

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

(A) Name of School: Hong Kong Red Swastika Society Tuen Mun Primary School

(File Number: D 039)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	<i>School Phone No</i>
<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 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

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)			
<p style="text-align: center;">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"> ✧ The current KS2 reading curriculum for promoting the RaC was reviewed and refined. ✧ 100% of the project deliverables which included 6 resource packages covering 96 lessons were completed and executed by the end of the project year. ✧ Both multimodal and printed texts were adopted to supplement the existing programme. ✧ The supply teacher took up a total of 25 lessons per week and four to five lessons were released for each core team member. ✧ The core team took up the project development duties as set out in the plan. ✧ A total of 15 teachers and 322 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:</p> <ul style="list-style-type: none"> 84.9% of KS2 students participating in the survey agreed that they enjoyed the RaC lessons and their reading skills improved. 74.2% of KS2 students participating in the survey, a bit lower than expected, agreed that they had improved their reading strategies in reading different text types. Students' positive feedback showed that the design of the RaC lessons could boost their interest and enhance their motivation in learning. Only 55.8% of KS2 students, 14.2% lower than expected, demonstrated at least 5% improvements in summative assessment results in reading. Due to the COVID-19 pandemic, some lessons had to be taught online. It was difficult for teachers to monitor students' learning and provide instant feedback to support them. It affected the effectiveness of the programme. Although face-to-face lessons resumed in late April, students' positive learning attitude and academic achievements were affected in addition to a deterioration in reading skills. Although the results in summative assessment did not reach the success criteria, students did show improvement. It indicated that the programme was on the right track. Trial lessons were conducted for each module for evaluating the suitability of the material. Lesson observation and post-observation discussions were conducted for 			

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)				
		<p>evaluating the programme effectiveness</p> <ul style="list-style-type: none"> ✧ 100% of KS2 teachers participating in the survey agreed that they had developed a better understanding of the teaching of reading using different texts ✧ 92.3% of KS2 teachers participating in the survey agreed that they had acquired strategies for promoting RaC and all of them were provided with opportunities to share their pedagogical practices for facilitating a self-reflecting culture among team members ✧ 92.3% of KS2 teachers participating in the survey agreed that they had applied strategies for promoting RaC ✧ The positive feedback from the teachers involved showed that teachers had a good understanding of new curriculum requirements in lessons, co-planning meetings and material development process. ✧ Students' performance in reading assignments and exams was closely examined to keep track of progress. 				
<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. 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Yes (Fulfilled)</td> <td style="width: 12.5%; text-align: center;">←</td> <td style="width: 12.5%; text-align: center;">→</td> <td style="width: 25%; text-align: center;">No (Not fulfilled)</td> </tr> </table>	Yes (Fulfilled)	←	→	No (Not fulfilled)
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✓						
<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 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 to 						

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)				
		<p>enhance overall programme effectiveness.</p> <ul style="list-style-type: none"> ✧ Lesson study was conducted to improve instruction and disseminate good teaching practices. ✧ Two sharing sessions were conducted by the core team in the panel meetings. Teachers shared their experience on cross-curricular reading instruction with other panels. ✧ The programme benefited students' learning by getting support from other KLAs. Teaching the same theme at around the same time made students have some basic concepts about the topic. Students had basic knowledge about the topics because they had already learnt them in their GS lessons (conducted in their first language). It helped them develop a better understanding when they came across the same topic in English. 				
<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. 	<p style="text-align: center;">Yes (Fulfilled) ← → No (Not fulfilled)</p>				
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> </table>	4	3	2	1
		4	3	2	1	
<p>Justifications:</p> <ul style="list-style-type: none"> ✧ The Key Stage 2 Reading Across the Curriculum programme was closely aligned with one of the 3 school's major concerns – improving students' learning and boosting their confidence. ✧ Instructions were strategically differentiated to provide less able students extra support and stretch the potential of more able ones. ✧ Project progress was regularly reported to senior management and feedback from teachers collected in staff meetings. 						

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
<p 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
		✓			
		<p>Justifications:</p> <ul style="list-style-type: none"> ✧ The resource packages developed are kept and the programme has been incorporated into the core English Language Curriculum. ✧ Non-fiction texts are adopted to prepare students for Key Stage 3. ✧ Some lessons and activities conducted during the project period were video-taped for sharing in the future. ✧ The core team members, who gained experiences in designing and planning curriculum shared achievements and challenges in the programme with other teachers through panel meetings. ✧ The core team will serve as seed teachers and support the development of similar programme in other levels. ✧ Continuous adaptation will be made according to students' performance and the pandemic situation next year ✧ KS2 teachers gained experience of teaching different texts. They acquired and applied strategies for promoting RaC 			

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.