

Be Mindful Of Hidden Assessment

By [Paul Carney](#)

This is the seventh post out of Paul Carneys series of the [8 Points for Assessment](#) for Primary Schools.

In this post Paul talks about formative dialogue as the most important form of assessment and explains how he uses a 'praise sandwich' to encourage students.



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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 Inclusive

**Attainment And Progress Are
Two Very Different Things**

**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**