

Attainment And Progress Are Two Very Different Things

By [Paul Carney](#)

This is the Fifth Post in Paul Carney series of [8 Points for Assessment](#) for Primary Schools.

In this resource Paul explores the differences between Attainment and Progress, and explains why they should be treated as different things when assessing a pupil.



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AccessArt is a UK Charity and we believe everyone has the right to be creative. AccessArt provides inspiration to help us all reach our creative potential.

Make Assessment a Classroom Tool For Improvement

Assess a Broad Range of Art Abilities Over Time, Linked To Your Curriculum

Know Your Pupils' Starting Points

Identify What It Is You Want To Assess

A Sketchbook Pathway: Anglo Saxon Architecture

A Sketchbook Pathway Step 5: Keep The Sketchbook Handy

A Sketchbook Pathway Step 4: Celebrate Individual Journey & Personal Discovery

A Sketchbook Pathway 3: Let Go Of Expectations & Let Things Collide

Sketchbook Pathway Step 2: Energy of the Group

A Sketchbook Pathway Step 1: Open Out & Give Permission

Pupil Led Arts Council At Gomersal Primary School

Key Sketchbook Concepts

What Are Sketchbooks & What Can They Offer Us?

The Sketchbook Journey

The AccessArt Sketchbook Journey is a series of resources designed to help teachers, pupils and

learners of all ages navigate their way towards a greater understanding and experience of how sketchbooks can develop our creativity. [Paula Briggs](#), Co-founder and Director of AccessArt explains the thinking behind the project.



AccessArt has been an advocate of the use of sketchbooks as a tool to nurture creativity for many years. Our aim is to enable as many teachers and facilitators as possible (including non-specialist teachers) to feel able to explore the use of sketchbooks with their pupils.

For over 20 years AccessArt has been asking the question:

What kind of mechanisms do artists use to enable their creativity to flourish?

The answers to that question contain clues; clues that might suggest to us new ways we can enable creativity in children and teenagers.

One of the ways many adults develop their creativity is through the use of sketchbooks, and we see that in schools where sketchbook use thrives, creativity thrives too.

The AccessArt Sketchbook Journey aims to share sketchbook knowledge and experience through the following steps:

Step 1: Understand. What is a sketchbook? What happens inside a sketchbook? Let's lift the lid and better understand the potential.

Step 2: Practice & Explore. Make time for sketchbooks and explore sketchbook activities. Experience what a sketchbook journey might look like.

Step 3: Reflect & Discuss. Use sketchbooks as an opportunity to understand more about our creativity, and as a tool for sharing the creativity journey.

Step 4: See Sketchbooks in Action. Be inspired by the sketchbooks of artists, teachers and children.

Throughout all the above stages, the journey for teachers is simple:

We give permission. We show pupils what

sketchbooks can be in the widest sense, and we give permission for pupils to embrace that potential in an aspirational way.

We create opportunity for pupils to practice sketchbook skills and explore exciting projects

We nurture ownership, by reminding pupils that they can take control of their journey in and through their sketchbooks.



Making Spaces & Places in a

Sketchbook

Making a Simple Folded Sketchbook

Making a Hole Punch Sketchbook

Making a Backwards Sketchbook

Making Time for Sketchbooks in Schools