



**'i – Journey' Paid Non-local Study Leave Scheme for Secondary School Teachers 2019/20**  
**Programme A(7) \* – Assessment Literacy**  
**Late February – Early April 2020**  
**Southampton, United Kingdom (UK)**

**Programme Brief**

**Background**

In the United Kingdom, the enhancement of teachers' assessment literacy is one of the major emphases of teachers' professional development. Its recent reform of the National Curriculum in 2014 stresses the implementation of assessment to promote learning and teaching. This is reflected particularly in the use of assessment to diagnose learning needs, the provision of timely feedback and active engagement of students and teachers in school formative assessment.

The Southampton-based study programme is expected to provide participants with knowledge of relevant theories, research and latest policies and practices in the UK, and more importantly, offer insights into how the effective measures can be adapted in the Hong Kong context. For example, participants will explore how effective assessment practices, school assessment policy and analysis of assessment data can shed light on the corresponding emphases of assessment/assessment policies in enriching students' learning and fostering their individual learning capabilities as specified in the Ongoing Renewal of the School Curriculum.

**Aim**

The Programme aims to enable participants to:

- (a) acquire knowledge of the English education system and its key features, with a special focus on the latest development of Assessment Literacy in United Kingdom;
- (b) enhance their professional capacity in developing school assessment policy and measures to strengthen the effectiveness of Assessment of/ for/ as Learning;
- (c) develop their repertoire and expertise on the design, implementation and data analysis of assessment;
- (d) integrate structured learning and school attachment to become reflective practitioners; and
- (e) develop teacher leadership through sharing learning outcomes in Professional Learning Communities (PLCs) and disseminating good practices.

**Quota**

The quota for the Programme (2019/20) is **20**.

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\* Programmes A(1) – A(6) were announced via EDBCM No. 134/2017, No.199/2017, No.179/2018 and No.190/2018 and completed in the 2017/18 s.y. and 2018/19 s.y. Relevant details can be retrieved from EDB website: (<http://www.edb.gov.hk/i-Journey>).

**Southampton Education School, University of Southampton**

The Programme will be delivered by the Southampton Education School, University of Southampton. University of Southampton is a world-leading institution offering a full range of professional development programmes for in-service educators. As a founding member of the Russell Group, Southampton has a high reputation for its research and teaching. The Researching Assessment Practices Group (RAP) at Southampton, established to promote and disseminate effective assessment and feedback practices, is an award-winning group widely recognised for its innovative approach and significant impact on curriculum development.

**Programme Content (Late February - Early April 2020)**

<b>Phase One</b> (2019/20 s.y.)	<b>Week 1</b>	<b>Pre-trip Preparation (Hong Kong)</b>		
	<b>Weeks</b> <b>2 – 6</b>	<b>Overseas Experience (Southampton, United Kingdom)</b>		
		<b>Structured Courses,</b> for example:	<b>School Attachment</b>	<b>Other Learning Activities,</b> for example:
		<ul style="list-style-type: none"> <li>● Developments and implementation of assessment policies</li> <li>● Theoretical concepts of assessment literacy and its relationship to student learning</li> <li>● Evaluation of different assessment strategies in classrooms</li> <li>● Principles and methods of assessment design</li> <li>● Analysis and use of assessment data and results</li> <li>● Effective use of e-assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Attachment to three secondary schools</li> <li>● Class observation, shadowing, co-planning and co-teaching with a focus on assessment practices</li> </ul>	<ul style="list-style-type: none"> <li>● Visits to a primary school and a further education college</li> <li>● Individual consultation with mentor</li> <li>● Consolidation and debriefing sessions</li> <li>● Self-learning sessions</li> </ul>
	<b>Weeks</b> <b>7 – 8</b>	<b>Post-trip Consolidation (Hong Kong)</b>		
<b>Phase Two</b> (2020/21 s.y.)	<b>Implementation of Finalised Proposal</b>			



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