

**`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"> ✦ How has the school-based project helped address the language learning needs at school (e.g. maximising exposure to English, enhancing academic literacy, nurturing reading habits and improving motivation)? ✦ What other development needs have been identified as a result of the project? Do you have any suggestions for future programmes?
(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"> ✦ To what extent the stated project aims / objectives have been achieved? ✦ How well did the core team carry out their roles and duties? What were the achievements and areas of improvement? What skills and knowledge have English Language teachers gained? ✦ Did the project proceed according to the Approved Plan? What were the actions different to it? Why? (<i>Please note that prior approval should be sought for any change in the Approved Plan.</i>) ✦ What are the successes and shortcomings of the project? What were the practices that worked / did not work well?
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"> ✦ Did school complete all project outputs (e.g. learning and teaching materials and activities)? ✦ Did the core team review their work against the success criteria through collecting quantitative and qualitative feedback from stakeholders as pledged? ✦ Have the expected project outcomes in terms of students' learning and teachers' capacity enhancement been achieved? ✦ What are mid- / long-term outcomes? What can be done to further enhance sustainability?

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

(A) Name of School: CCC But San Primary School (File Number: A/B/C/D* 021_____)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Chan Ka Lo	<i>School Phone No</i>	2459-8552
<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 checked="" 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

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.

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
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"> ➤ 100% of the project deliverables were completed and executed by the end of the project year. ➤ 2 school-based RaC resources packages covering a total of 24 lessons have be produced. ➤ About 95% percentage of the project deliverables were executed in class. Due to the special class setting arrangement under Covid-19, big classes (2-class weekly double writing lessons) cannot be rolled out in the activity room (act as a school hall) as mentioned in the project. Each class has its own weekly double writing lessons in the classroom using the shared resources. ➤ 100% of newly-acquired titles were used for developing RaC modules and revamp the existing writing programme for P4. The executed programmes are aimed at: <ul style="list-style-type: none"> <u>2 RaC modules</u> ❖ building their decoding skills for non-fiction texts; ❖ maximising students' exposure to authentic texts; ❖ nurturing a love of reading; 			

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>																
		<ul style="list-style-type: none"> ✧ consolidating their learning of cross-curricular concepts; ✧ enhancing teachers' understanding of cross-curriculum literacy instructions. <p><u>At least 8 Writing Modules</u></p> <ul style="list-style-type: none"> ✧ Writing resources packages covering all 8 weekly writing were developed. ✧ addressing the growing diversity in the writing classroom; ✧ enhancing teachers' skills and understanding of differentiation strategies. <ul style="list-style-type: none"> ➤ The supply teacher took up a total of 25 lessons per week and the core team took up the project development duties as set out in the plan. ➤ All English teachers and 315 students have benefitted from the approved curriculum initiatives. ➤ Even though without additional resources, with the benefit from the experience implementing the project in P4, P5 English subject teachers and the NET are currently extending the programmes to another KS2 levels (P5) after the project year. 																
<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 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Yes (Fulfilled)</th> <th style="width: 25%; text-align: center;">←</th> <th style="width: 25%; text-align: center;">→</th> <th style="width: 25%;">No (Not fulfilled)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td></td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td></td> <td style="text-align: center;">3</td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> </tbody> </table> <p>Please measure school's performance against the objectives and success criteria set out in Part E of the Approved Plan.</p> <ul style="list-style-type: none"> • Whether they have been met • Why they / some of them have not been met • Whether there are any unintended outcomes (both positive and negative) <p>How various types of data (survey/interview/focus group discussion results</p>	Yes (Fulfilled)	←	→	No (Not fulfilled)	4		2	1		3				✓		
Yes (Fulfilled)	←	→	No (Not fulfilled)															
4		2	1															
	3																	
	✓																	

