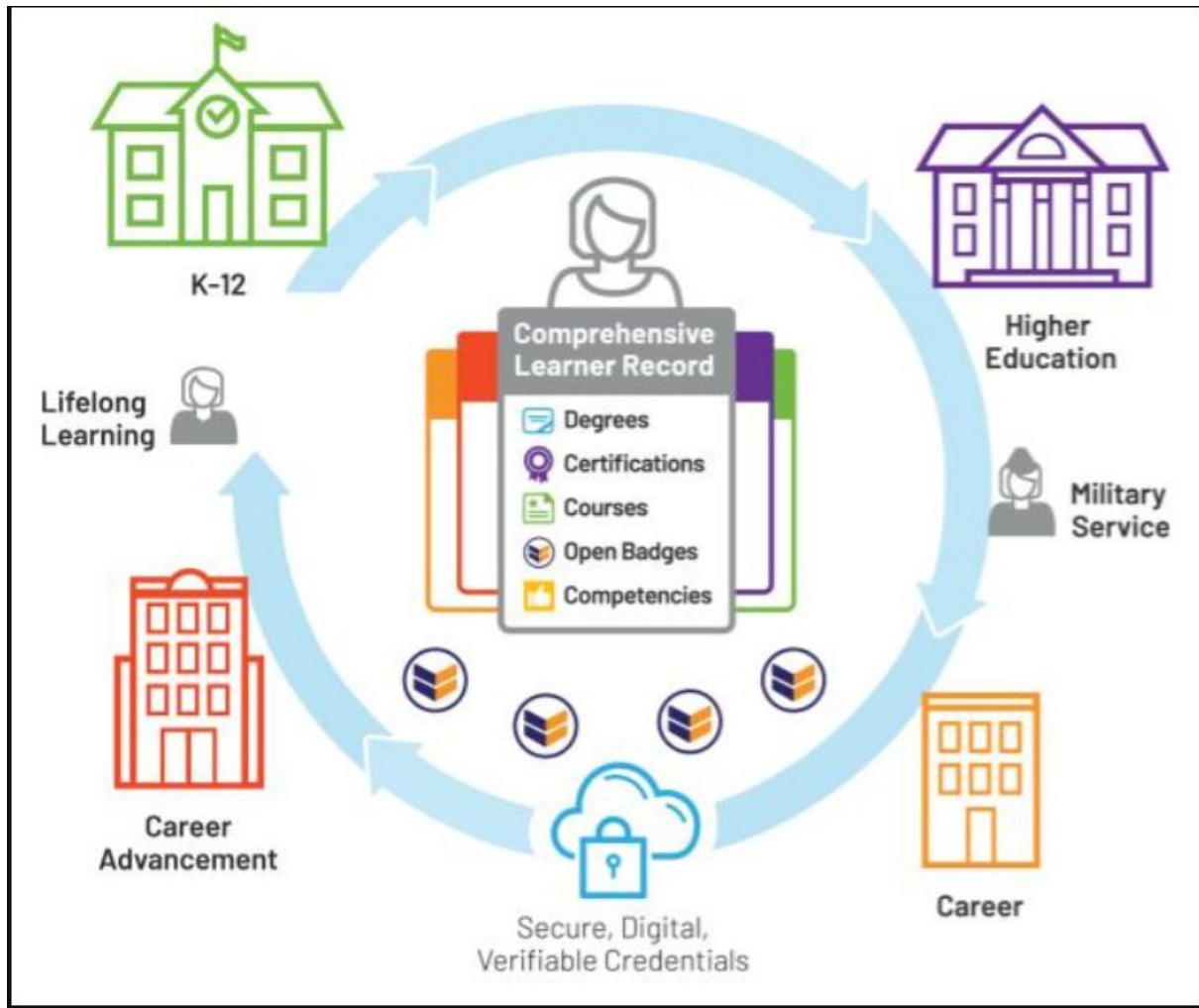
English

B

Stage 2

English

A+



In the US latest developments:

- \*Learner Employment Records (LERs) containing micro-credentials
- \*open standards-based
- \* machine-actionable
- \* digital record of an individual's formal and informal learning and employment
- \* can be combined with other digital records useful in supporting an individual's education, employment, and supportive services
- \*this example from 1Tech endorsed by the American Association of Collegiate Registrars and Admissions Officers.



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## **Applying this in the UK**

### **Our vision for a Learner Profile**





## Harriet Smith

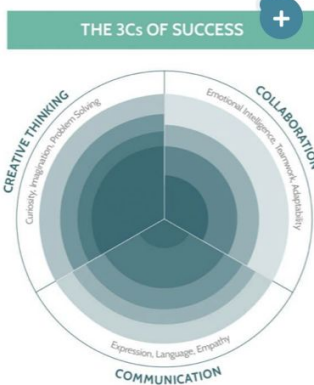
I am a Year 13 student who has a passion for science and is looking to study engineering at university...

