

**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 2020:**

- by post (please state "PEEGS" 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](mailto:peegs@edb.gov.hk)

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

**(A) Name of School:** Lu Shan School (File Number: A/ B / C / D\* 114 )

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

*Please tick (✓) the appropriate boxes.*

<i>Name of Teacher-in-charge</i>	Miss WANG HUI	<i>School Phone No</i>	23361787
<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 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

Please evaluate your school's project implementation based on the indicators under the 5 key criteria using a 4-point scale<sup>#</sup>. Indicate the school's score for each criterion by ticking "✓" the appropriate box and **providing full justification of scoring**. Reference notes are highlighted in **BLUE**.

Criteria	Indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)			
<p style="text-align: center;"><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>● The number of students involved: 149. The number of teachers involved: 6.</li> <li>● 100 percentages of targeted deliverables produced. Diverse writing worksheets of P.4 have been all designed. Six chapters' e-learning materials were designed for P. 6.</li> <li>● About 80 percentages of diverse writing worksheets and e-learning materials were used in the English lessons (Due to the COVID-19, three chapters' writing worksheets have not been used).</li> <li>● Additional resources: the English assistant also designed multi-level writing worksheets for P.5 and P.6 students.</li> <li>● All students from school benefited from the recess activity. Each student got chance to participate the 'chit-chat' activity. All P.4-6 students were able to use the writing worksheets. P.6 students had more opportunities to experience e-learning in the lessons.</li> </ul>			
<p style="text-align: center;"><b>Effectiveness</b> (Goal achievement: improvement of</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</li> </ul>	Yes (Fulfilled) ← → No (Not fulfilled)			
		4	3	2	1
			✓		

<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
<p>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>	<p>summative assessment results) are achieved.</p> <ul style="list-style-type: none"> <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>	<p>Justifications:</p> <ul style="list-style-type: none"> <li>● Types of data: a. P.4 students' works. b. Students' opinions about English activities. c. The English TA' s record of students' performance of the recess activity.</li> <li>● Evaluation of multi-level writing worksheets (P.4): <ul style="list-style-type: none"> <li>a) Low-level writing worksheets gave choices and hints. Weak students' works showed better performance than previous works. They acquired more confidence when doing the worksheets.</li> <li>b) Middle and high level worksheets allowed students to create and think more. Higher-level students' works showed their rich imagination and creativity.</li> </ul> </li> <li>● Evaluation of e-learning (P. 5-6): <ul style="list-style-type: none"> <li>a) Students' performance were evaluated during lessons when they participated e-learning activities. Their participations in e-learning tools such as Kahoot and Nearpod reflected the progress of learning. The results showed students learnt more effectively through the method.</li> </ul> </li> <li>● Evaluation of English activities (P.1-6): <ul style="list-style-type: none"> <li>a) The teaching assistant who was in charge of the recess activity (chit chat session and shared reading) observed students' performance in the activities. Most students showed positive attitude during the activities.</li> <li>b) Festival activities and other English activities were recorded by photos. Some were recorded by booklets and evaluated by google forms. The results showed students got much interest in participating the activities.</li> </ul> </li> </ul>

Criteria	Indicators	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
		<ul style="list-style-type: none"> <li>The methods of the evaluation developed students' critical thinking skills and confidence in learning English. They also improved students' interest inside and outside English lessons.</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>A sharing and reflecting session was conducted at the end of the term in 2020. The teachers shared opinions about how the project influenced their teaching and students' performance. For example:               <ol style="list-style-type: none"> <li>The project raising students' motivation and interest in English learning. Students got more opportunities to communicate in English with a wider range of people and acquire pleasure and enjoyment in their personal life. The project also widened students' learning space. They were provided with opportunities to explore the spoken and written English language through teaching and activities.</li> <li>Teachers developed professional skills about cooperating with colleagues. The teaching assistant brought many creative ideas. Teachers worked together to plan and organize activities. Teachers also got opportunities to conduct new teaching strategies through e-learning and multi-level writing worksheets.</li> <li>During the COVID-19 period, teachers and the teaching assistant worked together to design online learning materials. For example, teachers recorded videos about lessons and used google form to design practice for students from February to June. The English</li> </ol> </li> </ul>			

Criteria	Indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)			
		teaching assistant helped count students' performance. The English teaching assistant was responsible for story telling online. She recorded a story every week and released to students.			
<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
		✓			
		Justifications: <ul style="list-style-type: none"> <li>Due to the diversity of students in school, one of the goals of the project is catering for learning diversity. After the complementation of the project, it's found that weak students benefit more from it. The way of applying the writing worksheets in the lesson still needs improving to suit for more able students. During the sharing sessions, teachers discussed about the modification of the writing worksheets. The limitation of the writing worksheets was reduced in order to give able students more space to create and use their imagination.</li> <li>As the school's major concern switched to reading, the recess activity also focused on reading. It changed from 'chit-chat' to 'story telling'. The teaching assistant used iPad to share story books with students. The goal of the activity is improving students' reading interest. Most students were willing to participate the activity and enjoyed the story time.</li> </ul>			
<b>Sustainability</b> (Continuation of a project's goals, principles, and efforts to achieve)	<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</li> </ul>	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
			✓		
		Justifications: <ul style="list-style-type: none"> <li>The writing worksheets will still be applied after the project period.</li> </ul>			

<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
desired outcomes)	activities are conducted after the project period for sustaining the benefits obtained.	<ul style="list-style-type: none"> <li>● The school will consider continuing to employ the English TA.</li> <li>● The e-learning materials will be used in the following year.</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	- Problem 1: Recess activities and other English activities couldn't be conducted during COVID-19. Solution 1: The English teaching assistant made story telling online; The English competition was conducted online.
Other areas that the core team would like to raise which are not covered above	All P.4-6 writing worksheets were modified during the project. P.1-3 writing worksheets will be considered to modify in the future.
Good practices identified (if any)	Our school <del>is</del> /is not* willing to share good practices with other schools.
Successful experience (if any)	

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: \_\_\_\_\_

