

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 **29 October 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>
<p>(i) Part B - SWOT Analysis related to the learning and teaching of English</p> <p><i>Weaknesses and threats</i></p>	<p>Our students come from families of various socio-economic backgrounds. While some students are confident in using English, some students receive inadequate resources to learn about different areas of English in their daily lives. They have fewer chances to read and explore various reading materials outside school. To maximize their exposure to English and nurturing their reading habits, 6 readers were introduced as the must-read books for the School-based Reading and Writing Programme (KS2). Students of each year level in KS2 read one fiction and one non-fiction book. The fiction books are classic stories while the non-fiction books, which are related to General Studies, History, Geography and Science, serve as the language input of reading across the curriculum.</p> <p>With the implementation of the programme, it is noticed that students' academic literacy is still developing. Due to the inadequate input and lack of opportunities for practice outside school, some low-level readers struggle to comprehend the readers and hence they are not highly engaged in the learning tasks. Some students with weak writing skills also find it hard to complete the writing tasks, especially the process writing which is the final product of each unit. As such, simplified e-books with audio recordings have been produced by the NETs and more online resources such as content verbs on Quizlet and comprehension quizzes on Quizzes are provided as input. Appropriate scaffolding is given when reviewing the design of the learning tasks. Nevertheless, there may continue to be a great individual difference among students. Professional support for teachers on catering for learner diversity and the development of students' 21st century skills is needed.</p>

<i>Parts</i>	<i>Key evaluation questions</i>
<p>(ii) Part E - How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?</p> <p>Column #1 <i>Proposed school-based English Language curriculum initiatives</i></p>	<p>The school-based English Language curriculum initiatives are to <i>enrich the English language environment in school</i> and <i>promote reading across the curriculum</i>.</p> <p>The school has employed 3 full-time Native English teachers to take up part of the teaching duties for the School-based Reading and Writing Programme (KS2) which aims at developing students' literacy levels. The programme has provided opportunities for students to broaden their knowledge base, as well as apply and consolidate reading skills and strategies developed in English lessons through reading a wider variety of texts.</p> <p>The core team has formulated the framework of the programme with the subject teachers and implemented it according to the units of work and materials. A Vocabulary Booklet, a Self-Managing Activity Booklet and a Process Writing Booklet which comprise content words, high frequency words, phonics, grammar, book terminology, comprehension strategies, quizzes and writing are designed for each title. The school has managed to exceed the objective of a double-period per week being co-taught by the NET and LET as there are 3 lessons of the programme per week for all KS2 classes. Lessons observations have been conducted throughout the implementation stage. Evaluation sessions have been carried out during co-planning meetings to evaluate the effectiveness of each unit and necessary adaptations have been made.</p> <p>To further enrich the English language environment around the school, the NET team of the school is assigned to conduct 'English Wednesday' once a week and produce English videos which focus on positive values for morning assemblies. Three English Ambassadors are selected in each class to promote good reading habits. They are also required to help with various school-based English activities such as being the tour guides for international student teachers, presenters to guests, conducting recess games. However, these activities have been cancelled due to the suspension of full day face-to-face classes. The school continues to provide opportunities for students to take part in</p>

<i>Parts</i>	<i>Key evaluation questions</i>
	<p>various external English activities such as the Schools Speech Festival, Debate Competition, Sayings of Wisdom Picture Book Design Competition, Creative Writing Competition, Be the Next Star KOL Competition, Radio Show Competition, English Calligraphy Competition and many others. It is hoped that medium to high ability students can showcase their four skills through joining the competitions and activities and so influence their schoolmates.</p>
<p><i>N Columns #4 to 6</i> <i>Expected outcomes/Deliverables/Success criteria</i> <i>Sustainability</i> <i>Methods of progress-monitoring and evaluation</i></p>	<p>3 NETs have been deployed in KS2 to conduct the School-based Reading and Writing Programme (KS2). The programme serves to develop students' reading and comprehension skills and improve their writing competence. Six readers were selected as the must-read books. Students of each year level in KS2 read one fiction and one non-fiction book. 6 recourse packages have been successfully developed, each comprises a class reader for reading aloud and shared reading, a Vocabulary Booklet and a Self-Managing Activity Booklet along with a Process Writing Booklet. Lesson plans, guided reading, home reading, levelling, use of digital tools/eLearning materials and differentiated tasks were created for students with different needs and abilities. NETs and LETs co-planned for co-teaching biweekly to ensure effective teaching and learning takes place in the classroom.</p> <p>The core team has adapted and modified the existing materials from the previous years to cater for learner diversity and improve the delivery of the content. It is noticed that students have continued to make steady progress in regards to their reading levels. Each student currently receives an independent reader which matches their reading level each week as part of the Home Reading Programme, which was suspended last year due to the pandemic. In 2021-2022, students are required to complete two pieces of writing within the programme each term, one of which is a process writing project based around the theme of the reading text. Good student work of previous years has been preserved and shown to current students so that they have a clear understanding of the expected learning outcomes and work towards to achieve them.</p>

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(A) Name of School: The Education University of Hong Kong Jockey Club Primary School (File Number: C 101)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Miss Sandy Choy (EPC)	Mr Gavin Jugg (NET)	<i>School Phone No</i>	2948 1122
<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			

(C) 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% of the project deliverables were completed by the end of the project year. ✧ 100% of newly-acquired titles were used for the School-based Reading and Writing Programme. ✧ The teachers hired under the scheme were deployed as pledged. They co-taught 39 lessons a week within the timetable and the core team took up the project development duties as set out in the plan. ✧ All NETs ran ECA activities online to provide a rich English learning environment. ✧ All students could get access to e-books using the online platform. ✧ A total of 20 teachers and 370 students in KS2 have benefitted from the approved curriculum initiatives. ✧ 354 students in KS1 also have benefitted from the English-rich language environment. 			

