

Research Matters / 41

A Cambridge University Press & Assessment publication

ISSN: 1755-6031

Journal homepage: <https://www.cambridge.org/about-us/research-matters>

How does examining influence teachers' assessment literacy?

Victoria Coleman and Martin Johnson

To cite this article: Coleman, V., & Johnson, M. (2026). How does examining influence teachers' assessment literacy? *Research Matters: A Cambridge University Press & Assessment publication*, 41, 99–115. <https://doi.org/10.17863/CAM.127734>

Abstract:

Assessment literacy (AL) is an important part of teachers' professional practice; however, there are concerns that many teachers in the UK do not have sufficient AL. Many countries have systems which rely on teachers who work as examiners to mark students' exam papers. It has been suggested that professional examining experiences may act as a form of assessment Continuing Professional Development (CPD), helping teachers to develop their AL through the experience gained and training received. In this article we report the outcomes of a research study where we explored teachers' perceptions of the influence of examining on their AL using a survey method. Our research highlights that teachers believe that examining does influence their AL and that this impact goes beyond simply summative assessment, influencing their wider teaching practices and professional relationships.

Cambridge University Press & Assessment is committed to making its documents accessible in accordance with the WCAG 2.1 Standard. We're always looking to improve the accessibility of our documents. If you find any problems or you think we're not meeting accessibility requirements, contact our team:

Research Division, ResearchDivision@cambridge.org

If you need this document in a different format contact us, telling us your name, email address and requirements and we will respond within 15 working days.

© Cambridge University Press & Assessment 2026

Full Terms & Conditions of access and use can be found at

T&C: [Terms and Conditions | Cambridge University Press & Assessment](#)

How does examining influence teachers' assessment literacy?

Victoria Coleman (Research Division)¹ and Martin Johnson (Research Division)

Introduction

Assessment literacy (AL), which includes teachers' conceptualisation of assessment, is an important aspect of teacher professionalism. AL influences teachers' assessment practices (Deneen & Brown, 2016), and affects student outcomes (Mellati & Khademi, 2018). Although it is increasingly highlighted as a key component of teacher professional competency, there are concerns that many teachers have only limited AL and that this can influence their understanding of examinations, and their allied teaching practices (Department for Education, 2015; National Association of Head Teachers, 2014). The examination system in the UK largely relies on teachers choosing to work as examiners who mark examination scripts for external awarding bodies (Menzies, 2015; Royal-Dawson & Baird, 2009). This practice of using teachers to mark qualifications is also common in other countries (Royal-Dawson & Baird, 2009). With teachers choosing to examine on top of an already busy teaching schedule (Menzies, 2015), one motivating factor may be that examining helps teachers to develop their AL.

What is assessment literacy (AL)?

AL is a complex and expansive concept and has been prone to change over time. As a preliminary step to exploring teacher-examiners' AL, we felt it was important to capture contemporary understandings of the concept as reflected in the academic literature. This then allowed us to capture our own definition of AL and to use this as a basis for gathering teachers' reflections in our research project.

AL refers to a teacher's ability to use assessment effectively as part of their practice. It includes the knowledge and skills that a teacher uses to gather and interpret information about student achievement and encompasses a teacher's beliefs and feelings about the value and purpose of assessment. AL is influenced and mediated by external factors such as the teacher's experiences of assessment and the environments in which they develop and apply their AL.

Figure 1: Our definition of AL

¹ Victoria led this research while working in the Research Division at Cambridge University Press & Assessment.

Our definition of AL (Figure 1) refers to teachers' abilities to use assessment effectively as part of their practice and includes their knowledge and skills around gathering and interpreting information about student achievement. This aspect of the definition reflects some traditional conceptualisations of AL which have tended to focus primarily on the knowledge and skills teachers need to apply summative assessment measures (Coombs, 2017) but which have now evolved to subsume formative and student-centred assessment approaches (DeLuca et al., 2016).

Our definition of AL also recognises that it is affective and dynamic, involving teachers' beliefs and feelings about the value and purpose of assessment. Building on the idea that AL is changeable over time (Looney et al., 2017; Xu & Brown, 2016), our definition recognises that AL is influenced by a person's environment and experience. In this way it is possible to conceive that teachers have an "assessment career" (Deneen & Brown, 2016), which starts when they are themselves students (through being subjected to assessment by others), develops as they engage in teacher training, and continues as they apply assessment during their professional work. This aspect of AL highlights how it is influenced by factors that are external to a teacher (Fulmer et al., 2015), with some of these factors occurring at the micro level (e.g., classroom context), the meso level (e.g., school policies), and the macro level (e.g., national education policies).

Teacher AL in the UK

Concerns have been raised that many teachers do not have sufficient levels of AL, which is problematic given that teacher AL is an important component of a successful assessment system (National Association of Head Teachers, 2014), and impacts student learning and achievement (Popham, 2009; Stiggins, 2010). Estimations suggest that a typical teacher spends up to a third of their professional time on assessment-related activities (Stiggins, 2010). In the UK, many teachers lack confidence in their assessment ability, with only 35 per cent of classroom teachers describing themselves as feeling very confident conducting day-to-day assessment as part of their teaching (Millard et al., 2017). In addition, assessment practice and governance have been identified as areas requiring improvement across UK schools (Ofsted, 2022).

The UK Department for Education (DfE) has detailed eight Teacher Standards which specify the minimum level of practice expected of trainee teachers, newly qualified teachers, and teachers working in maintained schools. As part of this, *Standard 6* specifies the assessment requirements for teachers (Department for Education, 2021), with Initial Teacher Training (ITT) providers needing to guarantee that students leaving their programmes meet these Standards. These arrangements arose partly as a response to concerns that assessment was not taught to a sufficient standard in UK ITT courses (e.g., see Department for Education, 2015; Millard et al., 2017; National Association of Head Teachers, 2014). However, some commentators have continued to express concerns that this initial teacher training model requires reinforcement from "a three-or-more-year structured package of support, including mentoring from 'expert colleagues' ... with appropriate knowledge and understanding of assessment theory and practice – attributes that are currently in short supply" (Walker, 2021).

