

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools
Final Report**

(A) Name of School: Lions Clubs International Ho Tak Sum Primary School (File Number: B018)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Ms Chan Sin Ki, Ms Suen Yin Fong	<i>School Phone No</i>	2617 9682
<i>Approved Curriculum Initiative(s)</i>	<input type="checkbox"/> Enrich the English language environment in school through conducting activities* and/or developing quality resources* <input checked="" type="checkbox"/> Promote reading across the curriculum <input type="checkbox"/> Enhance e-Learning <input type="checkbox"/> Cater for learning diversity <input type="checkbox"/> Strengthen assessment literacy		
<i>Approved Usage(s) of Grant</i>	<input checked="" type="checkbox"/> Purchase learning and teaching resources (printed books) <input type="checkbox"/> Employ supply teacher(s) <input checked="" type="checkbox"/> Employ teacher(s) who is/are proficient in English <input type="checkbox"/> Employ teaching assistant(s) who is/are proficient in English <input type="checkbox"/> Procure services for conducting _____ activities		

(C) Self-evaluation of Project Implementation

Please evaluate your school’s project implementation based on the indicators under the 5 key criteria using a 4-point scale[#]. Indicate the school’s score for each criterion by ticking “✓” the appropriate box and **providing full justification of scoring**. Reference notes are highlighted in **BLUE**.

Criteria	Indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)			
<p>Efficiency (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)</p>	<ul style="list-style-type: none"> Deliverables such as learning and teaching resources of acceptable quality are produced, deployed and used as well as quality English language activities are organised as scheduled. Additional resources (e.g. printed/e-books, teachers and teaching assistants) are suitably deployed to achieve the intended goals. Target groups as stipulated in the approved plan have benefitted from the project. 	Yes (Fulfilled) ←		→	No (Not fulfilled)
		4	3	2	1
		✓			
		<p>Justifications:</p> <ul style="list-style-type: none"> 100% of targeted theme-based resource packages with detailed teaching plans, learning worksheets, learning tasks and follow-up activities were produced as scheduled and stated in the implementation plan. 6 theme-based RaC resource packages were designed for the targeted levels, P.4 and P.5 respectively in total for the school year. 100% of the above produced resource packages were used in English learning and teaching for P.4 and P.5. Electronic books and extra printed fictions and non-fictions were used to facilitate reading across curriculum (RaC). 3 extra printed readers including fictions and non-fictions were purchased for promoting RaC in P.4 and P.5. For each title, 3 sets of printed books with 32 copies for each set were purchased and read in different periods among the classes in the same grade level. The full-time supply teacher who is proficient in English was employed and to create space for the core team members of P.4 and P.5 in the English panel to develop RaC at P.4 and P.5. 24 English lessons were taken up by the supply teachers for the P.4 and P.5 teachers in the core team. The learning and teaching materials of the RaC project were designed according to the principle of ‘From reception to production’. A spiral approach was adopted to teaching and learning as well as materials 			

