

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

Please submit the completed report with Principal's signature and school chop **on or before 30 November 2020**:

- by post (please state "PEEGS" on the envelope) to:
Funding Scheme Team,
Language Education and SCOLAR Section,
Education Infrastructure Division,
Education Bureau,
Room 1702, 17/F, Skyline Tower,
39 Wang Kwong Road,
Kowloon Bay,
Kowloon; **and**
- by email: peegs@edb.gov.hk

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

(A) Name of School: Sir Ellis Kadoorie (S) Primary School (File Number: A / B / C / D* _____)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Ms. Mak Yee Kiu	<i>School Phone No</i>	25773489
<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* or literacy* 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 type="checkbox"/> Purchase learning and teaching resources (printed books/e-books/Others* (please specify: _____)) <input checked="" type="checkbox"/> Employ supply teacher(s) <input 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.)			
		Yes (Fulfilled) ←	→		No (Not fulfilled)
		4	3	2	1
<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. 		✓		
		<p>Justifications:</p> <p>100% of teachers involved agreed that the programme is effective in improving our students' academic literacy and enhancing teachers' professional knowledge.</p> <p>In the first term, a pre-test on writing a recipe was done. Some showed their weaknesses in using sequence markers. After implementing process writing, they showed great improvement in using appropriate sequence markers in their post-test writing task. 75% of P.3 students showed improvement in the post test. Four guided readers (<i>Breakfast, Lunch, Snacks and Let's Eat: What Children Eat Around the World</i>) were circulated among four P.3 classes. They were exposed to a wide range of vocabulary items. Teachers in the core team designed a series of reading tasks as well as the application of critical thinking skills while reading the food labels. However, the teachers involved reflected that the amount of tasks in the booklet was too heavy and time-consuming. Herein, the core team members selected the essential tasks for modification and enhancement in the mid-term evaluation meeting.</p> <p>For the second term programme, due to the epidemic Covid-19, the teaching content was designed and was put online for P.3 pupils during school suspension. Based on the theme 'Cultural Harmony', online readers about Chinese and Western festivals were introduced to students as well as other resources such as songs and videos which helped motivate them to learn with</p>			

Criteria	Indicators	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
		interest. After each online learning video, an e-assessment was provided to assess how well students understand the teaching content about different cultures and customs around the world.			
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 instruments for ensuring effectiveness)	<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. 	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
			✓		
		Justifications: The Language Across Curriculum was implemented through the thematic approach. Students were provided opportunities to read authentic texts such as recipes and tour guide books for acquiring language skills as well as knowledge in General Studies. While reading non-fiction texts, students broadened their fields of interests as well as specific reading skills in locating key words from the readers. Regarding the connection of students' learning experiences, the food pyramid was introduced to help them understand the nutrition value of different food categories. In addition, a cooking workshop was organized in all P.3 classes. That could connect their language acquisition and their authentic life experience. In a summative assessment, students were asked to sequence the steps of making the cookies, 84.4% of P.3 students were able to get the correct order. That showed students were able to manage to read specific imperative action verbs with clear logic while doing the reading task. However, due to the epidemic of Covid-19 and school suspension, the implementation of the second topic 'Cultural Harmony' could only be executed through online teaching. Teachers of the core team lacked co-planning time in discussing the designs of the booklets. For bettering the			