Teacher-examiners and AL

The examining system in the UK largely relies on teachers working as examiners to mark scripts, and this practice is also common in other countries and states, including Canada, France, New Zealand, Australia, and the US (Royal-Dawson & Baird, 2009). In the UK, teachers can apply to become examiners. As part of this role they receive training and support prior to and during examining (Joint Council for Qualifications, 2026), which includes their participation in standardisation activities that help to ensure that they can apply mark schemes consistently. Although it is possible that these experiences act as a form of assessment Continuing Professional Development (CPD), consideration of whether examining is beneficial to teachers' professional development is underexplored by research.

Research by both Menzies (2015) and Lockyer (2018) found that teachers mainly chose to examine to improve their teaching practice and to benefit their students. Moreover, this benefit often related to assessment needs, for example, Lockyer reported that the most commonly given reason for beginning examining was "to better prepare my students for assessment". In addition, both studies found that examiners did not feel they were paid sufficiently, suggesting that teachers choose to examine for reasons beyond monetary gain.

Taken together, these findings may be interpreted to suggest that some teachers' choices to examine primarily related to improving their understanding of assessment. In this sense, it could be the case that examining practice is performing an assessment CPD function.

While there has only been limited research on the impact of examining on teacher AL, some studies highlight the importance of professional collaboration and training as mechanisms for developing teacher AL. Johnson and Shaw (2012) found that teachers with examining experience felt that they had insights into the examination system that non-examining teachers did not have. The authors concluded that the teachers' participation in an examiner community of practice gave them the cognitive support to enable them to make sense of the language and codes used by other examiners. In Australia, research into the impact of participating in online moderation meetings on teachers found that the meetings provided an opportunity for professional conversations about assessment and that this helped teachers to develop their assessment identity (Adie, 2013).

Research focus

This study built on earlier research findings (Johnson & Coleman, 2021) and aimed to explore whether teachers who were also examiners had a common understanding of AL, and what their conceptualisation of AL included. We also wanted to investigate teachers' perceptions of the impact that examining had on their AL, how this may have influenced their professional practice and relationships, and which aspects of the examining experience influenced the development of AL.

Methods and materials

While there are a number of existing tools for evaluating teacher AL, these have a number of disadvantages, such as having a limited perspective on what actually counts as AL (DeLuca et al., 2016), or constraints around eliciting tacit AL from teachers (Sadler & Reimann, 2018). To explore our research questions and to overcome limitations in the availability of measurement instruments or guiding theory (Creswell & Clark, 2011) we used a two-phase exploratory mixed-methods design. Both phases of this research followed our institution's research ethics procedures and guidelines, including obtaining informed consent and ensuring confidentiality. This article focuses on the outcomes of the second of these study phases.

Our first exploratory research project phase (reported in Johnson & Coleman, 2021) used a narrative concept mapping approach with a group of eight teacher-examiners who had worked with two awarding organisations. Narrative concept mapping methods centre on the discussions that emerge from participants' reflections on their generation of concept maps. Our narrative concept mapping process involved the teacher-examiners carrying out three tasks. Task 1 was a 10-minute warm-up brainstorm exercise asking them to respond to the question: "What words come into your mind when you think about the word 'Assessment'?" For Task 2 we then introduced the teacher-examiners to our definition of AL (Figure 1) and to the concept map idea. The teacher-examiners then completed a concept map around the question of "How has examining developed or changed your assessment literacy?" After completion of the concept map, Task 3 involved a semi-structured interview that included questions around (i) their role as an examiner, (ii) their definition of AL, and (iii) questions around their concept maps to explore the contribution that examining had on their AL and wider practice. For more information on the method used in this phase of the project see Johnson and Coleman (2021).

We then used the outcomes of this exploratory phase as the basis for a second, confirmatory phase where we developed a survey to explore AL across a larger sample of teacher-examiners. Our analysis of this second phase survey data is the focus of the current research article.

We used an opportunity sampling approach, contacting members of the teacher-examiner community to see if they would be interested in participating in our research. We distributed our survey as a web link through personal and organisational social networks, and it was available for eight weeks. We offered a prize draw voucher as encouragement for participation. The survey was designed to capture mainly objective, closed-choice responses which could be analysed quantitatively, although most included an option for the participant to input additional information, if needed.

We gathered information about each participant's professional history, and we screened them to ensure that they were currently teaching and that they had recent examining experience (i.e., within the last five years). After probing their notion of AL, the teacher-examiners were presented with our definition of AL and asked to consider the nature and magnitude of the influences that they perceived

to have affected their own AL (with specific probes focusing on the influence of examining).

There were 103 survey respondents, and these were teacher-examiners primarily based in the UK. Not all teacher-examiners completed every question in the survey, with some skipping questions or stopping part-way through. Of those who gave information about their gender, 61 per cent were female and 39 per cent were male.

The teacher-examiners had been teaching for between 2 and 41 years (mean = 17.4 years, standard deviation = 8.95), and their examining experience ranged from 6 months to 30 years (mean = 6.4 years, standard deviation = 5.86). The participants were asked to list the subjects that they were teaching at the time of the survey. We then grouped the subjects into overarching areas, e.g., subjects such as Sport Science and Health Education were grouped into Science, and subjects such as Psychology and Law were grouped into Social Science (see Appendix for full list).

Of those surveyed, 66 per cent of the participants were teaching just one subject, while the remainder listed two or more subjects. The teacher-examiners were also asked about the qualifications they were examining, with 40 per cent of the participants examining one qualification, 34 per cent examining two qualifications, and 25 per cent examining three qualifications. English subjects were the most commonly reported examined subject (28 per cent), followed by Science subjects (24 per cent), and Social Science subjects (20 per cent) (see Figure 2 for full information on the subjects taught and examined).

