**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:** _____**Tsuen Wan Government Primary School**_____ (File Number: ~~A / B~~ / C / ~~D~~* _____107_____ )

**(B) School Information and Approved Curriculum Initiatives**

*Please tick (✔) the appropriate boxes.*

| Name of Teacher-in-charge | Chan Mo Chi | School Phone No | 2415 6313☑ |
|---|---|---|---|
| *Approved Curriculum Initiative(s)* | ☐ Enrich the English language environment in school through conducting activities* and/or developing quality resources* <br> ☑ Promote reading* or literacy* across the curriculum <br> ☑ Enhance e-Learning <br> ☐ Cater for learning diversity <br> ☐ Strengthen assessment literacy | | |
| *Approved Usage(s) of Grant* | ☑ Purchase learning and teaching resources (~~printed books~~/e-books/~~Others~~* (please specify:_____) <br> ☐ Employ supply teacher(s) <br> ☐ Employ teacher(s) who is/are proficient in English <br> ☑ Employ teaching assistant(s) who is/are proficient in English <br> ☐ 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 |
| | | ✓ | | | |
| **Efficiency** (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size) | • 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. <br> • Additional resources (e.g. printed/e-books, teachers and teaching assistants) are suitably deployed to achieve the intended goals. <br> • Target groups as stipulated in the approved plan have benefitted from the project. | Justifications: <br> • Two RaC Units 'Healthy Life' & 'Pollution in Hong Kong' (an unit overview, lesson plans, teaching materials) were developed; <br> • Huge range of different activities and resources were used; <br> • Sorting activities using coloured content words, songs, videos and e-tools such as *Ed Puzzle, Book Creator*, *Zoom meetings* app, *Google Classroom*, *Google Doc, Google Form* were used in both units; <br> • The final tasks of both units allowed for high ability and low ability students to succeed; <br> • Students were put into different groups for certain tasks to cater for the diverse learning needs; <br> • Lower ability students were provided with opportunities to talk a lot and answer lots of questions; <br> • E-books were used in class and at home via *Fun & Friends Clubs* app; <br> • The full-time teaching assistant provided tremendous support to both teachers and students. | | | |

| Criteria | Indicators | #*Self-evaluation (Please put a ✓ in the appropriate box.)* | | | |
|---|---|---|---|---|---|
| **Effectiveness**<br><br>(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) | • 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.<br><br>• Teachers demonstrate a good understanding of new curriculum requirements[+] in lessons, co-planning meetings and material development process.<br><br>• Monitoring and evaluation tools are effectively deployed for continual course corrections and outcome improvement. | Yes (Fulfilled) ⬅ ➡ No (Not fulfilled) | | | |

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| ✓ | | | |

Justifications:
- Students have been exposed to a wide variety of fiction and non-fiction books via *Fun & Friends Clubs* app;
- Two RaC units, including lesson plans, teaching materials, learning activities and e-evaluations were all developed successfully;
- Each unit used double lessons. Unit One we used eight double lessons and due to the school closure from February to May 2020, we did four double lessons for Unit Two. Hence, the P.4 second RaC unit will be modified to eight double lessons in 2020-2021;
- Pupils' online reading record showed that 96% of students were able to read different text-type e-books;
- By questioning in the lessons, teachers are aware that students' knowledge on the topics were strengthened;
- 97% of students completed the final task and e-evaluation in each unit;
- 90% of students liked the two units and are more willing to read and participate in class discussion and activities;
- 93% of students agreed that they would try to live a healthy life and help stop the pollution problems in the future;
- Students' creativity has been emphasized as teachers saw in the final product;
- All teachers utilized the newly-developed RaC materials and participated in co-planning and co-teaching with the NET.

| Criteria | Indicators | #Self-evaluation (Please put a ✓ in the appropriate box.) | | | |
|---|---|---|---|---|---|
| **Impact** (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers' professional capacity) | • Curriculum initiative(s) implemented has/have added value to the existing English Language curriculum. <br> • Curriculum initiative(s) implemented has/have fostered a professional sharing culture among English teachers, resulting in enhanced capacity. <br> • 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: <br> • the core team participated in co-planning to develop the units and resources together; <br> • All lessons the teachers participated in co-teaching; <br> • All teachers' knowledge of RaC strategies and e-learning pedagogy has been strengthened; <br> • 100% of teachers reflected that e-learning was great for pupils and got them involved in their learning actively. <br> • For teachers professional development, 100% of teachers agreed that their knowledge of RaC and e-learning strategies is strengthened and will try to apply such skills in the future. | | | |
| **Relevance** (Goal alignment) | • Project goals set are in close alignment with the school's major concerns and teachers'/students' needs. <br> • 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. | Yes (Fulfilled) ← → No (Not fulfilled) | | | |
| | | 4 | 3 | 2 | 1 |
| | | ✓ | | | |
| | | Justifications: <br> • Goals were set at the beginning of each unit. Every two weeks there was a co-planning meeting for discussions and adjustment of anything the teachers needed to modify; <br> • The students who lacked family support at home were given extra help with the new AT hired; <br> • Result of students' evaluation showed that even low ability students participated in all lessons and they enjoyed them. | | | |

| Criteria | Indicators | #*Self-evaluation (Please put a ✓ in the appropriate box.)* | | | |
|---|---|---|---|---|---|
| **Sustainability** (Continuation of a project's goals, principles, and efforts to achieve desired outcomes) | • Newly-developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with the existing English Language curriculum.<br>• Related students'/professional development activities are conducted after the project period for sustaining the benefits obtained. | Yes (Fulfilled) ← | → | | No (Not fulfilled) |
| | | 4 | 3 | 2 | 1 |
| | | | ✓ | | |
| | | Justifications:<br>• Teachers' knowledge of RaC strategies and e-learning skills will be applied in future lessons;<br>• The newly-developed RaC materials will be modified and emerged into the English Language curriculum;<br>• All of the e-books can be used by the school without any further costs;<br>• Resources and skills will be shared among all English teachers;<br>• More co-planning and sharing of materials will happen in the future. | | | | |

| Other details | |
|---|---|
| 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 | • Some students did not have access to IPad or tablets at home. Therefore the employed AT helped these students during break time in the first term. After reflecting the problem, the service provider enabled all students the access of e-books in desktop computers as well;<br>• Due to school closure the second RaC unit was made into four double lessons instead of eight. This unit will be modified to eight double lessons in 2020-2021. |
| Other areas that the core team would like to raise which are not covered above | Nil |

| Other details | |
|---|---|
| Good practices identified (if any) | • The use of a variety of teaching resources e.g. songs, videos and e-tools held the interests of students.<br><br>Our school ~~is~~ /is not* willing to share good practices with other schools. |
| Successful experience (if any) | • All students from low ability to high ability enjoyed the lessons and applied their reading skills and strategies to master different types of content knowledge;<br>• Everyone was willing to be involved and participated actively in the two RaC units and their self-directing skills were promoted;<br>• All students could master the theme of each topic and established positive attitude at the end of the units. |

Remarks:

\*      Please delete as appropriate.

\#      Rating scale

| Score | Rating Scale |
|---|---|
| 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