

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

(A) Name of School: Hong Kong and Macau Lutheran Church Primary School (File Number: A/B/C/D* 032)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Chan Kit Yee	<i>School Phone No</i>	27019803
<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 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>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 targeted deliverables which included lesson plans and activity booklets/worksheets were produced and implemented; • 100% of produced deliverables were used in English learning and teaching except P.4. Owing to the pandemic, RaC which was about places in Hong Kong could only be conducted via zoom. Therefore, the number of texts to be read and taught needed to be reduced because of the adjustment of teaching time. Interviews with tourists could not be conducted, so students could only interview their friends and family members to get comments about the places in Hong Kong in order to finish the assigned writing task. • The supply teacher took up a total of 28 lessons per week and the core team took up the project development duties as set out in the plan. • A total of 18 teachers and 358 students have benefitted from the approved curriculum initiatives. 			

<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: Referring to the objectives and success criteria indicated in the approved plan:</p> <ul style="list-style-type: none"> According to the results gained from the pre-tests and post-tests, students improved in various skills after the RaC lessons. The tests covered different kinds of questions targeting skills such as skimming a text to obtain the main ideas, scanning and locating information through different text features, working out the meaning of an unknown word or expression by using visual clues and context. Both P.4 and P.6 met the success criteria. Reading skills were enhanced in 82% of P.4 students and 71% of P.6 students. P.5 students were a bit below the success criteria; 67% of students' reading skills were enhanced. This was determined to be due to insufficient teaching time. During the week of the implementation of RaC in P.5, all students were suspended from school for 3 days in May because a small number of students were diagnosed with upper respiratory tract infections. Therefore, the lessons needed to be adjusted and condensed. According to the results of the pre-test and post-test, students made significant progress in the questions about text features. However, their performance in locating information and finding the main idea were not as good. It is felt that students would surely have gained a better understanding of the reading materials if sufficient teaching time was provided. 			

Criteria	Performance indicators	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
		<ul style="list-style-type: none"> Lesson observations were carried out for each module and comments given by teachers helped improve the programme for future implementation. According to the results of the questionnaire, 100% of the target level teachers said that they could apply RaC teaching strategies effectively. 			
<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>Justifications:</p> <ul style="list-style-type: none"> The new Reading across the Curriculum programme has helped improve transitions between different key stages by equipping students with skills required for reading content area materials in KS3. The core team consisted of the English panel chairs, target level experienced teachers and level teachers. All members planned, oversaw and led the programmes from conception through to completion. They developed materials for the programme and shared teaching ideas with teachers during English panel meetings. They also provided new teachers with additional support to enhance overall programme effectiveness. 			
<p 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 	Yes (Fulfilled) ← →		No (Not fulfilled)	
		4	3	2	1
		✓			
		<p>Justifications:</p> <ul style="list-style-type: none"> This year one of the major concerns of our school is Reading to Learn. Promoting reading is required to be carried out in four major subjects: 			

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
	overall goal and the attainment of the objectives.	Chinese Language, English Language, Maths and General Studies. The implementation of Reading across the Curriculum is in close alignment with the school's concerns with English Language proceeding ahead of other subjects.			
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 Key Stage 2 Reading across the Curriculum programme has been incorporated into the core English Language Curriculum. Therefore, we will continue to carry out this programme in future. 			

<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	Nil
Other areas that the core team would like to raise which are not covered above	Nil
Good practices identified(if any)	<ul style="list-style-type: none"> • Teachers co-operated and collaborated in developing the learning and teaching resources. • Co-planning helped improve the learning outcomes. • Feedback from teachers in the evaluation meetings also helped improve the programme. • The use of pre-test and post-test was an effective way to check how well students have learned. Therefore, teachers could figure out the problems and made necessary adjustments. • Students were exposed to a wide range of multi-modal texts and nonfiction texts. Consequently, they had the opportunity to learn and apply new reading strategies. <p>Our school is/is not* willing to share good practices with other schools.</p>
Successful experience (if any)	<ul style="list-style-type: none"> • The implementation of RaC in Key Stage 2 gave students more exposure to read nonfiction texts and multi-modal texts which were seldom covered in Key Stage 1. • The reading skills acquired through RaC will better equip the senior students to adapt to their secondary school learning. • Each P.6 student had a taste of presenting an endangered animal with the help of PowerPoint which may be a common kind of assignment

Other details

required in Key Stage 3.

- P.4 and P.5 students produced creative final products. For example, P.4 students made a fun toy and P.5 students produced a pamphlet based on the theme and target language they learned.
- The members of the core team in each level got a valuable chance to experience how to construct a curriculum from the beginning. They successfully produced all the learning and teaching resources, including PowerPoint slides, worksheets, activity booklets and teaching aids.
- The teachers involved learned some new teaching strategies related to the nonfiction texts and multi-modal texts
- Teachers collaborated well and were always willing to give feedback and shared their expertise in different areas.