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		<p>designed. Connection of other KLA was made through carefully selected themes and genres. Students read a variety of text types and applied the knowledge they learnt in the content and language features. The newly-developed materials such as ‘reader’s theatre script’, ‘customs around the world’, ‘fairytale checklist’, ‘plants reports’, ‘information report of animals’, ‘old toys sharing’, ‘biography elements’, ‘A new ending for Princess Pea’, ‘writing a myth’, ‘sending an email to NET teacher’, ‘Introduction of old toys’, and ‘playlet’ were used in the target levels, P.4 and P.5. These learning and teaching materials provided opportunities for students to demonstrate the knowledge they acquired and use English with a meaningful purpose.</p> <ul style="list-style-type: none"> To purchase the printed books, the English Department gained consent from the school authority to use the Promotion of Reading Grant 2018-2019 to pay for them. 												
<p>Effectiveness (Goal achievement: improvement of students’ language skills, teachers’ understanding of new curriculum requirements - Major renewed emphases in the Updated English Language Curriculum⁺ and use of evaluation</p>	<ul style="list-style-type: none"> Both observable (such as mastery of target language skills) and measurable outcomes (such as improvement as reflected by formative and/or summative assessment results) are achieved. Teachers demonstrate a good understanding of new curriculum requirements⁺ in lessons, co-planning meetings and material development process. Monitoring and evaluation tools are effectively deployed for continual course corrections and outcome improvement. 	<table border="1" data-bbox="1122 831 2119 991"> <thead> <tr> <th data-bbox="1122 831 1379 871">Yes (Fulfilled)</th> <th data-bbox="1379 831 1630 871">←</th> <th data-bbox="1630 831 1881 871">→</th> <th data-bbox="1881 831 2119 871">No (Not fulfilled)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1122 871 1379 927">4</td> <td data-bbox="1379 871 1630 927">3</td> <td data-bbox="1630 871 1881 927">2</td> <td data-bbox="1881 871 2119 927">1</td> </tr> <tr> <td data-bbox="1122 927 1379 991">✓</td> <td data-bbox="1379 927 1630 991"></td> <td data-bbox="1630 927 1881 991"></td> <td data-bbox="1881 927 2119 991"></td> </tr> </tbody> </table> <p>Justifications:</p> <ul style="list-style-type: none"> According to the year-end survey to both targeted students and teachers involved as well as the sharing in the panel meeting and co-planning meetings, positive feedback was given. It showed that the following objectives have been met as stated in the implementation plan: (1) Students had more opportunities to use English in the project in terms of speaking, reading and writing. (Expected rate in the Plan: 80% of students agree with that.) 	Yes (Fulfilled)	←	→	No (Not fulfilled)	4	3	2	1	✓			
Yes (Fulfilled)	←	→	No (Not fulfilled)											
4	3	2	1											
✓														

<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
instruments for ensuring effectiveness)		<ul style="list-style-type: none"> - 83% of students agreed that they had more opportunities to practise speaking, reading and writing during the RaC lessons. (2) The targeted students showed improvement in the year-end Reading Levelling Assessment. (Expected rate in the Plan: 70% of students show improvement.) - Both P.4 and P.5 students attained 100% improvement in the year-end Reading Levelling Assessment. Each P.4 student attained 3 levels rise on average while P.5 attained 3-4 levels rise for each student. (3) Teachers involved gained experience in promoting RaC. (Expected rate in the Plan: 100% agree with that.) - 100% gained experience in promoting RaC. 90% of them agreed that the experience they gained in the implementation school year's RaC Programme boosted their confidence in running RaC in the future. (4) Teachers involved agreed that the new initiatives in reading lessons help students acquire reading skills effectively. (Expected rate in the Plan: 80% of teachers agree with that.) - 90% of teachers involved agreed that the design of teaching and learning materials for the RaC project enhanced reading strategies acquisition. - Plenty of time had been allocated to discuss the teaching and application of reading strategies during the co-planning meetings. Appropriate learning and teaching materials were developed accordingly by the teachers to facilitate the learning and teaching of reading strategies. - The targeted reading strategies such as skimming, scanning and predicting were explicitly taught during the reading lessons.

<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
		<p>- Teachers reported that students showed a great interest in predicting the story content. Creative ideas were found. Logical predictions was usually found in accelerated class.</p> <p>- In the third panel meeting (year-end meeting), teachers reported that students had become more familiar with using scanning and skimming skills to get a general idea of the text and locate the keywords in the text for corresponding questions.</p> <ul style="list-style-type: none"> • To monitor the progress of the project, co-planning meetings were held regularly to plan ahead and evaluate the effectiveness of the teaching skills and the materials designed. Progress and effectiveness of the project was reported in the panel meetings as well. Peer lesson observation focusing on using reading strategies was also scheduled in P.4 and P.5. Good practice of pedagogy was discussed and shared in the co-planning meetings. • In the co-planning or evaluation meetings, when the learning materials or activities designed were reported too hard or complicated for students, especially for the less able students, such materials or activities would be simplified by retaining only the core content. For example, one of the P.5 end products about writing a biography of a famous person was modified to writing a time-line instead. During the P.5 co-planning meeting, teachers reported that it was too hard for average classes to write a biography of a famous person since students lack summarizing skills, so only a time line of a famous person was required for the average classes. For the more able students, they still produced a biography of a famous person of their own choice. • During the first term panel meeting, it was reported that there would be insufficient time to finish the RaC end-product about writing a letter of

