



HEEP YUNN PRIMARY SCHOOL

**GRANT SCHEME ON PROMOTING EFFECTIVE
ENGLISH LANGUAGE LEARNING
IN PRIMARY SCHOOLS (PEEGS)**

FINAL REPORT

2018/19 SCHOOL YEAR

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

(A) Name of School: Heep Yunn Primary School (File Number: A / B / C / D* 005)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Cheung Ming Wai Fiona	<i>School Phone No</i>	27111263
<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 type="checkbox"/> Promote reading* or literacy* across the curriculum <input checked="" type="checkbox"/> Enhance e-Learning <input checked="" 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

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 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"> • 100% of targeted deliverables implemented; • 100% of produced deliverables used in English learning and teaching: <ul style="list-style-type: none"> ➔ A Learning Management System (LMS) was set up in Google Classroom as a platform for assessing students' learning process. ➔ Pre-task: Google Forms (questionnaire), Edpuzzle (Flipped classroom), Quizlet (matching games) ➔ While task: Padlet, XMind (brainstorming, planning) Google Doc (writing), Google Sheets (data collecting), Book Creator (diary entries), Toontastic (video making) ➔ Post-task: Kahoot, online exercise (Consolidation), Google Sites, Padlet (sharing and commenting) • One supply teacher was hired to take up the teaching role of the core team. Released lessons enabled the core team to co-plan the teaching modules and design the course materials. • Four modules of three different levels (extended, core and remedial) were developed to cater for learners' diversity. The topics chosen for P.3 and P.4 are structural and aimed for bridging KS1 to KS2. The topics chosen for P.5 and P.6 are for bridging KS2 to KS3. The topics of the modules are as follows: <ul style="list-style-type: none"> ➔ P.3: Past Tense 			

Criteria	Indicators	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
		<ul style="list-style-type: none"> ➔ P.4: Present Perfect Tense ➔ P.5: Interviewing Skills ➔ P.6: Save the World (Group Discussion Skills and Public Speaking Skills) 			
<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"> • Details of the objectives and success criteria attained: <ul style="list-style-type: none"> ➔ 100% of the P.3 to P.6 English teachers attended the co-planning meeting with the core team to discuss and evaluate the effectiveness of the course materials. ➔ A total of 40 try-out lessons were recorded for evaluation and future references. ➔ 81% of English teachers were involved in the programme. ➔ 100% of English teachers became aware of the importance of using e-learning tools in English teaching. ➔ 100% of the English teachers became willing in adopting various e-learning pedagogies in English teaching. ➔ 100% of the English teaches understood the fundamental techniques and skills for implementing e-learning in our school. ➔ 100% of the English teachers were confident in conducting the school-based e-learning curriculum in the future. ➔ By teachers' observation, 100% of the students improved their motivation in learning English. 			