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)
Language Curriculum ⁺ and use of evaluation instruments for ensuring effectiveness)	outcome improvement.	<p>and formative/summative assessment data) are used as evidence of the results school has achieved.</p> <p>Justifications:</p> <ul style="list-style-type: none"> ➤ 100% of P.4 teachers participating in the weekly review meeting (AAR meeting) agreed that the students enjoyed shared reading activities and pre-writing tasks in the RaC and writing modules. ➤ 80% of P.4 students could achieve self-improvement in the overall writing performance. The programme had helped improve their confidence and skills in writing and interests in reading. ➤ More than 70% of the students involved enjoyed the new reading programme and developed better confidence in writing based on their writing performance, lesson participation, feedback in the weekly AAR and teachers' observation. ➤ 100% of the teachers involved agreed that students demonstrated better reading motivation. ➤ 100% of English teachers (core members of this project) will develop a better understanding of cross-curricular reading instructions and effective differentiation strategies in the writing classroom. ➤ Due to Covid-19, the reading pre-and-post-levelling assessment could be rolled out successfully not only in P4, they also been rolled out in P2, P3 and P5. 50% of students involved made improvement in the levelling assessments. ➤ About 20%, lower than expected, less able students performed not so well owing to inadequate scaffolding in class and lack of preparation at home. ➤ Due to Covid-19, only 3 summative English assessment could be carried out throughout the year. The 2nd summative English assessment was

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
		<p>terminated due to the school suspension. The summative reading assessment modes are different in Term 1 and 2. More able students involved demonstrated improvements in summative writing assessments. About 50% of the less able students involved demonstrated improvements in formative writing assessment.</p> <p>➤ Due to Covid-19, the actual lesson observation was carried out at least twice in each class and all target level teachers could apply related instructional strategies effectively.</p>			
<p 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>Please describe:</p> <ul style="list-style-type: none"> the way(s) the project has improved the core curriculum (e.g. smoothing transitions between key stages); the role(s) of the core team in directing the project and resources; the extent of collaboration in facilitating the conduct of activities and delivery of outputs indicated in the Approved Plan; the way(s) new teaching ideas and approaches were disseminated in the panel (e.g. through conducting professional sharing sessions); and to what extent the approved initiatives have helped enrich the language environment. <p>Justifications:</p> <ul style="list-style-type: none"> ➤ The 2 new RaC reading modules and 8 writing modules have helped bridged the gap between different key stages by equipping students with skills required for reading content area materials in KS2. ➤ The core team consisted of the English panel chairs and target level coordinators. They planned, supervised and led projects from ideation to 			

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)												
		<p>completion. They also developed materials for the programme and shared teaching ideas with all the teachers in weekly co-planning meetings.</p> <ul style="list-style-type: none"> ➤ An additional English teacher support was arranged in one of the weekly writing lessons in P2-P6 to enhance overall writing modules effectiveness. ➤ The core team shared their experience on RaC and writing modules with other panels in the 1st review, mid-review and final review English meeting as well as one of the school-based weekly professional development sharing sessions. ➤ A print-rich environment has been created as a result of the newly-developed writing modules. ➤ P4 students demonstrated an improved willingness to writing in English as much as under the limited time allowance they can for communicative purpose and sharing their own creative ideas after the project. 												
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. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Yes (Fulfilled)</td> <td style="width: 25%; text-align: center;">←</td> <td style="width: 25%; text-align: center;">→</td> <td style="width: 25%; text-align: center;">No (Not fulfilled)</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> </table> <p>Please elaborate on:</p> <ul style="list-style-type: none"> • how goals are set, managed and modified along the way to suit the needs of the school, teachers and students. <p>Justifications:</p> <ul style="list-style-type: none"> ➤ The writing modules were aimed at bridging the achievement gap in Key Stage 2. Instructions and levelled worksheet were strategically differentiated to provide less able students extra support and stretch the potential of more able ones. ➤ Project progress was reported to all English subject teachers in the administrative meetings and feedback from the core teachers were 	Yes (Fulfilled)	←	→	No (Not fulfilled)	4	3	2	1	✓			
Yes (Fulfilled)	←	→	No (Not fulfilled)											
4	3	2	1											
✓														