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		<p>complaint before the second term. To make it up, the P.5 teachers had discussed in the co-planning meetings and decided to merge some of the GE lessons to make room for finishing the last product of the first term in order to ensure effective implementation of the project.</p> <ul style="list-style-type: none"> Although peer lesson observation was scheduled in P.4 and P.5, not every teacher in the same level had the opportunity to observe the peer teachers' classes as the individual teacher's timetable clashed. 			
<p>Impact (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers' professional capacity)</p>	<ul style="list-style-type: none"> Curriculum initiative(s) implemented has/have added value to the existing English Language curriculum. Curriculum initiative(s) implemented has/have fostered a professional sharing culture among English teachers, resulting in enhanced capacity. The English language learning environment has been enriched and students are more motivated in learning English. 	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
			✓		
<p>Justifications:</p> <ul style="list-style-type: none"> The core team teachers connected the content learning in other KLAs, namely Chinese, General Studies and Computer Literacy to English language curriculum. These ideas were brought to the co-planning meeting and shared with the level. Therefore the teachers of the targeted levels were more aware of how to plan a holistic curriculum for students to enhance learning among different subjects. The core team teachers also designed varied activities such as Q & A competitions and Quizlet to help students practise the targeted reading strategies namely predicting, working out of the meaning of unknown words, skimming and scanning. In addition to the selection of appropriate reading strategies for different themes, core team teachers also helped outline the lesson content and the development of teaching materials. If the timetable matched, the core team teachers took the initiative to the try-out of the newly-developed learning and teaching materials and shared the experience during co-planning meetings. However, 					

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		<p>sometimes it was the non-core teacher in the same level took the turn to use the newly developed materials first according to the individual timetable.</p> <ul style="list-style-type: none"> During the co-planning meetings of the target levels, core teachers led the discussion about lesson planning, materials design and evaluation of the initiatives. Good ideas about activities and implantation were shared among the teachers involved. The new teaching ideas and approaches were discussed and evaluated within the levels during the co-planning meetings. In the panel meetings, teachers involved in the project also share these ideas with the whole panel members in the 2 panel meetings. However, it was admitted that the sharing sessions for the whole panel members were limited. All English teachers would have been benefit more from the core teachers' sharing if extra professional sharing sessions had been scheduled. 												
<p>Relevance (Goal alignment)</p>	<ul style="list-style-type: none"> Project goals set are in close alignment with the school's major concerns and teachers'/students' needs. Proper mechanisms (e.g. regular project review meetings) are in place to ensure that project activities and outputs are consistent with the overall goal and the attainment of the objectives. 	<table border="1" data-bbox="1111 871 2123 1018"> <thead> <tr> <th data-bbox="1111 871 1373 919">Yes (Fulfilled)</th> <th data-bbox="1373 871 1626 919">←</th> <th data-bbox="1626 871 1879 919">→</th> <th data-bbox="1879 871 2123 919">No (Not fulfilled)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1111 919 1373 967">4</td> <td data-bbox="1373 919 1626 967">3</td> <td data-bbox="1626 919 1879 967">2</td> <td data-bbox="1879 919 2123 967">1</td> </tr> <tr> <td data-bbox="1111 967 1373 1018">✓</td> <td data-bbox="1373 967 1626 1018"></td> <td data-bbox="1626 967 1879 1018"></td> <td data-bbox="1879 967 2123 1018"></td> </tr> </tbody> </table> <p>Justifications:</p> <p>Please elaborate on:</p> <ul style="list-style-type: none"> One of our school major concerns is enhancing learning through varied learning and teaching strategies. The Project goal which is to promote reading across the curriculum was set exactly to go in line with the school major concern to students' learning. Moreover, the TSA result, internal assessments and daily homework performance all showed that students lack vocabulary and reading skills to process a reading text. 	Yes (Fulfilled)	←	→	No (Not fulfilled)	4	3	2	1	✓			
Yes (Fulfilled)	←	→	No (Not fulfilled)											
4	3	2	1											
✓														

