

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

**(A) Name of School:** Queen Elizabeth School Old Students' Association Branch Primary School (File Number: C041)

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

*Please tick (✓) the appropriate boxes.*

<i>Name of Teacher-in-charge</i>	Miss Ko Tin Nga	<i>School Phone No</i>	24478686
<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 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.

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
<p><b>Efficiency</b> (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Additional resources (e.g. printed/e-books, teachers and teaching assistants) are suitably deployed to achieve the intended goals.</li> <li>• Target groups as stipulated in the approved plan have benefitted from the project.</li> </ul>	Yes (Fulfilled) ←	→		No (Not fulfilled)
		4	3	2	1
		✓			
		<p>Justifications:</p> <ul style="list-style-type: none"> <li>• 100% of targeted deliverables have been produced/implemented. There was 2 modules in each study year have been developed for LaC among P.4 and P.5. Learning and teaching resources were produced and deployed well during lessons;</li> <li>• 100% of produced deliverables used in English learning and teaching. All the materials produced have been implemented in the curriculum according to the schedule;</li> <li>• The teaching assistant hired under the Scheme was deployed as pledged. She attended all the co-planning meetings for LaC and prepared learning and teaching materials for the curriculum, such as searching video tapes for flipped classrooms, making teaching aids and making videos as a demonstration of learning activities;</li> <li>• A total of 9 teachers and 129 students (same students from P.4 to P.5) have benefitted from the approved curriculum initiatives; and</li> <li>• 125 students were motivated from the learning activities designed and they could be aware of the knowledge and skills transferred between</li> </ul>			

Criteria	Performance indicators	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
		different KLAs.			
<p><b>Effectiveness</b> (Goal achievement: improvement of students' language skills, teachers' understanding of new curriculum requirements - Major renewed emphases in the Updated English Language Curriculum<sup>+</sup> and use of evaluation instruments for ensuring effectiveness)</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers demonstrate a good understanding of new curriculum requirements<sup>+</sup> in lessons, co-planning meetings and material development process.</li> <li>Monitoring and evaluation tools are effectively deployed for continual course corrections and outcome improvement.</li> </ul>	Yes (Fulfilled) ←		→ No (Not fulfilled)	
		4	3	2	1
			✓		
		<p>Justifications:</p> <ul style="list-style-type: none"> <li>The following objective(s) have been met:               <ol style="list-style-type: none"> <li><b>Broaden students' knowledge base through exposing them to a broad array of texts on cross-curricular themes;</b> <ul style="list-style-type: none"> <li>About 65% of target level students (P.5) agree that they enjoy reading English book, especially information books. Reading habits have been developed on reading Epic as a daily routine.</li> <li>100% of P.5 teachers participating in the evaluation meeting agreed that students enjoyed reading the e-books which are chosen from Epic (e.g. Jane Goodall, What are Shadows &amp; Reflections) and students were motivated in the learning activities (doing experiments with lights).</li> </ul> </li> <li><b>Provide students with the chance to integrate newly-acquired knowledge and connect learning experiences across different KLAs;</b> <ul style="list-style-type: none"> <li>In general, students were able to connect their learning experiences in Chinese, G.S. and EL under the topic of 'My Hero' in the 1<sup>st</sup> term.</li> <li>In the 2<sup>nd</sup> term, students were able to connect their learning experiences in Science &amp; Technology and EL under the topic of</li> </ul> </li> </ol> </li> </ul>			

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
		<p>'Lights'.</p> <ul style="list-style-type: none"> <li>- More than 80% students reported in the end-of-year survey that they thought the learning activities were interesting. Thus, their motivation of learning English could be raised in the programme.</li> <li>- About 80% of target level students has developed their awareness about the specific themes.</li> </ul> <p><b>3. Improve teachers' understanding of cross-curricular instructions;</b></p> <ul style="list-style-type: none"> <li>- Evaluation meeting have been done after school-based LaC programme. 100% P.5 teachers expressed reflective and constructive feedback in the meetings.</li> <li>- In-house sharing has been done in the end-of-term English department meeting. More than 80% teachers understand what and how LaC could be implemented in the curriculum.</li> <li>- More than 80% of teachers acquired a better understanding of planning and implementing LaC in the existing curriculum.</li> </ul> <p><b>4. Strengthen the inter-departmental collaborative culture.</b></p> <ul style="list-style-type: none"> <li>- Coordinators of P.5 teachers held meetings with different KLAs and did preparation before the programme. One of the P.5 English teacher was a P.5 G.S. and Science &amp; Technology teacher as well. She played the role as a bridge person in order to make sure the programme could be run smoothly.</li> </ul> <ul style="list-style-type: none"> <li>• A summative assessment in each term was used as the evaluation</li> </ul>



<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
		<p>well.</p> <ul style="list-style-type: none"> <li>✧ The new implemented programme also enriched the learning environment with a variety of learning resources and activities which could motivate students to learn English.</li> <li>✧ The new implemented programme helped enrich the current English Language curriculum with more variety of reading materials and more ideas for designing reading learning activities. The resources created from the programme are useful and effective.</li> <li>✧ The core team worked with EDB, Curriculum Development Institute, to direct and design the project and resources in the first year. It helped developed a base on designing LaC programme for the second year. The same panel head and bridge teacher help for the same target group from P.4-5. They helped transfer the rational and experience on the implemented programme. Moreover, the core team teachers gained experience on designing LaC curriculum, doing evaluation after lesson observation and sharing on how to deliver the teaching strategies in the programme. These experience helped develop teachers skills and knowledge on implementing LaC in the curriculum.</li> <li>✧ The EDB NET provided the core team with advice on delivering cross-curricular instructions.</li> <li>✧ Supported by a new teaching assistant, the core team: <ul style="list-style-type: none"> <li>❖ reviewed the P.4-P.5 reading and writing curriculum;</li> </ul> </li> </ul>

