



***'i – Journey'* Paid Non-local Study Leave Scheme for Teachers (4th Cohort)**
(for Primary School Teachers)
Programme B(2)* – Assessment Literacy
April - June 2021 (Tentative)
Cambridge, the United Kingdom (UK)

Programme Brief

Background

The UK stands out internationally among other countries in building on and strengthening teachers' professionalism in assessment. Apart from considerable amount of resources placed on initial teacher training, teachers' professional development and support for schools on diversified modes of assessments, its well-conceived assessment and evaluation framework are well known for its strong coherence of school curriculum, students' assessment, teachers' appraising system and schools' self-evaluation. In addition, the recent reform of the National Curriculum in 2014 stresses the implementation of assessment to promote learning and teaching. This is reflected particularly in their solid practices of using assessment to diagnose learning needs, to provide timely feedback and to engage students and teachers in school formative assessment.

The Cambridge-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 UK education system and its key features, with a special focus on its latest development of Assessment Literacy;
- (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) equip themselves with skills and strategies to cope with various challenges in assessing student learning, for example, conducting assessment with online learning tools;
- (e) develop a comprehensive understanding on the implementation of assessment at different school levels by experiencing school life in local schools;
- (f) develop professional knowledge base and build reflective practices through practitioner research and inquiry;

* 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. Programmes A(7) – (9) were announced via EDBCM No. 190/2019. Relevant details can be retrieved from EDB website: (<http://www.edb.gov.hk/i-Journey>).

- (g) share Hong Kong practices in local schools through communications with their counterparts; and
- (h) develop teacher leadership through sharing learning outcomes in Professional Learning Communities (PLCs) and disseminating good practices.

Quota

The quota for the Programme is 15.

Cambridge Assessment Network, University of Cambridge

The Programme will be delivered by the Cambridge Assessment Network (The Network). As a department of the University of Cambridge, the Network provides education programmes and exams in over 170 countries. The Network has experience of working in collaboration with ministries to provide services related to assessment training, including the principles and practice of assessment development, delivery and evaluation. Its research division conducts and publishes authoritative research which influences thinking and policy on education assessment. The research results are widely published in major refereed journals and presented in seminars and conferences.

Programme Content

Phase One	Week 1	Pre-trip Preparation (Hong Kong)		
	Weeks 2 – 6	Overseas Experience (Cambridge, the United Kingdom)		
		Structured Courses, for example:	School Attachment	Other Learning Activities, for example:
	Weeks 7 – 8	Post-trip Consolidation (Hong Kong)		
Phase Two	Implementation of Finalised Proposal			



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