[My Portfolio](#)



[My Interests](#)

- Science
- Photography
- Digital
- Running
- Psychology
- Nature



### ME AS A LEARNER

#### What are my strengths?

I like to play with things - to break them down and build them up. Whether that's ideas or physical things. So I like taking apart mobile phones and seeing how they work. I think my real strength is being able to see the detail and how it links to the big picture.

#### What do I want to change about my community / the world?

Girls in my area have very little sport they can do. There are plenty of sports aimed at boys but far less for girls. In the last five months I have got together with my friends to campaign for change and to make the case to the local council.

#### What do I need to work on?

I find it hard sometimes to work in a team. I am so keen to get on with things I get frustrated with those who want to slow things down. So I am working hard and making sure everyone including me has a defined role that they can get on with.

#### What motivates me?

My younger brother has learning difficulties and from a young age I've supported him. I can see how he struggles and that he is not always understood. This has given me a passion for doing something meaningful in my life that helps others overcome difficulties.

### BUILDING BLOCKS

Literacy

Numeracy

Digital Skills

Oracy

### COURSES

#### MAJOR COURSES

- > Biology
- > Physics
- > Design

#### MINOR COURSES

- > French
- > Coding

#### APPLIED COURSES

- > Cooking
- > Football coaching
- > Real world project at advertising company

#### INTERDISCIPLINARY COURSES

- > Climate change
- > Migration

### PERSONAL PROJECT

My Extended Project Qualification (EPQ) was to build a drone that could deliver medicines to those who need emergency supplies.

[Read more](#)



### TESTIMONIALS

"Harriet did a real world learning placement with us for 6 months and showed what a great problem solver she is. She was so skilled at breaking down a project into the parts that really mattered and working systematically through them to achieve a high quality outcome."

Jenny Tibor, head of product development

### MY BEAUTIFUL WORK



### MY ACHIEVEMENTS

- Duke of Edinburgh Bronze
- Lambda Drama Award
- Church Youth Leader

1. Me as a Learner
2. My beautiful work
3. My achievements
4. My interests
5. My portfolio
6. The 3Cs
7. Building blocks (3Rs +)
8. Courses (major, minor, applied, interdisciplinary)
9. Projects
10. Testimonials

## WHY DEVELOP LEARNER PROFILES?

### How schools and colleges are using them to broaden curriculum and assessment

- To create a more holistic picture of student achievement
- To **give credit and recognition to broader skills**, dispositions and strengths not currently recognised in education
- To enable student **self reflection, goal setting, build metacognition** and enable them to articulate their strengths
- To enable learners to take more ownership over their learning and lead discussions about their progress
- To support and codify **careers provision and enrichment**
- To support **better transitions** and progression between different phases of education / settings
- To curate and store content, information, and evidence to **help structure a CV, a portfolio of work, or UCAS personal statement**, for exiting education
- To evidence the breadth and depth of what schools / colleges do and their **wider impact**



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**Three school leaders sharing their learner profiles with us today:**

**Andrea Silvain, Headteacher School 360.**

**Arlene Beattie, Headteacher Strathdearn Primary School.**

**Matt Morden, Headteacher, Surrey Square Primary.**

## **Andrea Silvain, Headteacher School 360.**

### **“Reinventing parent reports for Reception-Year 2”**

- **School context**
- **Why we use learner profiles**
- **What we do and how we do it**

## About Me

"I find part part whole tricky." Hari is able to reflect on some things that he finds hard.

"I'm excited to find out what we are going to do in Year 1!"

Hari is a quietly confident member of our class. It has been great to see his confidence grow in speaking in front of the whole class. In particular, I have enjoyed watching his confidence grow in him singing after his lessons with Emmett - showing our value of Courage.

Hari is also a very curious learner and is constantly asking questions or telling us about an animal that he knows lots about. He shows our value of Curiosity and it has been really fun to watch his fascination grow with our new snails and how much he has stepped up to help look after them.

Hari is also a popular member of our class. He is able to play with lots of different people and is happy to join in with almost any play as long as he finds it interesting! My favourite thing this year has been to see his creations in the block area that he has made - this has brought me so much joy to see!

Next, Hari should work on showing courage and confidence when speaking in front of larger groups of people.



### My reading targets for next year

- To decipher new vocabulary independently by using picture clues, reading around the sentence and phonics.
- To continue practicing reading with a friend in your head.



### Andi's comment

Hari inspires us all with his imagination, good humour and love of learning. It has been a joy to see the incredible progress he has made this year across all areas. I am confident that he will continue in Year one and I look forward to seeing it well done, Hari!

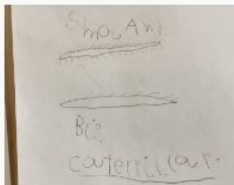
## My Favourite Moments



### My maths

"I was making ten using the numbers, 10-0 and 1+9 make 10!"