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>												
		<ul style="list-style-type: none"> <li>❖ arranged weekly (1<sup>st</sup> year) &amp; bi-weekly (2<sup>nd</sup> year) co-planning and evaluation meetings;</li> <li>❖ developed the P.4-P.5 LaC Programme materials such as module plans, lesson plans, learning and teaching activities, graded tasks, assignments and assessments;</li> <li>❖ arranged lesson observations once for every module in the first year;</li> <li>❖ conducted professional sharing sessions in English Department meetings involving all the English teachers in 2 years; and</li> <li>❖ attended professional development programmes related to LaC organised by external organisations.</li> <li>❖ has a chance to cooperate with other teachers of other KLAs;</li> <li>❖ Coordinators of the core team have done a sharing with EDB, CDI, for other external teachers in order to promoting RaC.</li> </ul>												
<b>Relevance</b> (Goal alignment)	<ul style="list-style-type: none"> <li>• Project goals set are in close alignment with the school's major concerns and teachers'/students' needs.</li> <li>• 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.</li> </ul>	<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 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> </tbody> </table> <p>Justifications:</p> <ul style="list-style-type: none"> <li>• Goals are set according to the school's concerns and one of the 2 department objectives - to raise students' reading interest and ability.</li> <li>• The implemented programme has addressed the teachers' needs with different teaching resources and lesson designs. It also facilitate</li> </ul>	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>
		<ul style="list-style-type: none"> <li>• One core teacher from the programme will stay in the same level in order to make sure the developed activities and materials could be implemented smoothly in P.6 curriculum.</li> <li>• All the resources developed have been saved well in the school drive in order to maintain the sustainability in the future.</li> </ul>

<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	<ul style="list-style-type: none"> <li>- Due to the special school days of COVID-19 (alternate online lessons and face-to-face lessons), the project of 1st term in the 2<sup>nd</sup> implemented year for P.5 has been changed in terms of different lesson modes.</li> <li>- All the teaching and learning materials needed to be amended so that students can learn better both online and face-to-face.</li> <li>- Although a lot of limitation occurred due to the special lesson arrangement, it's a good chance for students to develop self-directed learning skills. Teachers had to explore different ways to carry out the project. More Apps and IT platforms have been implemented in the lessons. For example, Seesaw, bamboozle, Epic, etc.</li> </ul>
Other areas that the core team would like to raise which are not covered above	Nil
Good practices identified (if any)	<p>Development and execution of English Language teaching and learning resources:</p> <ul style="list-style-type: none"> <li>• Our school has good preparation for the programme. Selection of the core team members and the bridge person between different KLAs have been chosen before the programme started.</li> <li>• Bi-weekly co-planning meetings have been scheduled before the term started. It can assure the core team have more space to discuss about</li> </ul>

*Other details*

the programme regularly.

- The participation of NET can provide the core team more resources and constructive advice.
- Joining the programme of EDB, CDI, in the first implemented year can provide the core team with more resources and modify the programme with professional advice.

Implementation of project activities:

- All core team members contributed during co-planning meetings. All the activities and learning materials are designed and circulated to the whole team. Everyone agreed with the whole planning.
- Materials were well prepared by the teacher assistant, which makes sure the implementation of the project with available materials.
- Closed communication and sharing of students' performance were done almost everyday in staff room and WhatsApp group.

Deployment of additional resources:

- Extra readers have been bought by students (both P.4 & 5) before the term started.
- Extra reading materials and IT tools for teaching and learning activities are explored by the whole core team members. The culture of regular communication and sharing have been developed.

Formulation and application of new instructional strategies.

- Teachers are willing to learn and apply new instructional strategies. The culture of regular communication and sharing have been developed.

*Other details*

	<p>Our school is* willing to share good practices with other schools.</p>
<p>Successful experience (if any)</p>	<p>Enhancement of the existing English Language curriculum:</p> <ul style="list-style-type: none"><li>• Connection between EL and other KLAs are started to be developed and modified from the project.</li><li>• More interesting and meaningful activities and teaching and learning materials have been designed so that students motivation to learn could be raised and they could be aware of the common learning points between EL and other KLAs.</li></ul> <p>Establishment of an English language-rich environment:</p> <ul style="list-style-type: none"><li>• Activities and teaching and learning materials were designed for students to develop their four skills in learning English.</li><li>• Topics chosen were related to students' daily experience. They can apply what they have learnt in their daily life.</li><li>• Students felt much more confident in English lessons after they have learnt the same topics in other KLAs (i.e. Chinese, General Studies, Intergrated Science and Science &amp; Technology).</li></ul> <p>Enhancement of students' language skills and learning motivation:</p> <ul style="list-style-type: none"><li>• Most students were motivated from the programme. They liked the activities designed and most of them could be aware of the knowledge and skills transferred between EL and other KLAs.</li></ul> <p>Catering for students' diverse learning needs;</p>

*Other details*

- Group activities could allow more able students help with the less abled one.
- Writing requirements were adjusted according to students abilities.

Enhancement of teachers' professional capacity:

- The culture of regular discussion and sharing has been developed.
- In-house sharing has been done for all the English teachers in department meeting.
- Sharing for external schools has been done in order to exchange experience on promoting RaC with other schools.

Collaboration among teachers.

- Collaboration among English and teachers of other KLAs have been developed. More collaboration will be planned for the next study year in P.6.

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](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: \_\_\_\_\_

