

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

Please submit the completed report with Principal's signature and school chop on or before **30 November 2021.**

- by post (with “**PEEGS**” clearly written 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

Additional reference notes:

1. In accordance with the Agreement under the Scheme, an approved school should:
 - ✧ complete ALL curriculum initiatives as set out in the Approved Plan (*the Schedule*);
 - ✧ conduct proper evaluations; and
 - ✧ fulfill reporting responsibilities.
2. Do revisit relevant parts of the Approved Plan and give thoughts to the following key evaluation questions before writing up the report.

<i>Parts</i>	<i>Key evaluation questions</i>
(i) Part B - SWOT Analysis related to the learning and teaching of English	
<i>Weaknesses and threats</i>	<ul style="list-style-type: none">• All students were highly interested in the project. Their motivation to read was extremely high; even the lower ability students were very motivated to read and complete the tasks;• Students were exposed to many different English resources;• Tasks allowed for low and high ability students to succeed. Weak students become more confident to speak and express themselves in English.
(ii) Part E - How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?	
Column #1 <i>Proposed school-based English Language curriculum initiatives</i>	<ul style="list-style-type: none">• Four sets of RaC units were developed. All lessons and materials worked great;• Students were exposed to a variety of texts. They now have a broadened knowledge based on all the four topics;• Students had lots of opportunities to apply their reading skills in all lessons. Printed books, e-books, videos and songs were used;• All teachers worked together during co-planning meetings and lessons to provide the students with exciting units of work. Teachers acquired the essential strategies to teach the units;• Projects went ahead and followed the plan. All objectives have been achieved to a high standard.
Columns #4 to 6 <i>Expected outcomes/Deliverables/Success criteria</i> <i>Sustainability</i> <i>Methods of progress-monitoring and evaluation</i>	<ul style="list-style-type: none">• All project materials and activities were conducted and enjoyed by students;• As a team, all teachers reviewed the lessons and materials in co-planning meetings, then made changes according to students' needs;• All expected outcomes have been achieved. Students' final products showed that they understood the content very well.

Grant Scheme on Promoting Effective English Language Learning in Primary Schools

Final 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.

<i>Name of Teacher-in-charge</i>		<i>School Phone No</i>	
<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 checked="" 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 /e-books/ Others * (please specify: _____) <input type="checkbox"/> Employ supply teacher(s) <input type="checkbox"/> Employ teacher(s) who is/are proficient in English <input checked="" 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

Schools should:

- ❖ undertake rigorous project evaluation based on prescribed performance indicators;
- ❖ rate their performance using a 4-point scale#;
- ❖ explain, ***in as much detail as possible***, reasons for the ratings; and
- ❖ use the guidance notes (***in BLUE***) and examples (***in RED***) as reference.

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)			
Efficiency (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)	<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
		✓			
		Justifications: <ul style="list-style-type: none"> Four RaC units ‘Healthy Life’, ‘Pollution in Hong Kong’, ‘Loving our Earth and ‘The Solar System’ (an unit overview, lesson plans, teaching materials, workbooks and e-evaluations) were developed; High quality teaching materials, e-books and workbooks were used throughout the entire units of work; Sorting activities using coloured content words, songs, videos and e-tools such as <i>Book Creator</i>, <i>Zoom meetings</i>, <i>Google Classroom</i>, <i>Google Doc</i>, and <i>Google Form</i> were used in the units; Students were put into different groups for certain tasks to cater for the diverse learning needs; Lower ability students were provided with opportunities to talk and answer questions. They became more confident and started speaking in English a lot more; 100% of the e-books were used in class and at home via <i>Fun & Friends Clubs</i> app to achieve intended outcomes; The full-time teaching assistant was deployed as stated in the proposal. She provided tremendous support to both teachers and students. 			

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
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: <ul style="list-style-type: none"> Four sets of RaC units, including lesson plans, teaching materials, learning activities, workbooks and e-evaluations were produced and used to a high standard; P.4 and P.5 teachers completed all eight double lessons and produced high quality activities for the students to complete each lesson; Pupils' online reading record showed that 96% of students were able to read a range of different text-type e-books; 97% of students were able to complete the final task and the e-evaluation in each unit; 90% of students liked the four units and are more willing to read and participate in class discussion and activities; Students' creativity has been emphasized as teachers saw in their final products; 100% of teachers that participated in this project agreed that the students enjoyed the reading tasks and the classroom activities; 100% of teachers agreed that their knowledge of RaC and e-learning strategies is strengthened; 			
Impact (Broader and longer-term effects on curriculum)	<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 	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
		✓			
		Justifications:			

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
enhancement, learning atmosphere and teachers' professional capacity)	<p>fostered a professional sharing culture among English teachers, resulting in enhanced capacity.</p> <ul style="list-style-type: none"> The English language learning environment has been enriched and students are more motivated in learning English. 	<ul style="list-style-type: none"> All teachers involved in this project co-planned, oversaw and led their class through until the end; Co-planning was conducted to be sure that the materials were being presented to each class to suit students' needs; Students were extremely motivated to complete the final tasks and present them to their classmates; Students have shown an improved willingness to use English for communication in class; Students were very excited to learn about the four topics through books, e-books, videos, songs and online materials; The passing rate of this group of students had a slight rise of 3% in their Reading and Writing examination paper comparing their results in P.3 and P.5; 100% of teachers reflected that e-learning was great for pupils and got them involved in their learning actively; For teacher 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. Result of the project was shared to all English teachers at the final English panel meeting. 			
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. 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 	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
		✓			
		Justifications: <ul style="list-style-type: none"> The project was aligned with one of the school proposed target areas of development : Enhancement of e-learning; The school wanted to promote RaC and the project facilitated this area 			

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)
	objectives.	<p>of development;</p> <ul style="list-style-type: none"> The project aimed to motivate the low ability students as well as the high ability students by asking questions at different levels and encouraging different ways to present the final tasks; The project was differentiated to provide less able students extra support and stretch the potential of the higher ability; Some students lack family support and were therefore given time to complete the home reading tasks at school; Feedback was regularly given in co-planning meetings.
Sustainability (Continuation of a project's goals, principles, and efforts to achieve desired outcomes)	<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. 	Yes (Fulfilled) ← → No (Not fulfilled)
		4 3 2 1
		✓
		Justifications: <ul style="list-style-type: none"> The PEEGS units of work and RaC materials will be modified and used again in P.4 and P.5 next school year; The newly modified units of work will be emerged into the English Language curriculum; Teachers' knowledge of RaC and e-learning strategies will be applied in their future lessons; The school will have access to all e-books and use them in future lessons without any further costs; Lessons have been recorded and will be used as a training resource in the future; Experience of units was shared among all English teachers at the final English panel meeting;

<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	Nil
Other areas that the core team would like to raise which are not covered above	Nil
Good practices identified (if any)	<p>Our school is/is not* willing to share good practices with other schools.</p> <ul style="list-style-type: none"> • Development of English Language teaching and learning resources; • Implementation of the four RaC units; • Deployment of additional e-books for further use; • Formulation and application of new instructional strategies; • Productive co-planning meetings and co-teaching lessons.
Successful experience (if any)	<ul style="list-style-type: none"> • 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; • Students were willing to be involved and participated in the four RaC units. Their self-directing skills and motivation were enhanced. The project catered for students' diverse learning needs; • All students could master the theme of each topic and produced creative final products and they promised to establish positive attitude at the end of each units; • Teachers involved participated actively in the co-planning meetings. Collaboration amongst teachers is highly facilitated.

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 Key Learning Area 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