Hari has a strong understanding of numbers within 10 and the composition of different numbers. He is able to use this knowledge to compare different numbers and figure out the composition of numbers. To prepare for Year 1 Hari should work on his written equations within 10.



### My writing

"I like caterpillars and they are squiggly I like that my letters are the same size!"

Hari has made great progress in his writing. He is able to write a simple sentence independently using his sounds and some irregular words too. He is now consistently using finger spaces in his writing too. To prepare for Year 1 Hari should work on writing on the line and using a capital letter and full stop in each sentence.



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### My oracy



### My project

## My reading targets for next year

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- To continue practising reading with fred in your head

## My Favourite



My maths

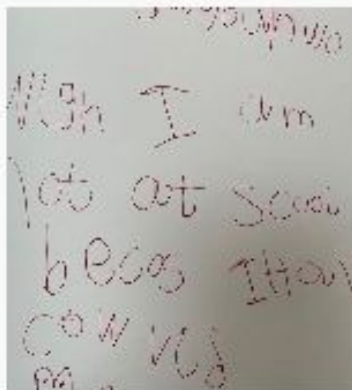
"I was making ten using the numicon.  $10+0$  and  $1+9$  make 10!"

Hari has a strong understanding of numbers within 10 and the composition of different numbers. He is able to use this knowledge to compare different numbers and figure out the composition of numbers. To prepare for Year 1 Hari should work on his written equations within 10.



My oracy

"Mike got broken a bit and I built it again!"



My letter

"I used finger spaces! I wrote it because I like Fiona and Shane!"



My project

"It fell down and there were so many bricks on the floor. We used all of the bricks! It was taller than anyone but not taller than you (Helen)!"



My building

See saw video 9.3.22 "I like building. I made sure Stanley didn't press the wrong button on the iPad!"

## **Arlene Beattie, Strathead Primary School.**

### **“Developing profiles through the Primary phase”**

- **School context**
- **Why we use learner profiles**
- **What we do and how we do it**

# Cluster Profile

Home

▼ This is Me

▲ My Learning

▲ Numeracy

Targets

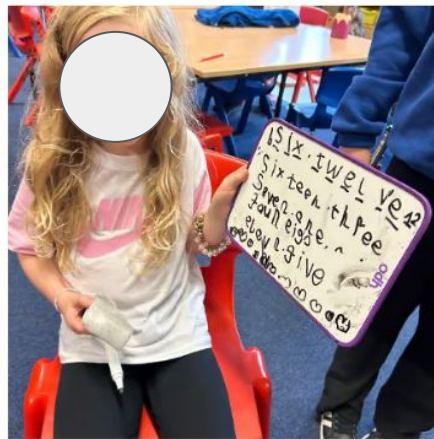
▼ Literacy

▼ HWB



## Symmetry

27.9.24 - "We needed to do a line and then we needed to do a shape on one side and the same on the other"



## Numbers

"I've been learning to write numbers."

6/9/24







31.5.24

I can match the value of a coin to the corresponding numicon piece.



23/5/24

I am learning to identify coins.



3.5.24

I can create a symmetrical pattern using loose parts.

## Cluster Profile

Home

▼ This is Me

▲ My Learning

▼ Numeracy

▼ Literacy

▼ HWB

Key Assessment Tasks

My Report

▼ My Achievements



## Inside Out- Term 2

We have been using the Disney film 'Inside Out' to explore our emotions, particularly the emotions of joy, sadness, anger, fear & disgust. [Click here to see my HQA.](#)

LI- To be able to write an explanation text about the film 'Inside Out'	Self Assessment
I have left a finger space between words	<input checked="" type="checkbox"/>
I have formed all lower case letters correctly	<input checked="" type="checkbox"/>
I have included an appropriate title	<input checked="" type="checkbox"/>
I have attempted to write two sentences about the film 'Inside Out'	<input checked="" type="checkbox"/>
I have drawn a relevant picture and labeled it	<input checked="" type="checkbox"/>

Name Lois Hot Task Date 6/12/24

Inside Out

joy sadness anger fear disgust

joy sadness anger fear disgust



## Cluster Profile

Home

▼ This is Me

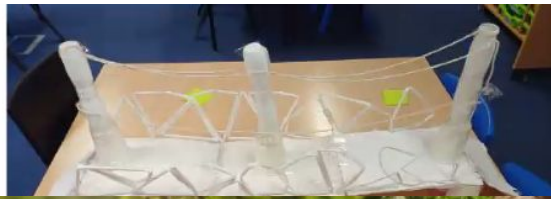
▲ My Learning

▼ Numeracy

▼ Literacy

▼ HWB

Key Assessment Tasks



# Primary 6 Term 1

## Term 2 review

This term I have been learning about different strategies. I enjoyed chimney sum but when it came down to rounding and compensating I didn't find it as straight forward. Eventually I understood it and was even able to use that method when multiplying.