Criteria	Indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)												
		<p>Therefore the teachers in the English panel agreed to try RaC to promote English learning and teaching.</p> <ul style="list-style-type: none"> The target units were clearly scheduled in the scheme of work in the target levels for teachers to follow and refer to. Matching units with other KLAs were scheduled as well. The regular co-planning meetings for P.4 and P.5 provided an ideal platform for the teachers involved to plan, discuss, share and evaluate to ensure the implementation of the new initiatives and to make amendments to the activities where necessary in order to secure the project activities and outputs are consistent with the project goal. When the tasks were found too hard for individual classes during the co-planning meetings, remedies and alternative approaches or activities and tasks were made at once to cater for learners' diversity. For example, after the tryout of the task 'writing a biography' in the more able class, it was found that some students were not able to summarise the key information of the famous person. To scaffold learning, writing a timeline was introduced first before moving to paragraph writing. For the less able students, writing a timeline of a famous person were adopted. 												
<p>Sustainability (Continuation of a project's goals, principles, and efforts to achieve desired outcomes)</p>	<ul style="list-style-type: none"> Newly-developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with the existing English Language curriculum. Related students'/professional development activities are conducted after the project period for sustaining the benefits obtained. 	<table border="1" data-bbox="1111 1062 2123 1212"> <thead> <tr> <th data-bbox="1111 1062 1373 1110">Yes (Fulfilled)</th> <th data-bbox="1373 1062 1626 1110">←</th> <th data-bbox="1626 1062 1879 1110">→</th> <th data-bbox="1879 1062 2123 1110">No (Not fulfilled)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1111 1110 1373 1158">4</td> <td data-bbox="1373 1110 1626 1158">3</td> <td data-bbox="1626 1110 1879 1158">2</td> <td data-bbox="1879 1110 2123 1158">1</td> </tr> <tr> <td data-bbox="1111 1158 1373 1212">✓</td> <td data-bbox="1373 1158 1626 1212"></td> <td data-bbox="1626 1158 1879 1212"></td> <td data-bbox="1879 1158 2123 1212"></td> </tr> </tbody> </table> <p>Justifications: Please describe:</p> <ul style="list-style-type: none"> The target units are continuously covered in the school-based English Language curriculum of this school year and are shown in the existing scheme of work. 	Yes (Fulfilled)	←	→	No (Not fulfilled)	4	3	2	1	✓			
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<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
		<ul style="list-style-type: none"> • The newly-developed materials are consistently used and modified to suit the language proficiency of this year's P.4 and P.5 students. Discussion about the used of the materials will be involved in the co-planning meetings. • To further develop the project after the project period, our school has joined the EDB Primary School Support Programme focusing on reading and writing in P.4. Teachers will be having more opportunities to practise the use of varied reading strategies to help students enhance their reading skills. Lesson observation will be made. • Learning community sessions have been scheduled to share the good practices with all English teachers in the panel.

<i>Other details</i>	
<p>Issues or problems encountered during the reporting period which have impacted on the progress of the project and how they were/will be dealt with</p>	<p>Time allocation to the target units always posed a difficulty during the project period. To make it up, non-core learning content was simplified so as to spare enough time for introducing the target language features and producing the end products.</p>
<p>Other areas that the core team would like to raise which are not covered above</p>	

Other details

Good practices identified (if any)	Our school is not willing to share good practices with other schools.
Successful experience (if any)	<ul style="list-style-type: none">• Students were found more motivated in learning English through using fictions and non-fictions.• Teachers had opportunities to practise using reading strategies in a structured approach.• Teachers earned experience in implementing RaC. It helped teachers see the English language curriculum in a holistic way.

Remarks:

* Please delete as appropriate.

Rating scale

<i>Score</i>	<i>Rating Scale</i>
4	Related indicators have been completely fulfilled.
3	Related indicators have been largely fulfilled.
2	Related indicators have been adequately fulfilled but corrective actions are needed.
1	Related indicators have not been fulfilled.

+ For details, please refer to pages 6-9 of the English Language Education Curriculum Guide (Primary 1 - Secondary 6) (2017)

https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf

Signature of Principal: _____

Date: _____

Name of Principal: Chan Wai Ping (Ms)