The teacher-examiners were asked about the levels of education that they were teaching at, which were phrased in terms of Key Stages (KS) used in the English system (Roberts, 2019). Of the responding teacher-examiners, 23 per cent taught at only one level, with the rest teaching at two or more levels. The most commonly taught levels were KS5 (80 per cent) and KS4 (75 per cent), which align with key national examination points in the UK. Most of the qualifications being examined were GCSE / IGCSE² (42 per cent) and GCE A Level³ / IB diploma⁴ qualifications (35 per cent), although there were a variety of other qualifications reported such as vocational or technical qualifications, and English for Speakers of other Languages (ESOL) qualifications.

2 General Certificate of Secondary Education (GCSE) is an examination usually taken at the end of compulsory schooling (KS4) in England, Wales, and Northern Ireland. International General Certificate of Secondary Education (IGCSE) is an international high school qualification that prepares students for further study.

3 General Certificate of Education (GCE) A Level is usually studied over a two-year period and is widely recognised in England, Wales and Northern Ireland as being the standard entry qualification for assessing the suitability of applicants for academic courses in UK universities.

4 International Baccalaureate (IB) diploma is a two-year academic programme. It is at the same level as GCE A Level qualifications and can also be used for entry for academic courses in UK universities.

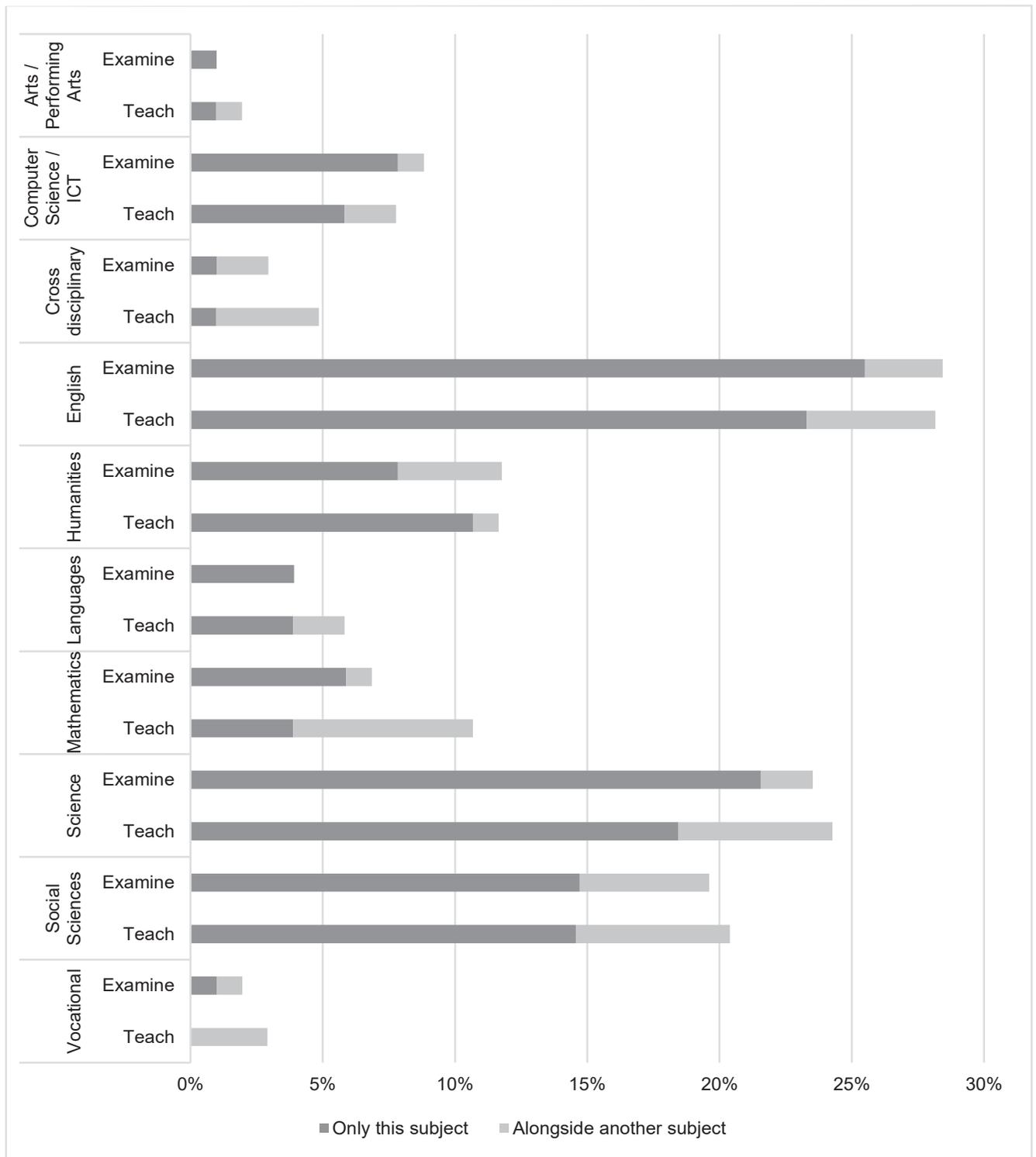


Figure 2: Subjects taught and examined⁵

Results

Understandings of AL

Only 28 per cent of the teacher-examiners were familiar with the term “assessment literacy”. Most of these participants considered AL specifically in relation to summative assessment, for example, they associated it with being able

⁵ ICT refers to “Information and Communication Technology”.

to interpret summative assessment results, knowing test instruction conventions, knowing the standards for test development, and being aware of the impact of assessments on test takers.

Teacher-examiners were then presented with our definition of AL and asked, “On a scale of 1 to 5, how assessment literate do you feel you are?” (with 1 being “not at all” and 5 being “extremely”). The ratings of the 100 teacher-examiners who responded to this question showed that they felt that they had well-developed AL (mean = 4.3, standard deviation = 0.62). No respondents gave themselves a rating below 3.