In talk for writing we were doing explanation text. This was the hardest talk for writing topic I have ever done before. I was able to do alright in my cold task but in my hot task I think I did horribly I just didn't take my time to research properly.

In literacy I read Wonder I found it quite boring and I just had to persevere. I feel my grammar has improved massively and have been able to read more difficult texts. After that we read Amelia Earhart and I found it amusing.



In topic we have been doing flight. To be really honest it has been my favourite topic but I enjoyed doing the experiments and figuring out about different types of planes. When doing the experiments I



Cluster Profile

Home

▼ This is Me

▲ My Learning

▼ Numeracy

▼ Literacy

▼ HWB

Key Assessment Tasks

My Report

▼ My Achievements

# My Report



The Highland Council  
Comhairle na Gàidhealtachd

## End of Year Report



<b>School:</b>	Strathdearn Primary School				
<b>Name</b>	Lois Murphy	<b>Year Group</b>	P1	<b>Session</b>	2023/2024
<b>Attendance</b>	91.09%				



Curriculum Levels

## **Matt Morden, Surrey Square Primary.**

### **“Pupil Profile presentations at Year 6”**

- **School context**
- **Why we use learner profiles**
- **What we do and how we do it**



**More reflection**

**More articulation of strengths and next steps**

**More than just the CORE subjects**

**More about WHO THEY ARE**

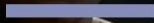


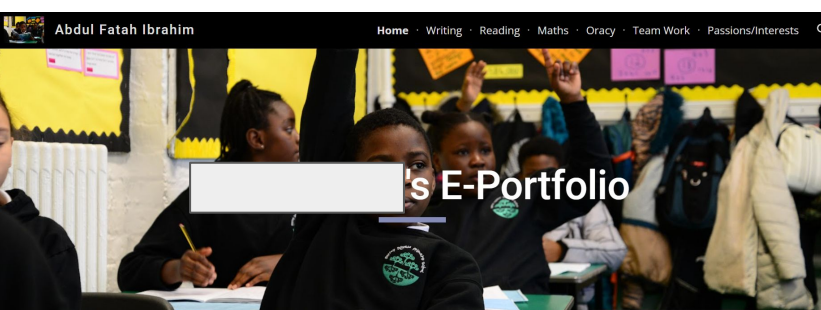
Name\*\*\*\*\*

Home · Wellbeing · Writing · Reading · Maths · Oracy · Team Work · Beautiful Work · Passions/Interests



# \*\*\*\*\*'s E-Portfolio





# Abdul Fatah Ibrahim's E-Portfolio



## Surrey Square Primary School

I started at Surrey Square Primary school in Reception class and have been there all the way through to year 6. My stand out memory is my trip to PGL in Year 6. It was my first time staying away from home and taught me that I can take on challenges when I put my mind to it.



## What my teacher says about me:

Abdul is finishing his final year at Surrey Square Primary School, London. He is an outspoken, passionate boy who works hard and enjoys taking on challenges. He excels at maths and relishes the opportunity to use his arithmetic skills. Abdul has learned to embody so many of the school's core values especially that of responsibility; he has learned to really think through his options and his choices and the result of those decisions. This has allowed him to shine both academically and personally.

C. Graham: Assistant Head/Year 6 Teacher

## My Core Values

### Strengths

**Compassion:** I try to be a positive person and know that listening and valuing others is hugely important.



### Focus value

**Perseverance:** I want to make sure that I try new things and keep challenging myself.

## Me as a learner:

I'm a hard worker. I try to do my best in any activity and if I get stuck then I know that I need to show perseverance to keep going. It feels good when I then achieve this. It's important to me to get feedback from others as I know this is an important part of improving my learning.

## Overview of subjects and dispositions

- Gold = Above and Beyond
- Silver = At expectations
- Bronze = Working towards

## Wider Curriculum Subjects

See how I'm doing in other subjects at school.

Subject	Currently working...		
	BRONZE (Working towards)	SILVER (At expectations)	GOLD (Above and Beyond)
Science			
Geography			
Art			
PE			
Music			
IT			
Spanish			

### Achievements

### Strengths

### Life Goals



Protesting outside the Royal Courts of Justice



Working with others - team work.



To play guitar in a band.



# Writing

## Definitive guide for Witches

Have you noticed the ever-increasing disappearance of children on the streets? Are you wondering why middle-aged to elderly women are taking issue the streets? Are you somewhat apprehensive for your child's safety?

Witches - yes, witches - are roaming in plain sight. However these are not your typical witches; no spiky hats, no fizzy beverages and not that somewhat disturbing cat which stalks them everywhere. They

## My top non-fiction piece

### *The Witches: Instructions*

**Teacher comment:** This writing goes beyond simple instructions. It contains rhetorical questions that grip the reader. There is evidence of advanced punctuation and ambitious vocabulary.

