

### 3<sup>rd</sup> Symposium for Primary School Teachers organised by TESOL Val d'Adige/Etschtal

#### Measuring what matters: Exploring Assessment in TEYL

Time: November 27<sup>th</sup>, 2020, 14:00 – 16:00

Venue: Webinar

Registration via Fortbildungsportal, <http://www.provinz.bz.it/fortbildungsportal>

Code: 24.05

#### Teaching, Learning and a Growth Mind-Set – where assessment can help

Much assessment takes place when it is 'too late' - at the end of a stage of learning. This session is about formative assessment - assessment that supports learning while that learning is still going on.

Originally, the focus of formative assessment was on finding out how well the learners had learned so that the **teacher** could decide what to do next – reteach lessons or try a different approach, for example. That is still valid but these days there is a vital extra factor, working more in partnership with **learners**, letting them into the secret of what 'success' is and enabling them to think about their own learning and how to improve. In its new guise, formative assessment is often known as Assessment for Learning (AfL). AfL does not replace other assessment. It has a different purpose and takes place in a different time zone as it is deeply integrated with teaching. It is powerfully associated with building a Growth Mindset, which emphasises reflection, resilience, and perseverance – qualities much needed in today's world.

The exciting thing is that AfL is a practical framework. It is currently well established in areas such as maths and mother tongue teaching but less so in Foreign Language Learning. There is much to be done and I am delighted that we have the chance to share perspectives on it as well as look at practical activities.

#### **Speaker: Dr. Shelagh Rixon**

**Associate Professor (retired), Dept of Applied Linguistics, University of Warwick**  
**Currently Associate Tutor, Dept of English, University of Leicester**

Shelagh Rixon graduated from the University of Cambridge in Classics but then, having taught English in Rome for 3 years, qualified as a teacher of TESOL to primary and secondary school children. She spent 16 years as a career officer in the British Council, returning to Italy as English Language Officer in Rome and then Milan during the 1980s when so many developments in Young Learners Foreign Language Teaching were taking place. She joined the University of Warwick in 1991 to set up and co-ordinate the MA in Teaching English to Young Learners. She has worked extensively in assessment of Young Learners and has recently edited and co-authored two books on the subject. For 20 years she has acted in as a school governor and volunteer in two UK primary schools which is where she has gained much of her experience and enthusiasm for Assessment for Learning and Growth Mindset development in mainstream education.

*Papp, Sz and Rixon, S (2018): Examining Young Language Learners: The Cambridge English approach, Cambridge University Press*

*Prošić-Santovac, D and Rixon, S (editors) (2019): Integrating assessment into early language learning and teaching. In the Early language learning in school contexts series edited by Janet Enever Bristol: Multilingual Matters.*