Influence of experience on AL

Having been presented with our definition of AL, the teacher-examiners were asked to reflect on the relative influence of four different experiences (being examined, Initial Teacher Training, teaching, and examining) on their AL using a 1 to 5 scale (with 1 being “has not influenced” and 5 being “has greatly influenced”). This question was answered by 102 respondents, and examining was rated as the most influential experience (Table 1). All teacher-examiners reported that examining had influenced their AL, with the majority (77 per cent) selecting a rating of 5. Teacher-examiners were also able to give and rate additional experiences that they considered as having influenced their AL. A number of teacher-examiners indicated that their AL was influenced by other non-examining related CPD, other assessment roles (such as working on assessment design), other qualifications, and other career experiences. Taken together, these findings supported the notion that examining was very influential on AL, and that several diverse experiences could also influence an individual teacher-examiner’s AL.

Table 1: Ratings of the impact of experiences on teacher-examiners' AL

Experiences	No. of participants	Mean	SD	Range
Examining	102	4.73	0.53	3-5
Teaching	102	3.49	0.96	1-5
Initial Teacher Training	102	2.51	1.31	1-5
Own experience of being examined	102	2.69	1.34	1-5
Other experiences	No. of participants	Mean	SD	Range
Other (non-specified)	14	3.36	0.93	2-5
Non-examining CPD	10	4.50	0.71	3-5
Other assessment role (e.g., test construction)	6	4.67	0.52	4-5
Participating in research on assessment	4	4.50	0.58	4-5
Other qualification	2	5.00	0.00	-
Other career experience	2	4.00	1.41	3-5
Training others in assessment	2	4.50	0.71	3-5
National performance standards	1	1.00	-	-
Seeing how other schools assess	1	1.00	-	-
Social media	1	1.00	-	-

Influence of examining on assessment knowledge and skills

In our earlier exploratory study, our teacher-examiner sample identified 24 aspects of AL knowledge and skills that they had gained through examining. Our current survey then asked the larger sample of teacher-examiners to indicate which knowledge and skills they felt had been influenced by their examining experience. This question was answered by 98 participants (Figure 3).

The teacher-examiners picked between 3 and 24 AL knowledge and skills aspects that were affected by their examining work (mean = 16.6, standard deviation = 5.72), suggesting that examining had influenced their AL quite widely. The aspect of AL knowledge and skills most influenced by examining was “understanding of mark schemes” (95 per cent), while the least was “ability to communicate assessment data” (44 per cent).