SATs: Writing = EXS

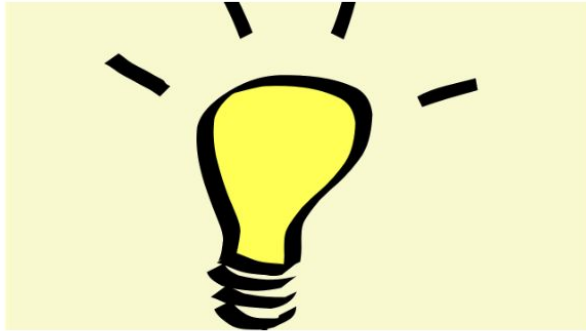
SPAG = EXS/Scaled Score 105

### Strengths

- Ambitious vocabulary choices
- Engaging the reader with description
- Sophisticated punctuation e.g. ; ; -

### Development

- Maintaining flow throughout narrative - ensuring the ending is as strong as the beginning.
- Ensure my verb tenses are consistent throughout.



### Strengths

- Can articulate my points clearly.
- I speak clearly in front of an audience.
- I listen well to others and respond appropriately.



### Development

- I need to ensure that I hook the listener in to my opening line when creating a speech.
- To use more rhetorical techniques in my speech to engage the listener.

[https://drive.google.com/file/d/1xZEgfstaMt0hZMmWbn8i7Z1m\\_GfmTpu4/view?usp=sharing](https://drive.google.com/file/d/1xZEgfstaMt0hZMmWbn8i7Z1m_GfmTpu4/view?usp=sharing)

# Portfolio Presentations





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## **Audience questions and discussion**

## Learner Profile Starter Kit

Sign up now to become a member of Rethinking Assessment and get free access to starter templates (Google and MS), learning resources and research materials. Our templates and resources have been designed in collaboration with our partner schools and colleges and provide an easy first step for anyone wanting to explore the world of learner profiles and get started.

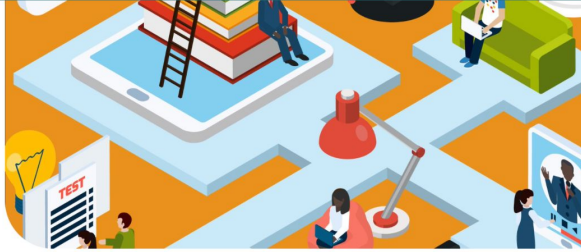
### What is included?

- Templates and examples of learner profiles to get going straight away!
- Video demos and presentations from schools already using learner profiles
- Lesson resources and teacher starter materials
- Research into different learner profile tech products available
- An introduction to frameworks for evidencing skills, capabilities and attributes
- International and UK skills frameworks and tools
- Research on existing qualifications / digital badges that can be used to broaden curriculum and assessment in schools / colleges

[Access your starter kit](#)



### Learner Profile Starter Kit



### Learner profile templates

#### Google Sites

**Make a copy of a Google Site pdf**  
By Rethinking Assessment

**Make a copy of a Google Site 1 min video**  
By Rethinking Assessment

**Age 4+**  
By Big Education, School 360

**Age 10+**  
By Big Education, Surrey Square Primary School

**Age 14+**  
By Rethinking Assessment

**Age 16+**  
By Rethinking Assessment

### Teaching & Learning resources

**Golftyn Primary Webinar**  
By Golftyn Primary School

**Surrey Square Primary Webinar**  
By Surrey Square Primary School

**Introductory lesson: What is a learner profile**  
By Rethinking Assessment

**Learner profile design canvas for students**  
By Rethinking Assessment

**How e-portfolios can support learning, reflection and engagement**  
By Gavin O'loughlin

**Essential tips for teaching and learning**  
By Rethinking Assessment

**Career Related Learning focus (Primary)**  
By Rethinking Assessment

**Creative Thinking focus**  
By Rethinking Assessment



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Sign up to the [Learner Profile Starter Kit to see templates and examples.](#)

Sign up to our newsletter - click [Join Us](#)

Find out more... join us on LinkedIn and [Instagram](#)





[www.rethinkingassessment.com](http://www.rethinkingassessment.com)

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## Your education record

This information comes from the Department for Education.

### Name:

Mack Estelle Morales

### Unique Learner Number (ULN):

1234567890

▼ [What is your ULN?](#)

All students have a Unique Learner Number (ULN). It is used by colleges and the Department for Education to prove who you are.

