

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

(A) Name of School: **KWOK MAN SCHOOL** (File Number: A **107**)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Mr. NG Wai-man, Peter	<i>School Phone No</i>	
<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 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		

(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[#]. 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>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
			✓		
		<ul style="list-style-type: none"> We planned to produce at least 6 sets of speaking and pre-writing resources for each of the levels for P.4 to P.6 focusing on different themes will be produced for future use and at least 15 One-minute's English sessions for each of the three terms throughout the school year. The target was met, and the resources have been being revised and used in the following academic year. We have done 4 English activity recesses as proposed. The activities were reviewed in the panel meetings and were very considered successfully done. 			
<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</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"> We expect at least 50% of our KS2 students will make improvements in picture description and presentation skills. The target was met and as reflected in the formative assessments focusing on the above mentioned skills, 55.4% of students made improvements. An average increase of 5.8 marks (out of 100) in oral assessments was made. We expect 70% of students will be more confident in speaking English. We discussed it with PTA members and we also reevaluated it in the 			

Criteria	Indicators	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
of evaluation instruments for ensuring effectiveness)		panel discussion and we were told that the target was met.			
Impact (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers' professional capacity)	<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
			✓		
		Justifications: <ul style="list-style-type: none"> • A core working team was set up amongst experienced local teachers and the NET and we kept reviewing and monitoring how we could make use of the additional teacher in helping with the running of activities and developing resources. The additional teacher was also actively participating in the core group meetings. • In the panel meetings, the issue was brought out and all the English teachers believe that we have acquired knowledge of conducting English language activities and we have become more experienced in producing resources through working with the additional teacher and the core group. • A great portion of time was given to producing pre-writing resources done through speaking activities. As a result, we began to focus our attention more on presentation skills and a set of “presentation skills” package, including structure and useful expressions, was developed and was put into the curriculum in our daily teaching. • In addition to teaching and material design, the additional teacher also actively joined in ECAs. She runs the English Cooking Classes with a local teacher and it was so successful that it has become one of our most popular activities during the ECA period. 			

<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
		<ul style="list-style-type: none"> The additional teacher also helped with Pre-S1 interview training classes. The additional teacher also helped with the mock interviews for P6 students. Through working with local teachers, we developed a new set of course materials. 			
Relevance (Goal alignment)	<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
		Justifications: <ul style="list-style-type: none"> One of the goals of the school was promoting the teaching of STEM. The core group decided to work on this area by gradually involving STEM elements in the teaching of English. We worked on a “green house effect” project with the 2 P.6 classes. We worked with the local General Studies and designed the teaching content. We decided to review the concept they have learnt in the General Studies lessons, and we introduce the science experiment concepts to students. Students then conducted an experiment on green house effect by measuring the temperature change. Students learnt about the terms in an experiment and writing a “guided” lab report. Students enjoyed the activity as this was their first time to do experiment in English and it would be helpful for their studies in the secondary school. 			
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 	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
		Justifications: <ul style="list-style-type: none"> The materials designed would definitely be used in the future as these materials were designed by the additional teacher together with the 			

<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
	for sustaining the benefits obtained.	<p>local teachers, tailor made for our students and the new text book.</p> <ul style="list-style-type: none"> The materials will be evaluated and revised at least in the near future as the additional teacher was happy about working with our school and she would continue serving the school as a contract teacher and continue to make contribution to the school.

<i>Other details</i>	
<p>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</p>	<p>One major problem was the running of English Ambassador programme. We faced difficulties in recruiting English Ambassadors as Kwok Man was a relatively small school. We have to compete with other departments, like the school prefect team, student librarian team, football team or basketball team when recruiting Ambassadors. Therefore, many of our Ambassadors are also school team members and they have to attend training sessions too. This causes problems to the training of English Ambassadors and the running of One-minute English Morning presentations and the Kwok Man TV. They could not come as it crashes with the other school activities.</p> <p>The core group decided to modify the programme by adding in the English Stars programme. In addition to the English Ambassadors, we have the English Stars who are the best six in English in all the classes who would help with the One-minute English programme and the Kwok Man TV programme.</p>
<p>Other areas that the core team would like to raise which are not covered above</p>	<p>It would be more ideal if more resources could be allocated.</p>

<i>Other details</i>	
Good practices identified (if any)	<ul style="list-style-type: none"> • The additional teacher works closely with the local teachers and made great contributions. • It was done by good communications amongst the panel members and difference in opinions were treated as a direction when work can be done in a more appropriate way <p>Our school is not willing to share good practices with other schools.</p>
Successful experience (if any)	<ul style="list-style-type: none"> • We welcome the PEEG as it provide an additional teacher to help with the teaching of English and the design of new teaching materials • The PEEG project allowed us to review and revise our English Language curriculum and we now have more materials to help students to learn from speaking to writing • We would add in presentation skills and group discussion skills in our English Language curriculum • Through working with the core group and the additional teacher, our teachers have become more professional in designing course materials for our students, and we have better collaboration among teachers. • The additional teacher also helped with some popular Extra-curricula activities and an English language-rich environment has been established.

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