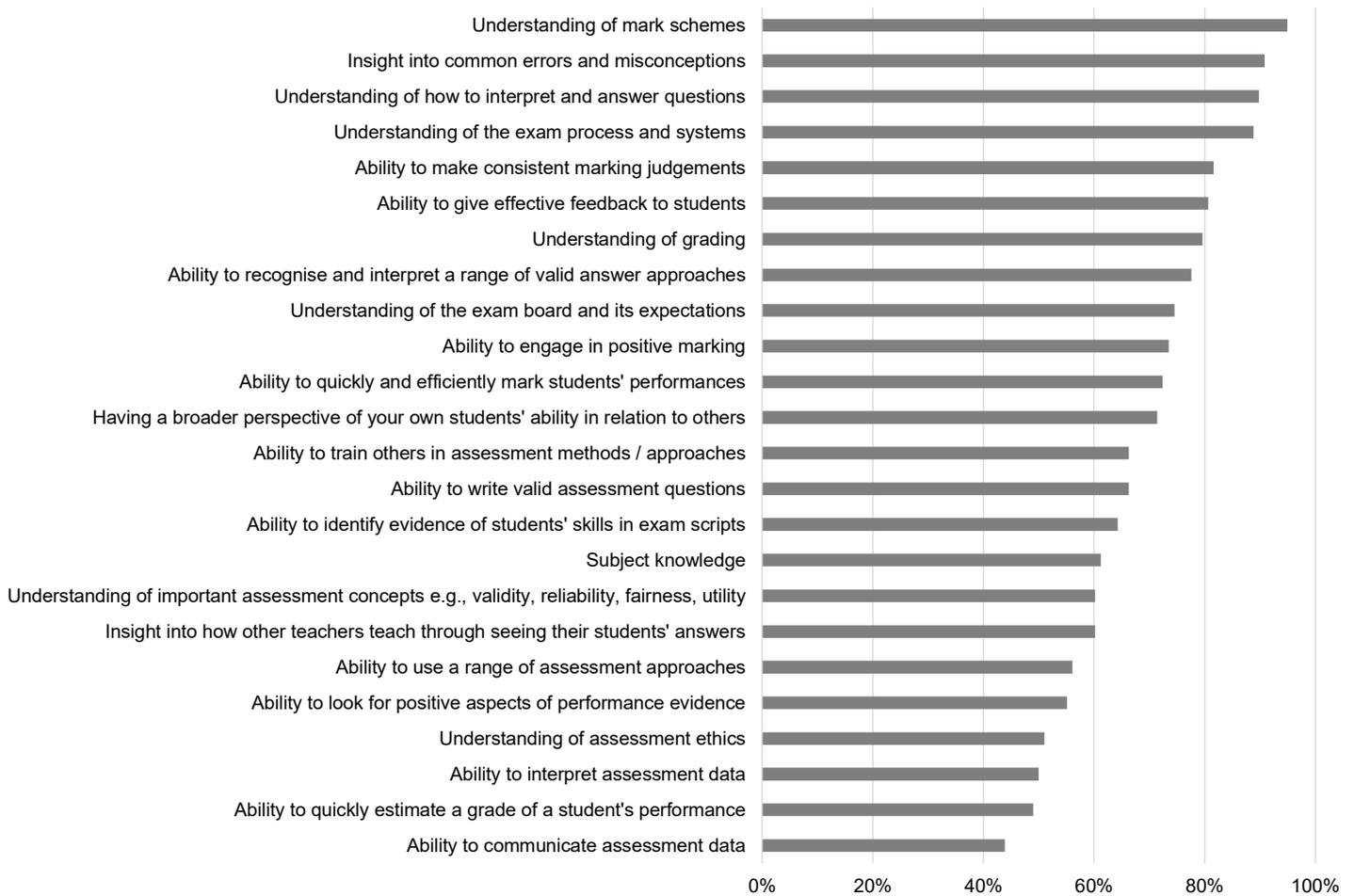


Figure 3: Aspects of AL influenced by examining

Influence of examining on assessment beliefs and feelings

In our earlier exploratory study, our teacher-examiner sample indicated that examining had influenced a variety of their beliefs and feelings. Our current survey then listed these and asked the larger sample of participants to indicate their current beliefs and feelings about assessment. These questions were answered by 94 teacher-examiners, who selected up to 14 options (mean = 6.6, standard deviation = 2.75). The participants were then asked whether examining had influenced the beliefs and feelings that they held, using a “yes / no” response. Figure 4 shows all the views held by teacher-examiners and the proportion who indicated that examining had influenced that view.

Most participants who reported holding a given belief or feeling felt that examining had influenced this view. The most common beliefs or feelings about assessment were positive, with the two most reported (“assessment is a measure of the application of knowledge”, and “assessment is valuable”) being held by approximately 75 per cent of teacher-examiners. Most respondents did not subscribe to some of the more negative beliefs or feelings about assessment (e.g., “assessment provides inaccurate information”, and “assessment is bad for students and teachers”).

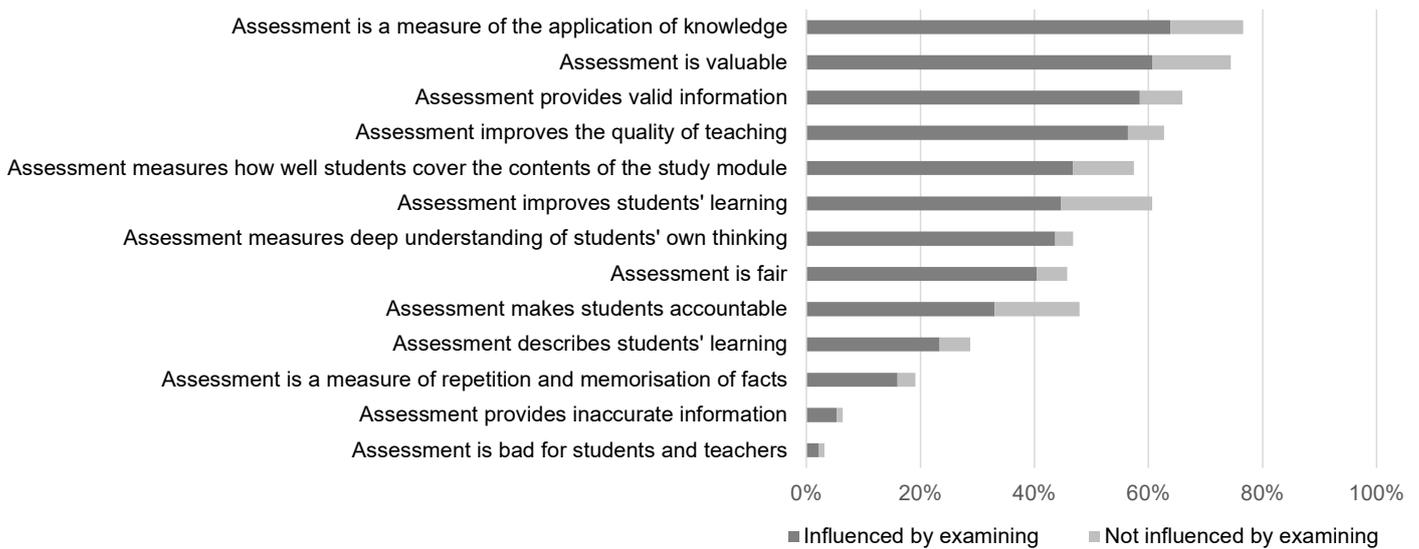


Figure 4: Beliefs and feelings about assessment

Influence of examining on teaching practice and professional relationships

We presented each teacher-examiner with the list of AL knowledge and skills that they had previously indicated had been affected by their examining. The participants then rated the extent to which those knowledge and skills aspects affected their classroom practice (using a scale of 1 to 5, with 1 being “not at all” and 5 being “greatly”). As shown in Figure 5, the most frequently selected rating for most aspects of AL was 5, with ratings of 1 or 2 being given infrequently.

The highest average rating was for “ability to give effective feedback to students” (mean = 4.6, standard deviation = 0.67), and the lowest was given for “insight into how other teachers teach through seeing their students’ answers” (mean = 3.9, standard deviation = 1.06). Overall, where examining had influenced aspects of AL, it was considered to affect classroom practice to a great extent.

In the initial exploratory phase, themes relating to trust and the teacher-examiners’ confidence in their AL emerged. To explore this further, the participants were asked in our current survey about the extent to which examining had influenced the trust they perceived others to have in them, and their self-confidence in their assessment ability. Of the 93 respondents who answered these questions, many teacher-examiners felt that examining had led to an increase in trust on matters of assessment from their students (80 per cent) and colleagues (70 per cent), but fewer (40 per cent) felt that it had influenced trust on matters of assessment from parents. In terms of the influence of examining on their self-confidence, a large proportion of the respondents felt that there had been an increase in their confidence in three areas: their ability to talk to students about assessment (95 per cent), their ability to apply mark schemes (92 per cent), and their knowledge of exam board expectations (88 per cent). The teacher-examiners were also asked whether there had been any influence of their examining at a school or departmental level. Of the 92 participants who responded to this question, 71 per cent agreed that their examining had an influence at a school or departmental level.

