`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 2022.**

- 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

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

(A) Name of School: <u>Methodist School</u> (File Number: A / B̄ / C / D*<u>085</u>)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

Name of Teacher-in-charge	Fan Sum Yee	*School Phone No*	39762200
Approved Curriculum Initiative(s)	☐ Enrich the English language environment in school through conducting activities* and/or developing quality resources* ☑ Promote reading* or ~~literacy~~* across the curriculum ☑ Enhance e-Learning ☐ Cater for learning diversity ☐ Strengthen assessment literacy		
Approved Usage(s) of Grant	☑ Purchase learning and teaching resources (~~printed books~~/e-books/~~Others~~* (please specify:_____) ☑ Employ supply teacher(s) ☐ Employ teacher(s) who is/are proficient in English ☐ Employ teaching assistant(s) who is/are proficient in English ☐ 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)	• 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: -100% of targeted theme-based resource packages with lesson plans, learning materials, post-reading worksheets and PowerPoint slides were established and executed by the end of the project year. -100% of the above produced resource packages were used in J.1-6. Related post-reading tasks such as trivia quizzes and book sharing sessions were assigned to engage students with their reading. -A supply teacher was hired to create space for the core team and took up 10-12 English lessons per week. -The core team selected level books of targeted text types and topics in order to expose students to various text types.				
Effectiveness (Goal achievement: improvement of students' language skills, teachers' understanding of new curriculum	• 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	Yes (Fulfilled) ⬅ ➡ No (Not fulfilled)			
		4	3	2	1
		✓			
		Justifications: -According to the year-end survey, 100% of teachers agreed that the reading activities can raise students' reading interest and help them learn to become				

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)
requirements - Major renewed emphases in the Updated English Language Curriculum[+] and use of evaluation instruments for ensuring effectiveness)	process. • Monitoring and evaluation tools are effectively deployed for continual course corrections and outcome improvement.	an independent reader. Positive feedback was collected. The following objectives and success criteria set out in Part E of the Approved Plan have been met: 1. 100% of participating teachers acquired and applied knowledge of teaching reading strategies in their daily teaching. They agreed that the teaching and learning materials for the programme were appropriate and useful. Teachers also demonstrated to students target reading behaviour and skills with the built-in highlight/auto-bookmarking functions of the e-books in the shared reading. 2. Over 75% of target level students agreed that they enjoyed the reading lessons and the liked the built-in functions such as voice-recording. Over 80% of students finished the extended reading tasks at home. 3. Peer observations were carried out and 100% of participating teachers agreed the leveled tasks of teaching reading strategies could cater for learners' diversity. The feedback was shared among existing English teachers in the co-planning meetings and panel meetings so that the whole team improved together. -To monitor the progress of the programme, regular co-planning meetings and evaluation meetings were held in order to consolidate the feedback, make changes to the plans and e-learning resources. -After the peer observations, the difficulties of the tasks will be adjusted if they were too challenging or too easy in order to match the students' level.

Impact (Broader and longer-term effects on curriculum enhancement,	• 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	Yes (Fulfilled) ← → No (Not fulfilled)

Yes (Fulfilled) ←		→	No (Not fulfilled)
4	3	2	1
	✓		

Justifications:
-The core team consisted of the English panel chair and target level

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)
learning atmosphere and teachers' professional capacity)	English teachers, resulting in enhanced capacity. • The English language learning environment has been enriched and students are more motivated in learning English.	coordinators. Members planned, oversaw and led projects from ideation through to completion. They developed materials for the programme and shared teaching ideas with teachers in co-planning meetings. -A print-rich environment has been created as a result of the newly-developed writing programme. -The new teaching ideas and plans were discussed in the co-planning meetings. All the English teachers could benefit more from the programme if more peer observations of different levels could be carried out.

Relevance (Goal alignment)	• 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)

Yes (Fulfilled) ←		→	No (Not fulfilled)
4	3	2	1
✓			

Justifications:
-Project progress was regularly reported to senior management and feedback from teachers collected in staff meetings.
-Our school aims to promote reading across the curriculum. The goals set are in close alignment with our students' needs. The TSA results, school assessments and daily work performance showed that students are lack of a wide range of vocabulary and proper readings strategies so our school agreed to implement a RaC programme to enhance reading.
-Reading tasks and post-reading tasks were assigned regularly. Students could use the e-books in the classrooms and at home in order to develop and extend their independent learning skills. A wide variety of good work such as writing, task sheet, book sharing was shared in the classrooms and on PowerLesson. Students could review and learn from their peer's work.

Sustainability (Continuation of a project's goals,	• Newly-developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with	Yes (Fulfilled) ← → No (Not fulfilled)

Yes (Fulfilled) ←		→	No (Not fulfilled)
4	3	2	1
✓			

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)
principles, and efforts to achieve desired outcomes)	the existing English Language curriculum. • Related students'/professional development activities are conducted after the project period for sustaining the benefits obtained.	Justifications: -Good practices would be shared in different levels in the co-planning meetings. -The developed materials have been consistently used and fully integrated with the existing English Language curriculum and that have been shown in the scheme of work. -The core team will support the development of similar programme in other levels.

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	-Limited learning time posed difficulties for organising peer observation and lesson planning during the epidemic. To solve the problem, the teachers tried to trim the non-core learning content in the textbook to make sure there was enough time and space for teaching the targeted reading strategies and implementing the writing process.
Other areas that the core team would like to raise which are not covered above	N/A
Good practices identified (if any)	Our school is not willing to share good practices with other schools.
Successful experience (if any)	Our teachers have gained experiences of teaching reading strategies. More resource packages were established.

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 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: _____陳冶英_____   Date: ___28 / 10 / 2022.___

Name of Principal: Chan Shuk Ying

School chop