<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
		quality of the implementation of the second term, the core team teachers were invited to have a series of meetings after school resumption. Reading and writing tasks were designed before the end of the term (2019-2020) and the learning materials would be in use for the next academic year.			
Impact (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers' professional capacity)	<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
		✓			
		Justifications: The core team teachers have been working very well in lesson planning and designing booklets. They all had a one-hour collaborative lesson plan every Wednesday and those regular meetings created a positive learning and teaching atmosphere. Furthermore, the core team teachers were assigned to teach English and General Studies in the same class throughout the Lac programme. Such arrangement was beneficial to the curriculum as the core team teachers could make use of both subjects to design a more holistic teaching plan by enriching the teaching content with vocabulary items on food and culture in addition to the existing content in the English textbook. Critical thinking skills and problem-solving skills were incorporated in some of the tasks during the programme. Language across curriculum would be adopted as our school's long term plan. Such approach would also be disseminated for P.2 in the next academic year (2020-2021). More importantly, sharing session was also conducted at the Second English Subject Meeting so as to enhance professional capacity among teachers.			
Relevance (Goal alignment)	<ul style="list-style-type: none"> Project goals set are in close alignment with the school's major concerns and teachers'/students' needs. 	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>												
	<ul style="list-style-type: none"> 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. 	<p>Justifications:</p> <p>Regarding one of our school’s major concerns, we aimed to equip students with self-directed learning skills in different subjects. To align with such objective, the core team designed a goal-setting worksheet in which students had to set the attainable targets as well as their means to meet the targets. At the last stage, they were asked to evaluate if they had met the set targets at the end of the programme. Nevertheless, P.3 students seemed lack of self-evaluating skills and they needed more guidance from teachers so as to set feasible goals and do the self-reflection. For bettering the proper mechanism to align with the school major concern, a modified goal-setting form would be designed for the students. In the modified version, students would set not more than three goals at the beginning stage. As such, they would not lose track of what and how to achieve their goals.</p> <p>For another school major concern, parents’ involvement and evaluation on students’ works were considered as positive reinforcement in students’ learning progress. Therefore, at the end of the booklet, parents were invited to give feedbacks on students’ work. 89% of the P.3 parents acknowledged their children’s effort and they showed their sincere support to the Lac programme which helped them to learn and explore the learning in more engaging ways.</p>												
<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="1126 1070 2119 1214"> <thead> <tr> <th data-bbox="1126 1070 1375 1110">Yes (Fulfilled)</th> <th data-bbox="1375 1070 1626 1110">←</th> <th data-bbox="1626 1070 1877 1110">→</th> <th data-bbox="1877 1070 2119 1110">No (Not fulfilled)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1126 1110 1375 1158">4</td> <td data-bbox="1375 1110 1626 1158">3</td> <td data-bbox="1626 1110 1877 1158">2</td> <td data-bbox="1877 1110 2119 1158">1</td> </tr> <tr> <td data-bbox="1126 1158 1375 1214"></td> <td data-bbox="1375 1158 1626 1214">✓</td> <td data-bbox="1626 1158 1877 1214"></td> <td data-bbox="1877 1158 2119 1214"></td> </tr> </tbody> </table> <p>Justifications:</p> <p>After the project period, English Panel Head and English teachers involved agreed that the newly-developed materials would be in use to enrich the learning content of both English and General Studies. For enhancement of the curriculum initiatives and principles, our school may continue to assign</p>	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>
		teachers for teaching both English and General Studies for higher flexibility in the teaching schedule. In addition, the core team had created a video which included students' activities footage as well as their comments about their learning experience in the programme. Regarding the deployment of human resources, one of the core team teachers would also be assigned in the P.3 Lac programme next year. As such, that particular teacher would disseminate the good practices and share the principles of the project with other newly involved teachers to ensure the sustainability of the programme.

<i>Other details</i>	
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	Due to the epidemic of Covid-19, the shipping of the procured readers was deferred in the second term. Therefore, the readers about Cultural Harmony could not be in use on time. For bettering the operation of the programme, it is highly suggested to procure relevant books at least nine months in advance. To solve the existing problem, teachers in the core team made use of the e-books and other online videos to help enrich the teaching content.
Other areas that the core team would like to raise which are not covered above	N.A.
Good practices identified (if any)	The formulation of merging English and General Studies is a useful and applicable strategy for our school context. Since the General Studies textbooks are also in English, while implementing the language across curriculum is much easier. Students have been expecting to have the Lac project every day. They could do extensive reading on food and culture ranging from procured readers to online Time magazine reading. Besides, they could do research on tablets to verify the facts and knowledge about the myth relating to the 'healthy food' promoted in advertisements. Through teaching students to read food labels on the food

Other details

packages, students become more aware of the nutrition value and make wise choices in purchasing snacks. That could help them apply the reading skills and their daily life application.

In the second term, based on the theme ‘Cultural Harmony’, students have learnt different festivals, customs and beliefs of different countries. Throughout the project, embracing the differences in races and fostering cultural harmony are our utmost goals. Respect others is a crucial value and that has been embedded in the programme. In long run, students have not only learnt the fun facts of different festivals and customs but they also learnt to respect others in all terms.

Our school is / ~~is not~~* willing to share good practices with other schools.

Successful experience
(if any)

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: _____