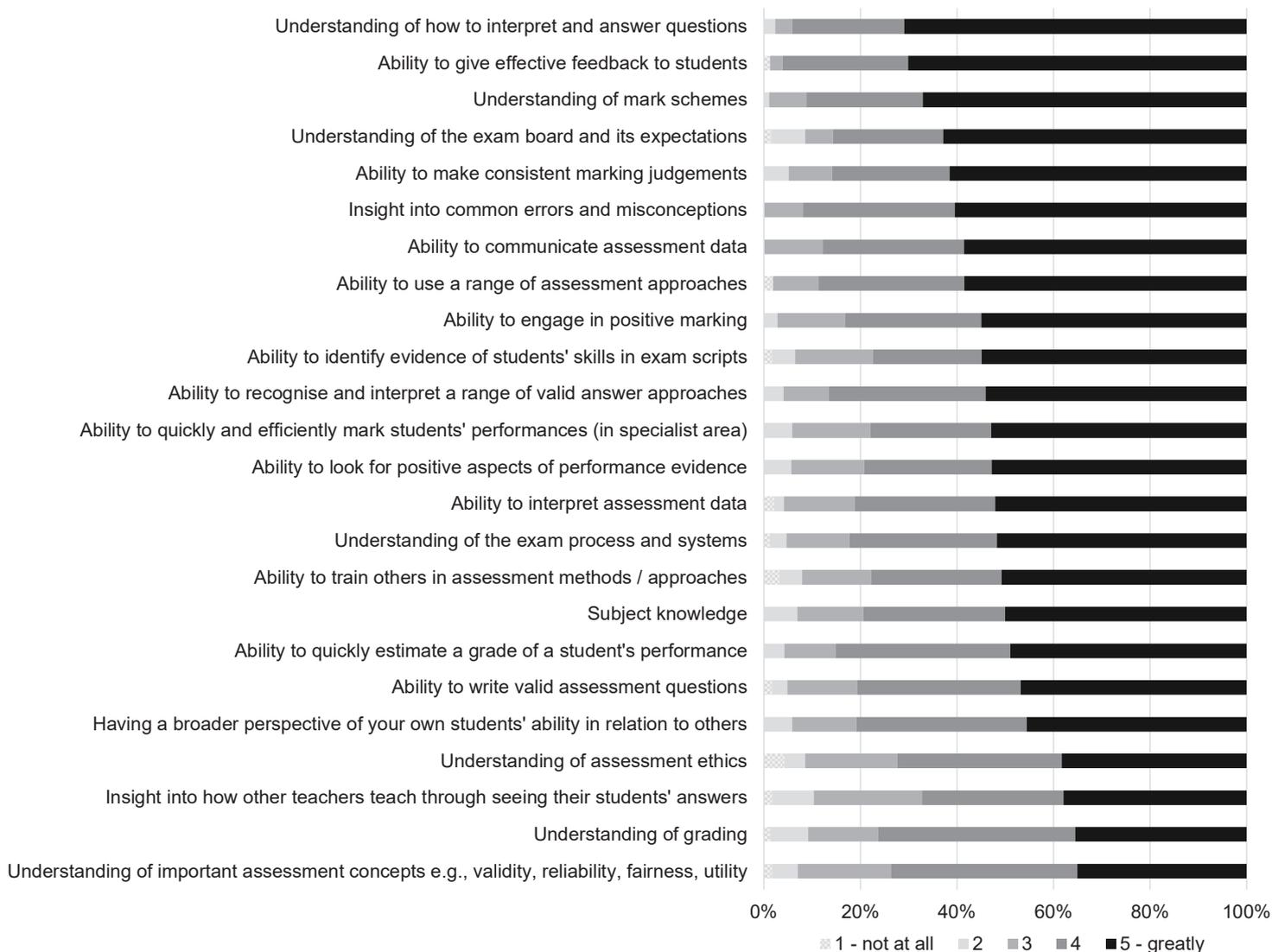


Figure 5: Influence of changes in AL on classroom practice

How does examining influence AL?

We were interested in how examining experience influenced the teacher-examiners' AL development. In our earlier exploratory study, participants identified 14 aspects of examining that influenced their AL, which could be grouped into three stages of the examining process: pre-marking preparation, marking, and post-marking activities. When we asked the participants in our current survey, 91 teacher-examiners selected a variety of aspects of examining that influenced their AL (mean = 8.5, standard deviation = 3.45), suggesting that these influences were linked to a variety of different experiences related to the examining process.

Figure 6 shows that marking-related activities – such as “applying mark schemes”, “identifying common errors”, and “marking large volumes of papers” – had the greatest influence on participants' AL. That said, all but two of the other aspects were reported as being influential by most of the participants. Moreover, although “contributing to the examiners' [post marking] report” was the least influential aspect of examining, it was still felt to have impacted AL for over 40 per cent of the teacher-examiners.

These results show that the influence of examining on AL is multifaceted, and that the benefits of examining for AL arise throughout the duration of the examining process, both related to and beyond the act of marking papers itself.