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
		regularly reviewed in the weekly lesson co-planning sessions.			
<p align="center">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. 	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
		✓			
		<p>Please indicate if the following measures will be adopted to sustain the achieved benefits beyond the project life:</p> <ul style="list-style-type: none"> Incorporating the newly-developed curriculum initiatives into the core English Language Curriculum; Using newly-acquired instructional strategies in classrooms Scaling up the programme and extending it to other levels <p>Justifications:</p> <ul style="list-style-type: none"> ➤ 2 RaC modules and 8 writing modules in P4 have been incorporated into the core English Language Curriculum in KS2. ➤ Related instructional strategies have been infused in P4 classrooms and non-fiction texts are adopted to equip P5 writing modules improvement. ➤ 2 RaC modules and 8 writing modules in P4 have been planned and are currently developing in P5 to extend the continuances of the project goals and principles -- promote RaC; and cater for learning diversity with equal emphasis on more able and less able students diversity in writing even though P5 subject English teachers do not obtain extra human resources as the year of the project development. ➤ The core team, the school-based P4 KLA teachers, one of the P4 English teachers and the panel chair from the last academic year, and the NET are currently served as the seed teachers and support the development of similar programme in P5 and P2. 			

Other details

<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>Due to Covid-19 and the school suspension, we had to develop materials that meet the project and the zoom lessons in the reality. The core team encountered new challenges on teaching RaC and writing modules in an online mode. We asked for the professional support from the AT from the NET section for having lesson co-planning and lending the additional reading materials for supporting RaC and writing modules, and the formal reading levelling assessment kits.</p>
<p>Other areas that the core team would like to raise which are not covered above</p>	<p>Extra-funding may be necessary for purchasing non-fiction written texts, eBooks including interactive reading platforms and AI-writing platforms to motivate students to read and write on their leisure or interests.</p>
<p>Good practices identified (if any)</p>	<p>Our school is/is not* willing to share good practices with other schools. Please give details about the school's good practices related to:</p> <ul style="list-style-type: none">• development and execution of English Language teaching and learning resources;• implementation of project activities;• deployment of additional resources; and• formulation and application of new instructional strategies. <p>At least 1 RaC module, 1 theme related to life education and/or GS are integrated with 2 of the writing modules in P2-P6 in this academic year with the experiences gained in the project in order to fulfill the school annual major concerns.</p>
<p>Successful experience (if any)</p>	<p>Please describe any significant differences created regarding the following due to the project:</p> <ul style="list-style-type: none">• enhancement of the existing English Language curriculum;• establishment of an English language-rich environment;• enhancement of students' language skills and learning motivation;

Other details

- catering for students' diverse learning needs;
- enhancement of teachers' professional capacity; and
- collaboration among teachers.

English corner with fiction and non-fiction levelled books, magazines and videos have been newly setup and highly promoted since the last academic year in order to help our students increase their exposure to reading different kinds of text-types outside class time. The school library has already purchased more than 600 fiction and non-fiction books in the last academic year. The school-based word bank including more than 20 common categories for supporting writing modules in KS1 and KS2 have been developed and launched with sound tracks since last summer holiday. Not only P4 students, but it was also promoted to all the students in other levels to do pre-learning of writing modules during summer holidays for the current academic year. Newly designed book reports, school-based rewarding points scheme, weekly students reading sharing sessions and RaC reading passport are also adopted from this academic year to encourage our students to increase their time to read for their leisure or interests.

Remarks:

* Please delete as appropriate.

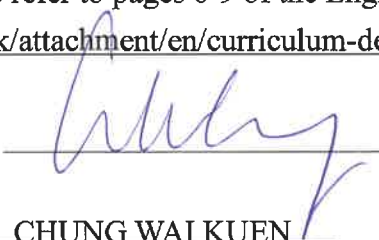
Rating scale

<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

Signature of Principal: _____



Date: _____

30 NOV 2021

Name of Principal: _____

CHUNG WAI KUEN

