

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

(A) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Approved Curriculum Initiative(s)</i>	<input checked="" 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

(B) Self-evaluation of Project Implementation

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
<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% target deliverables implemented. Kits and RaC books are suitably deployed to achieve our goals to promote reading across the curriculum. Students have benefitted from the project. 2 sets of school-based RaC teaching and learning resources including scheme of work, learning tasks/ activities and Power Point slides were developed for P.4 to P.6 per level. The supply teacher took up a total of 24 lessons per week and the core team took up the project development duties as set out in the plan. A total of 15 teachers and 354 students have benefitted from the approved curriculum initiatives. 			
<p>Effectiveness (Goal achievement: improvement of students' language skills, teachers' understanding of new curriculum requirements - Major renewed emphases in the Updated English</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 	Yes (Fulfilled) ←		→ No (Not fulfilled)	
		4	3	2	1
			✓		
		<p>Justifications:</p> <p><u>Student Development</u></p> <p>Through Reading across the curriculum</p> <ul style="list-style-type: none"> More than 70% of the students in P.4 to P.6 completed 2 titles and other 			

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Language Curriculum ⁺ and use of evaluation instruments for ensuring effectiveness)	outcome improvement.	<p>materials of different text types.</p> <ul style="list-style-type: none"> • More than 70% of target level students agreed that they enjoyed the reading workshops. • Less than 60% of the target level students could master the target reading skills in reading assessments. One of the reasons was because the students lacked vocabulary. It is hoped that they can learn more vocabulary through reading across the curriculum and their reading skills can be improved through reading more. • Reading skills were taught systematically to help students comprehend texts. Reading worksheets were designed for guiding students to read and extract information. Students learned different reading skills such as sequencing, locating key words, making predictions, etc. to comprehend texts. The development of reading worksheets could guide students to read better. Improvement can be found in students' reading fluency and comprehension. • Meaningful tasks were designed to provide students with opportunities to put the target language and vocabulary learned in use for sharing their reading experience. The final tasks designed for students such as making a water filter was motivating. Students could see a link between what they learned in English and General Studies and students' learning experience was more coherent. • Students' reading interest could be nurtured through the promotion of

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		<p>reading and reading across the curriculum. Meaningful projects could be integrated into the RaC programme. The P4 Healthy eating project, the P5 Covid-19 project and the P6 environmental protection project designed were meaningful for students as students were motivated to find answers to the questions they set for a particular topic. They could also use the grammar items learned for reporting. E-learning could be infused into project learning for example P6 students practised using Microsoft form for setting questionnaires.</p> <ul style="list-style-type: none"> • Self-directed learning and e-learning were promoted and they helped students develop into more independent learners and be more accountable for their learning. Students' vocabulary could be expanded through reading and engaging them in doing self-directed vocabulary learning tasks. • Students' IT skills were enhanced as teachers had infused the use of different APPs such as Flipgrid, Mentimeter, Padlet, Microsoft Form, Adobe Spark Post (for making poster) into the lessons. • Students' creativity and confidence in speaking English could be shown in the e-assignment they submitted. • There was a stronger link made between students' learning in the classroom and their real-life experiences due to the RaC project as more meaningful tasks were designed for students based on what they learned in English and other content subjects.

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		<p><u>Through English activities</u></p> <ul style="list-style-type: none"> • 5 English channels (16 programmes) and author-based reading activities were produced. • more than 70% of students reported that they are more willing to use English outside class time. • 80% of teachers involved agreed that the activities were well-received and effective in improving students' learning motivation. • All core team teachers agreed that they have developed a better understanding of effective activity delivery. • 85% of the interviewed students at the end-of-term survey said that they liked the programmes on English Channels and 88.5% of them agreed that they learnt more English by watching the videos. Besides, most of the students answered the post-watching quizzes correctly based on the record. It proved that they were willing to learn English outside the classroom. • In the English panel meeting, teachers said that most of the students were interested in reading the books in class during Reading Week. According to the students' questionnaire, 85.9% of P3 and P4 students and 79.7% of P5 and P6 students agreed that Reading Week helped arouse their interest in reading English books.

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		<p><u>Teacher Development</u></p> <ul style="list-style-type: none"> • Reading skills were taught explicitly to students. Teachers were empowered to design better reading worksheets so that there would be a balanced coverage of reading skills. The teaching of grammar could also be infused to achieve teaching grammar in context. • Teachers could make use of a variety of readers and online reading materials to facilitate the implementation of the reading project. They also tried out the use of different APPs to increase students’ motivation to learn. E-learning could be used for learning and teaching as well as for assessments. • Teachers acknowledged the importance of promoting self-directed learning and were able to design different SDL tasks. • Teachers acknowledged the importance of infusing positive values and attitudes into the teaching of reading. • Formative and self-assessments were worked out for each reader in P4-6. Appropriate question types were selected for fiction and nonfiction assessment which could effectively test students’ vocabulary and grammar knowledge and reading skills. There was more effective use of data for evaluating students’ learning.

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		<ul style="list-style-type: none"> • There was better alignment among learning, teaching and assessment. Assessment literacy was promoted with more effective use of formative assessments and meaningful homework designed for students. Teachers could get more timely feedback on students' learning progress. <p><u>School Development</u></p> <ul style="list-style-type: none"> • School-based RaC teaching and learning resources including scheme of work, learning tasks/ activities and Power Point slides were developed for P.4 to P.6 levels. All the learning and teaching materials will be kept in the teachers' resource bank for future use. • Departmental collaboration was promoted through the implementation of RaC project and teachers from different KLAs had a better understanding of the teaching content of different subjects. • Teachers had higher awareness of refining the reading curriculum and their assessment literacy was nurtured. They valued the infusion of various forms of assessment into the RaC programme and learning, teaching and assessment were better aligned. • There were more peer learning and professional exchanges among teachers in the panel. Curriculum leaders were nurtured when professional support was given to them.

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)			
<p style="text-align: center;">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 English panels and the core team members worked closely together to direct the project and made good use of the newly designed materials. The materials definitely added value to the existing English language curriculum. ● The English panels arranged regular co-planning meetings to plan suitable activities and lessons. Teachers shared good teaching experiences with fellow teachers during the meetings. Professional sharing sessions were arranged in English meetings in order to share new teaching ideas and evaluate the scheme. ● All the teaching materials of the newly-developed school-based curriculum and activity plans have been kept in the teachers' resource bank for future use. All soft copies have been saved on the school server. Some of the lessons were recorded for future references. ● Departmental collaboration has been promoted and facilitated through the implementation of RaC project and teachers from different KLAs have a better understanding of the teaching content of different subjects. 			

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		<ul style="list-style-type: none"> The Reading Week and the English Channels have provided a valuable teaching and learning platform for students to use and learn English outside classrooms, which can increase students' exposure to English. 			
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 objectives. 	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
			✓		
		Justifications: <ul style="list-style-type: none"> The project goals set were closely aligned with the school's major concerns and students' needs. Project progress was regularly reported to senior management and feedback from teachers was collected in staff meetings. Regular meetings were carried out to evaluate the schemes. Questionnaires were set to ask students' opinions on the schemes. 			
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 existing schemes will be continued in the new school year. The 			

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		<p>schemes have been integrated into our English Language curriculum. The soft copies of relevant developed materials have been saved in the teacher shared folder. Regular meetings will be continued in the new school term. Experienced English teachers were arranged in each level so that they can co-plan with the new English teachers.</p> <ul style="list-style-type: none"> • Sharing sessions will be conducted for transferring the knowledge acquired to the other English teachers in school for sustainability. • The Reading Week and English Channels have been included in our year plan.