

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

**(A) Name of School: Precious Blood Primary School (Wah Fu Estate) (File Number: C108)**

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

*Please tick (✓) the appropriate boxes.*

<i>Name of Teacher-in-charge</i>	Miss Wong Man Fung Miss Wong Siu Fung	<i>School Phone No</i>	2551 1211
<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 checked="" 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		

## (B) 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.)			
<b>Efficiency</b> (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)	<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
		✓			
		Justifications: <ul style="list-style-type: none"> <li>100% of the project deliverables were completed and executed by the end of the project year.</li> <li>The deployment of additional staff hired / learning and teaching resources acquired under the Scheme in the 2019/2020 school year. One English-proficient teacher was employed to work in collaboration with existing English Language teachers on promoting reading across the curriculum from Primary 4 to 6. He co-taught each targeted readers with P.4-6 local teachers.</li> <li>In the 2020/2021 school year, all the local teachers take their teaching role in the project. They co-planned and delivered the lessons as scheduled and worked out co-curricular activities.</li> <li>9 sets of school-based reading materials including unit plans, worksheets, learning tasks /activities and PowerPoint slides have been developed in total for Primary 4 to 6.</li> </ul>			



Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)
		<ul style="list-style-type: none"> <li>A total of 24 sessions (48 lessons) were covered for the three modules per level per year.</li> </ul> <p>P4: An African Adventure, The Visitor, The Hungry Troll</p> <p>P5: Have You Ever ..., Crunchy Crackers, The Bank Robbery</p> <p>P6: Beating the Bullies, Matt and the Miracle Drink, The Last Day of School</p> <ul style="list-style-type: none"> <li>A total of 11 teachers (100%) and 178 students (100%) have benefitted from the approved curriculum initiatives.</li> <li>Some P.4-6 newly-developed non-target school-based reading materials were also developed and used.</li> </ul>
<b>Effectiveness</b> (Goal achievement: improvement of students' language skills, teachers' understanding of new curriculum requirements - Major renewed emphases in the Updated English Language	<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
		✓
		Justifications: <ul style="list-style-type: none"> <li>100% of P.4-6 teachers reviewed in the questionnaire that the project enrich their knowledge in teaching reading (in class). All teachers applied knowledge and pedagogy acquired from the Reading Programme into their English teaching at Primary 4 to 6 and thus helped KS2 pupils building up their reading skills.</li> <li>100% of P.4-6 pupils reported in the end-of-term survey that the</li> </ul>



Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)
Curriculum <sup>+</sup> and use of evaluation instruments for ensuring effectiveness)		<p>programme had helped improve their skills in reading.</p> <ul style="list-style-type: none"> <li>71% of Primary 4 to 6 pupils stated that they have improved their confidence in reading.</li> <li>80% higher than expected, demonstrated significant gains (17% increase in marks) from pre-test to post-test. Pupils' performance in reading assignments/tests/exams was closely examined to keep track of progress.</li> <li>Lesson observation was carried out for each module and close to 100% of target level teachers could apply appropriate reading strategies effectively.</li> </ul>
<b>Impact</b> (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers' professional capacity)	<ul style="list-style-type: none"> <li>Curriculum initiative(s) implemented has/have added value to the existing English Language curriculum.</li> <li>Curriculum initiative(s) implemented has/have fostered a professional sharing culture among English teachers, resulting in enhanced capacity.</li> <li>The English language learning environment has been enriched and students are more motivated in learning English.</li> </ul>	Yes (Fulfilled)      ←                      →                      No (Not fulfilled)
		4                      3                      2                      1
		✓
		Justifications: <ul style="list-style-type: none"> <li>The core team members that consisted of the English panel chairs and target level coordinator, took the leading roles in the implementation of the project. The first meeting involved the role recognition and drafted the yearly schedule (PEEGS Plan). Feedback and evaluation had been done in the meetings. They shared teaching ideas with teachers in weekly co-planning meetings, acted as a pioneer in the sharing of the levelled lesson observation and helped in the development of the learning materials for the project. They provided new teachers with additional guidance to enhance overall programme effectiveness.</li> <li>Lesson study was conducted to improve instruction and disseminate good teaching practices throughout the year.</li> <li>The core team first disseminated their teaching strategies in the professional sharing sessions in the panel meetings. Other English</li> </ul>



Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)			
		<p>teachers shared their experiences in the end of the project year.</p> <ul style="list-style-type: none"> <li>A reading environment has been created at the early stage as a result of the newly-developed reading programme.</li> <li>KS2 pupils demonstrate an improved willingness to read English books after the project.</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>	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
		✓			
		<p>Justifications:</p> <ul style="list-style-type: none"> <li>Pupils' ability to read was enhanced to serve their life-long learning, which was closely aligned with the self-directed learning tools in the school's major concerns.</li> <li>The reading programme was aimed at promoting reading across the curriculum through school-based cross-curricular reading programme. Reading was strategically developed to involve pupils in purposeful and meaningful reading and linked up the reading texts with diverse Key Learning Areas and their prior knowledge and life experiences.</li> <li>Project progress was regularly reported to senior management and feedback from teachers collected in staff meetings.</li> </ul>			
<b>Sustainability</b> (Continuation of a project's goals, principles, and efforts to achieve desired outcomes)	<ul style="list-style-type: none"> <li>Newly-developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with the existing English Language curriculum.</li> <li>Related students'/professional development activities are conducted after the project period</li> </ul>	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
		✓			
		<p>Justifications:</p> <ul style="list-style-type: none"> <li>The Key Stage 2 Reading Across the Curriculum programme has been incorporated into the core English Language Curriculum.</li> </ul>			



<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
	for sustaining the benefits obtained.	<ul style="list-style-type: none"> <li>• Related reading strategies have been infused in KS2 classrooms and co-curricular activities have been done in P.4-6.</li> <li>• The core team will serve as seed teachers and support the development of other programmes in other levels.</li> </ul>



<i>Other details (Optional)</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	With the influence of the COVID19, P.4 pupils are not able to conduct the tourist interviews with the real tourists. In fact, teachers and pupils acted as the foreigners and completed the interviews at the end.
Other areas that the core team would like to raise which are not covered above	With this project, the English Panel has a better understanding of the pupils' reading abilities which may help the Panel to take up further actions for the pupils.



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: 25-10-2021

Name of Principal: \_\_\_\_\_

GLOW KWAI FONG