Criteria	Indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)												
		<ul style="list-style-type: none"> ➔ By teachers' observation, 100% of the students were more engaged in self-directed learning in English. • 2 questionnaires were given out to collect students' data before and after the module started: <ul style="list-style-type: none"> ➔ Over 70% of students improved their confidence in the use of English through interacting in real and simulated situations during the programme. ➔ Over 70% of students were willing to use English outside the traditional classroom setting. ➔ Over 70% of students were able to use search engines to facilitate their own learning. • From the assessment results: <ul style="list-style-type: none"> ➔ 70% of high flyers demonstrated improvement in assessments. ➔ 60% of average-ability students demonstrated improvement in assessments. <p>The following success criteria cannot attain:</p> <ul style="list-style-type: none"> ➔ Less than 50% of less able students demonstrated improvement in assessments. Due to the time constraint, not enough practice could be done for consolidation. 												
<p>Impact (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers'</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. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Yes (Fulfilled)</th> <th style="width: 25%; text-align: center;">←</th> <th style="width: 25%; text-align: center;">→</th> <th style="width: 25%;">No (Not fulfilled)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td></td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">✓</td> <td></td> <td></td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>Justifications:</p> <ul style="list-style-type: none"> • the role(s) of the core team in directing the project and resources <ul style="list-style-type: none"> ➤ The PSM (English): <ul style="list-style-type: none"> - To administer, monitor and oversee the programme 	Yes (Fulfilled)	←	→	No (Not fulfilled)	4		3	2	✓			1
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>
professional capacity)	<ul style="list-style-type: none"> • The English language learning environment has been enriched and students are more motivated in learning English. 	<ul style="list-style-type: none"> - To prepare the proposal - To report to the Principal on the progress of the programme - To assist in preparing the written report on finishing the programme - To design the teachers' and students' questionnaires - To design the course modules ➤ The APSM (English): <ul style="list-style-type: none"> - To assist in preparing the proposal - To assist the PSM (English) in the running of the programme - To prepare the written report upon completion of the programme - To analyze all evaluation data for future reference - To design the course modules ➤ The assistant elearning curriculum leader: <ul style="list-style-type: none"> - To co-ordinate with the IT department - To organize all teaching records for future reference - To design the course modules • the way(s) new teaching ideas and approaches are disseminated in the panel (e.g. through conducting professional sharing sessions) <ul style="list-style-type: none"> - Four sharing sessions were conducted in the English panel meeting. - Informal sharing was held among teachers frequently. - Two sharing sessions on the implementation of elearning tools among teachers of the whole school were held. It facilitates the sharing culture across different subjects. - One staff development was conducted by the core team to the whole school on implementation of elearning tools before the

<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
		<p>commencement of the new school year</p> <ul style="list-style-type: none"> - One sharing was conducted by the core members to the Chinese Department on the module planning before the commencement of the new school year. 			
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
		✓			
		<p>Justifications:</p> <ul style="list-style-type: none"> • The project goals set are in close alignment with the school's 3-year major concern (elearning). • PSMCD worked closely and involved in the try-out lessons. Evaluations were carried out after each try-out lesson. Teaching plans were revised accordingly. • The school principal conducted lesson observation in almost one third of the try out lessons. Valuable comments were given. 			
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
			✓		
		<p>Justifications:</p> <ul style="list-style-type: none"> • All modules would be included in the school-based elearning curriculum in the coming school year. • However, some of the applications may be charged in the future. This may prohibit us from using them. Constant monitoring is necessary to make sure the modules can be carried out successfully. • Further development of the modules could be made with the implementation of BYOD in the new school year. 			

<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>

<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	<p>BYOD would be adopted to enhance the flexibility of the elearning module.</p> <p>Professional development should be held to enhance teachers' IT skills.</p> <p>More space should be given to the core team members in the coming year to support the new staff in implementing the programme.</p>
Good practices identified (if any)	<p>New iPads were purchased in order to support the implementation of the programme.</p> <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"> • Using elearning tools allows the creation of new tasks which were inconceivable before. For example, video sharing with immediate feedback. • Students' language skills and learning motivation were greatly enhanced. They enjoyed doing different elearning activities and they found that the activities were fun and easy to follow. This was significantly obvious for students with low ability. They liked learning with tablets rather than traditional methods in learning English. • Students' self-directed learning skills were greatly enhanced. • Three levels of the modules were designed to cater for students' diverse learning needs. With various levels, students' strengths and weaknesses could be addressed. With the flipped classroom, students could also learn in their own pace. • The I.T. skills of teachers were greatly enhanced. Teachers were willing to adopt new teaching methods and became

Other details

aware of the importance of using elearning tools in English teaching.

- Regular formal and informal meetings were conducted to discuss and evaluate our teaching plans. A holistic sharing environment has been created across teachers of different subjects of the whole school.

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.

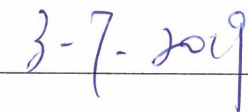
+ For details, please refer to pages 6-9 of the English Language Education Curriculum Guide (Primary 1 - Secondary 6) (2017)

https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf

Signature of Principal: _____



Date: _____



Name of Principal: _____

