

Planning an assessment strategy for collaborative dialogue across the transition bridge

What is being assessed?	What currently works well in relation to shared approaches to assessing learning across the transition bridge?	How could we improve to create a more cohesive policy across the transition bridge?
How is prior learning taken into account when assessing new learning?		
How are literacy skills assessed in relation to subject specific learning as well as in English?		
What numeracy skills should be assessed to test deepening understanding within a range of contexts?		
How does assessment focus on pupils thinking and metacognitive skills?		
How do you assess how well pupils can make connections linked to other curriculum areas?		

How are we assessing?	What currently works well in relation to shared approaches to assessing learning across the transition bridge?	How could we improve to create a more cohesive policy across the transition bridge?
What is the preferred rubric for assessing progress?		
What is the language of assessment that ensures pupils understand what to do next?		
How are pupils involved in the assessment of their work?		
How is group work assessed?		
What kind of feedback accompanies the assessment of pupils' work?		

What else are we assessing?	What currently works well in relation to shared approaches to assessing learning across the transition bridge?	How could we improve to create a more cohesive policy across the transition bridge?
How does the assessment of pupils' work impact on learning?		
What opportunities do pupils have to reflect on their own learning over time?		
How does assessment boost pupils' confidence and challenge them to achieve more?		
How is effort rewarded as part of the assessment process?		
How does feedback define next steps in learning for the pupil?		