### Sex:

Female

### Date of birth:

12 August 2010

### Address:

64 Zoo Lane  
Cheshire  
CH2 46X

### Qualifications:

Subject	Grade
GCSE in English Language	4
GCSE in Mathematics	5

GCSE in French

3

GCSE in History

4

### Schools attended:

Kings School (Left after Spring 2021)

Lowells High (Summer 2021- Spring 2023)

Highcrest Academy (Summer 2023- Present)

### Financial support needs:

Eligible for Free School Meals

### Learning support needs:

In receipt of Special Educational Needs provision.  
Physical impairment (PI), Autism Spectrum Disorder (ASD)

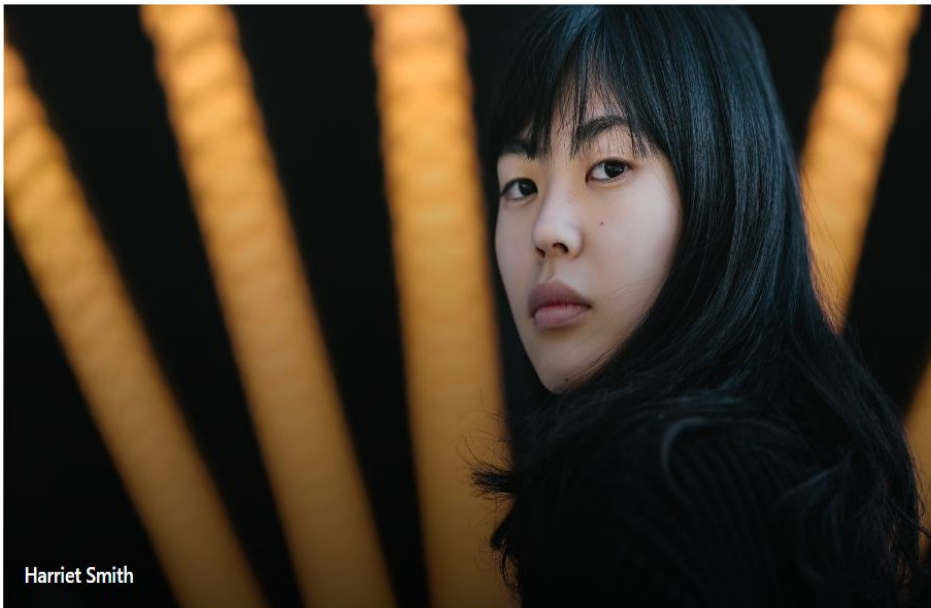
[Report incorrect information](#)

## Sharing your education record

Share your education record with sixth forms or colleges so that they know who you are.

- the sixth form or college will ask you to visit them to enrol before you start your course
- you must scan a QR code on a staff members screen at the sixth form or college to share your education record.

Share your education record



Harriet Smith



My Portfolio of Work



My Skills Scan

### Me as a Learner

**What are my strengths?** I like to play with things - to break them down and build them up. Whether that's ideas or physical things. So I like taking apart mobile phones and seeing how they work. I think my real strength is being able to see the detail and how it links to the big picture.

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**What motivates me?** My younger brother has learning difficulties and from a young age I've supported him. I can see how he struggles and that he is not always understood. This has given me a passion for doing something meaningful in my life that helps others overcome difficulties.

### Find out more about me:

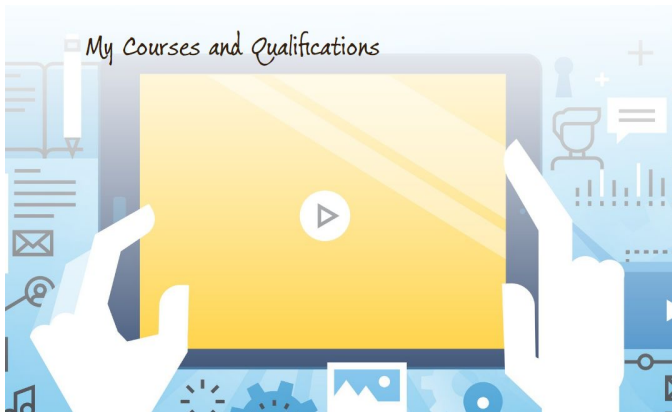
 [My courses and modules](#)

 [Feedback and testimonials](#)

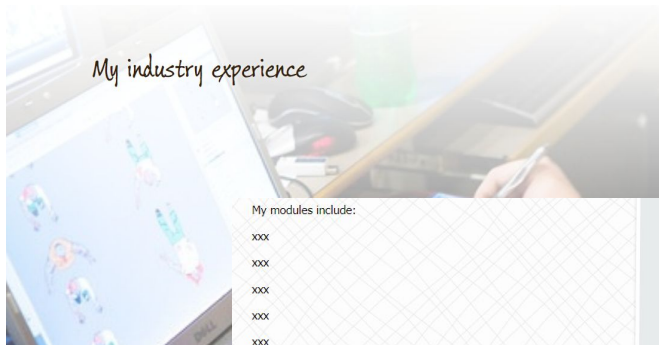
 [My interests and experiences](#)

 [My work experience](#)