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
<p>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)</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 outcome improvement. 	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
			✓		
		<p>Justifications:</p> <ul style="list-style-type: none"> Most of P4-6 teachers participating in the review meeting agreed that the students enjoyed the literacy programme activities. Most of KS2 students reported in the end-of-term survey that they liked watching the English videos produced by the NETs for English Wednesdays because they found the videos interesting and useful in learning English. They were motivated to read and speak English outside class. Over half of the students demonstrated significant gains. They showed comprehension of the readers in the quizzes and completed the writing tasks with good effort. Less able students performed unsatisfactorily owing to the constraints encountered in online lessons and the compressed lesson time during the half-day school. It was noticed that they struggled to complete some of the tasks in the booklets and therefore revision of the tasks has been done. Lesson observation was carried out each year by the school's consultant, Panel Chair and Vice-Panel chairs and constructive feedback was given. The PM Benchmark Levelling Kit was used to keep track of students' reading progress. Generally, students have shown steady improvement in their reading level. Parents are informed of their children's reading level through a report issued by the School at the end of each year. This supports parents to cultivate good reading habits at home. 			

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
<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
		✓			
		<ul style="list-style-type: none"> ✧ The School-based Reading and Writing Programme has helped students transition between different key stages by equipping them with skills required for reading and writing in KS3. ✧ The core team consisted of the English panel chairs and target level 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 bi-weekly co-planning meetings. They also provided new teachers with additional support (e.g. mentoring/co-teaching) to enhance overall programme effectiveness. ✧ Lesson observation was conducted to improve instruction and disseminate good teaching practices. ✧ The core team shared their experience on reading and writing instruction in the annual professional development day. ✧ A print-rich environment has been created as a result of the newly developed literacy programme. ✧ KS2 students demonstrate an improved willingness to use English for communicative purpose after the programme and their reading levels have progressed steadily. 			

Criteria	Performance indicators	*Self-evaluation (Please put a ✓ in the appropriate box.)			
<p style="text-align: center;">Relevance (Goal alignment)</p>	<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
		✓			
		<ul style="list-style-type: none"> ✧ The School-based Reading and Writing Programme was closely aligned with one of the subject's concerns (<i>review and align the school-based English curriculum</i>) and students' needs (<i>enhancing students' reading levels</i>). ✧ The programme was aimed at bridging the achievement gap in KS2. Materials were strategically differentiated to provide less able students with extra support and to stretch the potential of more able students. ✧ Project progress was regularly reported and feedback was collected from teachers in panel meetings. 			

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)			
<p style="text-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
		✓			
		<ul style="list-style-type: none"> ✧ The programme has been incorporated into the core English Language Curriculum. ✧ Related reading comprehension strategies and process writing techniques have been infused in KS1 PLP-R/W and GE lessons to help prepare students for KS2. ✧ An additional unit of work will be designed based around authentic texts for each level year (Primary 4-6) in the coming year. ✧ The core team will serve as seed teachers and support the development of the literacy programme in upcoming years. 			

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	/
Other areas that the core team would like to raise which are not covered above	/
Good practices identified (if any)	<ul style="list-style-type: none">✧ The School is ready and willing to share good practices with other schools.✧ Co-planning is scheduled on the school calendar and NETs and LETs collaborate to enhance the existing curriculum. To prioritize the use of digital tools and develop students' academic literacy, the core team has utilized a wide variety of online platforms to motivate and evaluate students' learning such as Teams, Padlet, Quizlet, Quizizz, Kahoot! Sway, Flipgrid, NearPod, PearDeck and Word Wall.✧ Rubrics have been designed for each piece of graded writing to provide a clearer picture for students as to what is expected from them in their writing and how well they can perform well in the writing task.
Successful experience (if any)	<ul style="list-style-type: none">✧ The literacy programme has helped to enhance the KS2 English curriculum by providing a variety of reading and writing texts to stimulate learning and motivate students to perform better in English.✧ The English language environment has been enriched through the use of posters, inspirational quotes and signs.✧ Differentiated booklets have been designed and used in each unit of work consisting of Vocabulary, Self-Managing Activity and Process Writing booklets which cater for learner diversity.✧ The NETs can conduct professional training workshops for local English teachers to develop their capacity for teaching the literacy programme.

Other details

✧ Teachers have collaborated on enhancing the materials and developing co-teaching strategies and techniques in regards to high-order questioning and reading comprehension strategies such as making connections, inferring and synthesizing.

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

Signature of Principal: Shirley Duthie

Date: 29.10.2021

Name of Principal: Mrs. Shirley Duthie