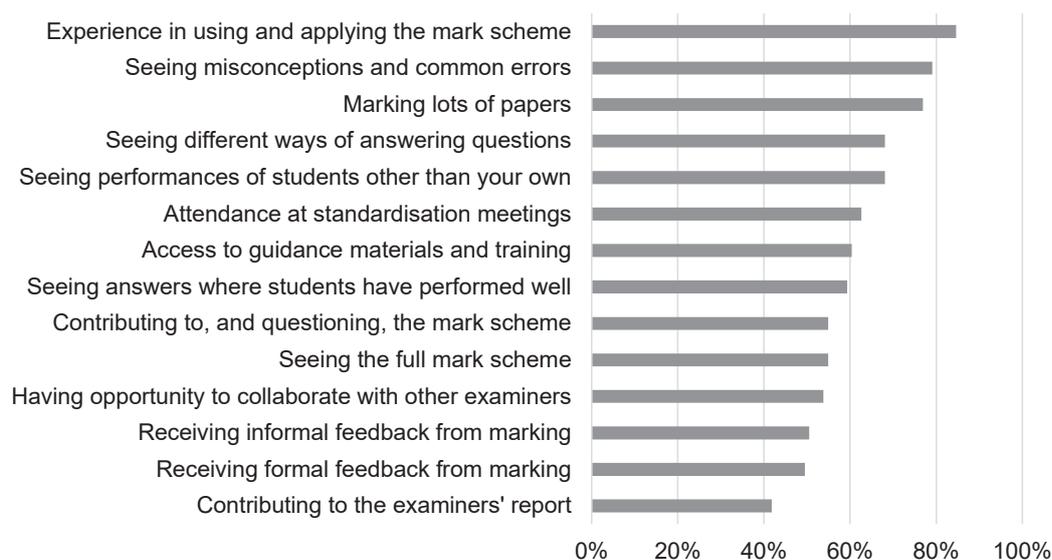


Figure 6: Aspects of examining that influenced AL

Discussion

In this research we examined teacher-examiners' understandings of AL and explored whether examining had impacted their AL, how this influenced their professional practice and relationships, and what aspects of the examining experience contributed to any change in their AL. Literature suggests that AL is a broad concept and is influenced by different experiences in a teacher's career. Moreover, while AL is considered to be very important for teaching practice, there is longstanding criticism that some ITT programmes do not equip teachers with sufficient AL. With the examination system in the UK reliant on teachers acting as examiners, we wanted to explore whether examining acted as a form of assessment CPD, providing teachers with an opportunity to develop their AL. Additionally we wanted to understand the breadth of this AL, and the impact it had on teachers' professional practice.

We found that most of the teacher-examiners were unfamiliar with the term AL. For those that were, definitions focused on summative assessment rather than the broad definitions which consider other forms of assessment. The lack of familiarity with the term AL suggests that it is an area where more work should be done to establish a common, professional, explicit understanding of AL, which goes beyond simply focusing on summative assessment.

When presented with our broad definition of AL (including knowledge, skills, beliefs, and feelings), most of the teacher-examiners considered themselves to be highly assessment literate and felt that their AL was significantly influenced by their examining work. While teaching was reported as a somewhat influential life experience on AL, the influence of ITT was the lowest rated of the listed life experiences. Although there might be recency effects acting on this finding (with the impact of contemporary teaching and examining being more accessible

experiences for reflection than historic training experiences), we need also to assume that the accrued experience of teacher-examiners would leave them well placed to consider the respective influence of different experiences in relation to each other. The teacher-examiners' reflections also seem to support the criticisms made by other observers that some ITT courses have not provided sufficient training on assessment (e.g., Department for Education, 2015; Millard et al., 2017; National Association of Head Teachers, 2014). This finding also supports the notion that examining can act as a form of CPD for teachers who may otherwise receive only limited assessment training.

The teacher-examiners reported that examining influenced their AL in terms of developing their knowledge and skills. Moreover, the teacher-examiners reported that this influence on their AL was broad. As well as influencing aspects that specifically related to summative assessment and examinations, they also reported that examining had influenced aspects with broader applicability to assessment and learning, such as more formative aspects of assessment related to giving feedback and spotting misconceptions. Similarly, many participants reported that examining had increased their AL in terms of foundational assessment concepts and skills. These findings therefore support the notion that examining experience exposes teachers to important assessment concepts that generalise across individual assessment episodes beyond summative examinations and give language to their assessment knowledge that can be used to connect with other teachers and assessment professionals.

Examining was reported to have influenced teacher-examiners' beliefs and feelings about assessment. These beliefs and feelings were multiple and diverse, showing that conceptions of assessment were complex and multifaceted. The teacher-examiners also generally reported having positive beliefs and feelings about assessment, with many of them indicating that examining had influenced these views. Although we anticipated that examining would influence teaching practice in terms of examination preparation, we were surprised at the extent to which the teacher-examiners reported that changes in their AL brought about by examining had influenced their wider classroom practice. This suggested that teacher-examiners believed that examining not only enabled them to be better at carrying out examining activities but also supported their subject teaching.

Teacher-examiners were asked to reflect on the impact of examining on their professional relationships. There was a clear impact of examining on perceived trust, with teacher-examiners reporting that they had benefitted from increased levels of trust from students and colleagues on matters of assessment. These findings highlight that the impact of examining on AL has a social dimension, with assessment expertise contributing to teachers' human capital – which itself has allied social status (Eide & Showalter, 2010). In terms of their own confidence in assessment matters, teacher-examiners reported that examining had been highly influential. While it is not possible to determine whether this enhanced confidence and trust were singularly related to the development of AL, it highlights that examining has an influence on teacher professional identity and on their relationships more broadly. Overall, the relationship between AL and teacher self-confidence and trust from others warrants future exploration.

Finally, most teacher-examiners reported that their examining had an influence at a school or departmental level. This has not yet been explored by research and suggests that examining as CPD can have benefits beyond improving an individual teacher's AL.

This study highlights that there are a variety of aspects of the experience of examining which influence teachers and their AL. The aspects of examining that were most commonly reported as having influenced AL related to the marking stage, particularly aspects related to seeing multiple exam responses. This suggests that it is the act of examining itself, rather than the training and guidance received, which had a significant impact on AL. This may be because examiner training and guidance is very focused on the specific examining work itself, while the act of marking and seeing lots of exam responses is an unintentional side effect of examining and has an impact upon AL more widely.

This study was exploratory using a small opportunity sample and some participants skipped questions. Consequently, our ability to generalise the findings to teacher-examiners more widely is limited. However, teacher-examiner AL has not yet been explored in detail, and so this research provides useful insight into how examining may have an impact on multiple aspects of teacher AL and classroom practice. Building on this, longitudinal research investigating teacher AL, and comparisons of examining and non-examining teachers, is needed to disentangle the impact of examining from other factors and understand how to harness examining to benefit teacher AL and teaching practice.