## My Courses and Qualifications



## My industry experience

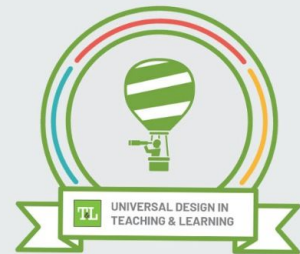


My modules include:

xxx  
xxx  
xxx  
xxx  
xxx



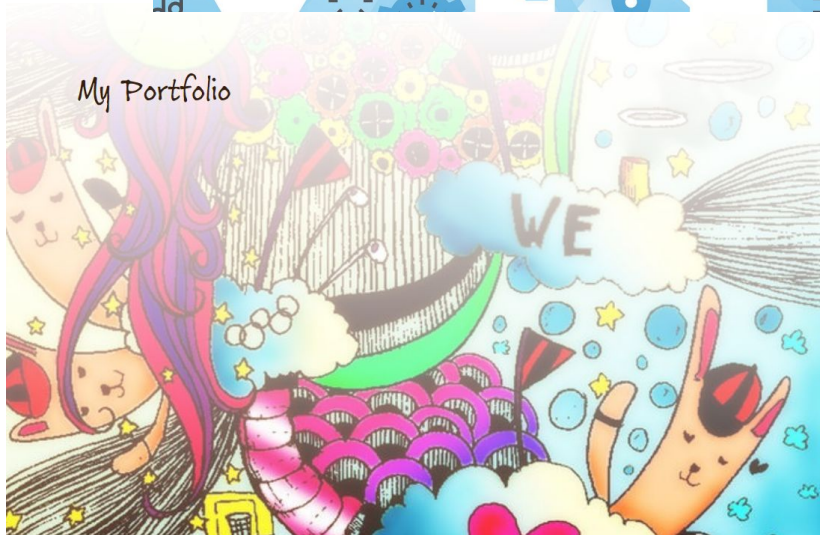
I also completed a coding digital credential.



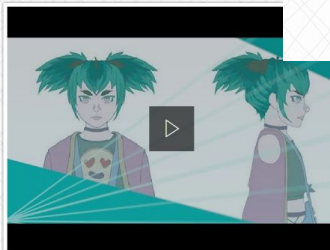
I was awarded this digital credential for xxx

See [About iDEA](#) for more on digital badging credentials.

## My Portfolio



Here is a selection of some of my best pieces of work. I'm working hard to develop xxx I am really proud of my xxx particular.



This is xxx

This is my personal project xxx





## School/College name Skills Profile - Secondary into adult provision

### MY COURSES/QUALIFICATIONS

### MY INTERESTS & ACHIEVEMENTS

- Core subjects - eg KS1-3 areas of learning, GCSEs/A levels/BTEC/ Apprenticeships
- Personal project(s) - eg [iPQ](#), [FPQ](#)/HPQ/EPQ/Other/Non-assessed school projects/[research-based learning](#)
- Interdisciplinary/applied topics/courses - eg P4C, sustainability, [global citizenship](#), languages, computing, engineering

- After school clubs / sports
- Out of school interests - eg media/gaming, art, animals
- Badges/digital credentials - eg [IDEA](#), [Badge Nation](#), [Credly](#)
- Family/caring experiences

### MY PORTFOLIO

Link to a Google Site portfolio or Onenote/Sharedrive or any other existing school/college system

### MY SKILLS - 3 Cs

### MY INDUSTRY EXPERIENCES

- Creative thinking
- Collaboration
- Communication

Description of skill and ideally hyperlink to portfolio page/tab/entry with multi-media evidence to support

#### Health and Care / Creative / Engineering

##### Experience 1

- Description of experience and hyperlink to googlesite tab with multi-media evidence to support - if applicable

##### Experience 2

- Description of experience and hyperlink to googlesite tab with multi-media evidence to support - if applicable

### TESTIMONIALS/ teacher comment - can include mentors/coaches





Google Sites

Name:

ABOUT ME



PHOTO / VIDEO About me section can be written or audio visual content

What are my strengths?

What do I need to work on?

What do I want to change about my community / the world?

What motivates me?

QUALIFICATIONS / AWARDS / CERTIFICATES

I am studying:

My interests:

My achievements

- XXXX
- XXXX
- XXXX
- XXXX
- XXXX
- XXXX

WHAT YOU CAN SEE IN MY PROFILE



My Skills

See my skills assessments and records here



My Best Work

See my portfolio here



Careers

See my future planning here

# MY skill reports

Listening Skills Report

Speaking Skills Report

INDUSTRY ENCOUNTERS & EXPERIENCES



Work Experience

Applied knowledge of Arduino code & programming and Agile methodology in a team challenge to code an autonomous rover unit

Verified by [Software Cornwall](#)



Kickstart Ready

Completed a six week youth hub employability and enterprise skills course delivered by Real Ideas

Verified by [Real Ideas Organisation](#)