Overall, our findings highlight that AL is a complex and multifaceted concept, with teacher-examiners holding multiple knowledge types, skills, beliefs, and feelings about assessment. This study provides evidence that examining can play an important role in developing teacher AL, acting as a valuable form of assessment-related CPD. This suggests that more should be done to both understand and highlight the wider benefits of examining in terms of improving teacher AL and professional practice.

References

- Adie, L. (2013). *The development of teacher assessment identity through participation in online moderation*. *Assessment in Education: Principles, Policy & Practice*, 20(1), 91–106.
- Coombs, A. J. (2017). *Teacher educators' approaches to assessment* [Unpublished Master of Education thesis, Queen's University].
- Creswell, J. W., & Clark, V. L. P. (2011). *Designing and conducting mixed methods research* (2nd ed.). Sage.
- DeLuca, C., LaPointe-McEwan, D., & Luhanga, U. (2016). *Teacher assessment literacy: A review of international standards and measures*. *Educational Assessment, Evaluation and Accountability*, 28(3), 251–272.
- Deneen, C. C., & Brown, G. T. L. (2016). *The impact of conceptions of assessment on assessment literacy in a teacher education program*. *Cogent Education*, 3(1), 1225380.
- Department for Education. (2015). *Carter Review of Initial Teacher Training*.
- Department for Education. (2021). *Teachers' Standards: Guidance for school leaders, school staff and governing bodies*.
- Eide, E. R., & Showalter, M. H. (2010). *Human capital*. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International Encyclopedia of Education* (3rd ed.), (pp. 282–287). Elsevier.
- Fulmer, G. W., Lee, I. C. H., & Tan, K. H. K. (2015). *Multi-level model of contextual factors and teachers' assessment practices: An integrative review of research*. *Assessment in Education: Principles, Policy & Practice*, 22(4), 475–494.
- Johnson, M., & Coleman, V. (2021). *Out of their heads: Using concept maps to elicit teacher-examiners' assessment knowledge*. *International Journal of Research & Method in Education*, 44(3), 257–272.
- Johnson, M., & Shaw, S. (2012). *Interpreting examiners' annotations on examination papers: A sociocultural analysis*. *Irish Educational Studies*, 31(4), 467–485.
- Joint Council for Qualifications. (2026). *Becoming an examiner*.
- Lockyer, C. (2018). *Survey of examiners 2018: Headline findings*. (Ofqual/18/6449/6). Ofqual.
- Looney, A., Cumming, J., van der Kleij, F., & Harris, K. (2017). *Reconceptualising the role of teachers as assessors: Teacher assessment identity*. *Assessment in Education: Principles, Policy and Practice*, 25(5), 442–467.
- Mellati, M., & Khademi, M. (2018). *Exploring teachers' assessment literacy: Impact on learners' writing achievements and implications for teacher development*. *Australian Journal of Teacher Education*, 43(6), 1–18.
- Menzies, L. (2015). *The future for examining*. LKMco/OCR.

- Millard, W., Small, I., & Menzies, L. (2017). *Testing the water: How assessment can underpin, not undermine, great teaching*. LKMco/Pearson.
- National Association of Head Teachers. (2014). *Report of the NAHT Commission on Assessment*. NAHT.
- Ofsted. (2022). *The Annual Report of His Majesty's Chief Inspector of Education, Children's Services and Skills 2021/22*. Ofsted.
- Popham, W. J. (2009). *Assessment literacy for teachers: Faddish or fundamental? Theory Into Practice*, 48(1), 4–11.
- Roberts, N. (2019). *The school curriculum in England (Briefing Paper 06798)*. UK Parliament.
- Royal-Dawson, L., & Baird, J.-A. (2009). *Is teaching experience necessary for reliable scoring of extended English questions? Educational Measurement: Issues and Practice*, 28(2), 2–8.
- Sadler, I., & Reimann, N. (2018). *Variation in the development of teachers' understandings of assessment and their assessment practices in higher education. Higher Education Research & Development*, 37(1), 131–144.
- Stiggins, R. (2010). Essential formative assessment competencies for teachers and school leaders. In H. L. Andrade & G. J. Cizek (Eds.), *Handbook of Formative Assessment* (pp. 233–250). Taylor & Francis.
- Walker, M. (2021, May 12). *Issues of trust in teachers' assessments: Can the profession move forward? Impact: Journal of the Chartered College of Teaching*, 12.
- Xu, Y., & Brown, G. T. L. (2016). *Teacher assessment literacy in practice: A reconceptualization. Teaching and Teacher Education*, 58 (Supplement C), 149–162.

Appendix

Specific subjects that teachers reported and the subject categories they were organised into.

Subject group	Subjects reported by teachers
Arts / Performing Arts	Music, Drama
Computer Science / Information and Communication Technology	Computing, Computer Science, Information and Communications Technology, Certificate in Digital Applications
Cross disciplinary	Global Perspectives, Critical Thinking, Personal Social Health and Economic education, Extended Project Qualification
English	English, International English Language Testing System, English Literature, English Language, English Language and Literature, English for Business and Finance, Writing, Teaching English as a Foreign Language, Cambridge A2 Key English Test and B1 Preliminary English Test, Functional English, Foundation English, First Language English, Second Language English, Linguistics
Humanities	History, Classics, Geography, Geology
Languages	Latin, Spanish, French, Italian, Afrikaans First / Additional Language, German
Mathematics	Mathematics, Functional Mathematics
Science	Science, Physics, Chemistry, Biology, Physical Education, Sport Science, Health Education: Food and Nutrition
Social Sciences	Psychology, Sociology, Criminology, Law, Business / Business Studies, Economics, Travel and Tourism, Religious Studies / Education, Divinity, Islamic Studies, Health and Social Care
Vocational	Teacher training, Leadership, Work Skills, Education and Training