# Skills Builder PARTNERSHIP

## MY skill overview



Space for learners to upload a screenshot of their Builder Benchmark. Accounts are free for individuals <https://benchmark.skillsbuilder.org>

Space for learners to reflect on their radar chart in

## MY skill strengths

**LISTENING** YOUR SCORE **8** / 15  
Last completed on 20/10/2022

[Build these skill steps](#)  
[Review previous outcomes](#)  
[Benchmark again](#)

YOUR TOP STRENGTHS	YOUR TOP AREAS FOR IMPROVEMENT
STEP 3 I listen to others and can tell someone else what it was about	STEP 3 I listen to others without interrupting
STEP 2 I allow I am listening by summarising or explaining what I have heard	STEP 5 I listen to others and record important information as I do
STEP 6 I am aware of how a speaker is influencing me through their tone	STEP 6 I show I am listening by how I use eye contact and body language

**LISTENING** YOUR SCORE **8.75** / 15  
Last completed on 20/10/2022

[Build these skill steps](#)  
[Review previous outcomes](#)  
[Benchmark again](#)

YOUR TOP STRENGTHS	YOUR TOP AREAS FOR IMPROVEMENT
STEP 6 I know when I am finding something too difficult	STEP 7 I set goals, ordering and prioritise tasks to achieve them
STEP 1 I know what doing well looks like for me	STEP 6 I set goals and secure the right resources to achieve them
STEP 4 I seek with a positive approach to new challenges	STEP 6 I set goals and plan to involve others in the best way



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# Open badges

We Issue



OpenBadges



**Draft Rethinking Assessment Learner Profile** 



**Harriet Smith**  
I am a Year 10 student who has a passion for science and looking to work in engineering or astronomy.

**THE BGM SUCCESS**  
A circular gauge showing progress in three areas: **CHALLENGE**, **RESILIENCE**, and **LEADERSHIP**.

**MY STRENGTHS**  

- What are my strengths?** I am a hard worker, I am a good team player, I am a good listener, I am a good communicator, I am a good problem solver, I am a good leader.
- What do I want to change about my personality or my work?** I want to be more confident, I want to be more assertive, I want to be more organized, I want to be more proactive, I want to be more creative, I want to be more innovative.
- What do I need to work on?** I need to be more confident, I need to be more assertive, I need to be more organized, I need to be more proactive, I need to be more creative, I need to be more innovative.
- What motivates me?** I am motivated by challenges, I am motivated by learning, I am motivated by achievement, I am motivated by recognition, I am motivated by feedback, I am motivated by support.

**BUILDING BLOOD**  

- UNIQUE**
- NUMERIC**
- OPTICAL**
- DIY**

**COURSES**  

- SCIENCE**
- TECHNOLOGY**
- ARTS**
- SPORTS**

**PERSONAL**  

- PERSONALITY**
- PERSONALITY**
- PERSONALITY**
- PERSONALITY**

**TESTIMONIALS**  

- TESTIMONIALS**
- TESTIMONIALS**
- TESTIMONIALS**
- TESTIMONIALS**

**MY BEAUTIFUL WORK**  

- MY BEAUTIFUL WORK**
- MY BEAUTIFUL WORK**
- MY BEAUTIFUL WORK**
- MY BEAUTIFUL WORK**

**MY ACHIEVEMENTS**  

- MY ACHIEVEMENTS**
- MY ACHIEVEMENTS**
- MY ACHIEVEMENTS**
- MY ACHIEVEMENTS**



**School Name Skills Profile - Peimian**



**Harriet Smith**  
I am a Year 10 student who has a passion for science and looking to work in engineering or astronomy.

**MY AREAS OF LEARNING**  
Please visit this section. It could include:  

- Core subjects - eg numeracy, literacy, oracy, digital
- Personal projects - eg [video](#), [podcast](#)
- Other/Non-assessed school projects/research-based learning
- Interdisciplinary/applied topics/courses - eg PHE, sustainability, digital citizenship, languages, computing, engineering

**My Interests & Achievements**  
After school (clubs/sports, medal/gaming, art, animals, music, languages/skills) - eg OSA, Bala-Nation, Coding, Family/care experiences, School trips/experiences

**My SKILLS - THE 3 Cs**  

- Creative thinking** Can you give a...
- Collaboration** Can you give a...

**Teacher's Comment**  
Please write here or link...

**School/College/Provider Home Skills Profile**



My name is **Harriet Smith**


**My Skills - The 3 Cs**

- 1 Creative thinking** Can you give a...
- 2 Collaboration** Can you give a...

**My Interests & Achievements**

**My SKILLS - THE 3 Cs**

**Skills Profile**



Name of School/College/Provider

Name of Learner

**ABOUT ME**

**MY SKILLS - THE 3 Cs**

>Building consensus for a shared concept and standard

>Tech format and skills frameworks are flexible to meet local need and context

