

**`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 2023.**

- by post (with “**PEEGS**” clearly written 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

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

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

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

Name of Teacher-in-charge	Mr Chan Kwan Shek	School Phone No	25737911
Approved Curriculum Initiative(s)	☐ Enrich the English language environment in school through conducting activities* and/or developing quality resources* ☒ Promote reading* or literacy * across the curriculum ☐ Enhance e-Learning ☐ Cater for learning diversity ☐ Strengthen assessment literacy		
Approved Usage(s) of Grant	☒ Purchase learning and teaching resources (printed books/ e-books /Others* (please specify: _____)) ☒ Employ supply teacher(s) ☐ Employ teacher(s) who is/are proficient in English ☐ Employ teaching assistant(s) who is/are proficient in English ☐ Procure services for conducting _____ activities		

(C) 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.)			
Efficiency (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)	- 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
		✓			
		Justifications:			
		✧ The supply teacher took up a total of 22 lessons per week and the 3 core team members took up the project development duties in 2019-2020 as set out in the plan. 100% of the project deliverables were completed. 6 resource packages covering a total of 36 lessons were developed for STEM Week Reading Modules. 3 resource packages covering a total of 24 lessons were developed for the KS2 RaC Programme. ✧ 100% of the project deliverables were executed in 2022-2023. The STEM Week Reading Modules were taught in January 2023. The KS2 RaC Programme was taught in March and April 2023. Purchased printed titles (9 titles x 30 copies) were circulated among classes when implementing the initiatives. ✧ A total of 10 teachers and 411 students have benefitted from the approved curriculum initiatives. 10 teachers and 411 P1 to P6 students have benefitted from the STEM Week Reading Modules. 8 teachers and 216 P4 to P6 students have benefitted from the KS2 RaC Programme.			

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
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)	- 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
			✓		
		Justifications: ✧ Based on teachers' observations and students' results in assessments and examinations, it could be seen that the proposed initiatives have deepened students' understanding of informational texts and their features. ✧ Students have gained a deepened understanding of the differences between fiction texts and non-fiction texts. ✧ 71% of students showed improvements in reading when comparing their scores in the first term assessment and the final examination. More KS2 students made improvements compared to KS1. STEM Reading Modules ✧ In the questionnaire, 86% of the students agreed that the STEM Reading Module has improved their understanding of informational texts and helped them learn the target text features. 91% of the students agree that the STEM reading modules have provided them with more conceptual and language inputs for their STEM projects, enabling them to be more confident and active in the learning process. Students have learnt more content-related vocabulary items of their STEM projects. ✧ In the group interview and questionnaire, 100% of teachers agreed that the students enjoyed the STEM Reading Modules and that the STEM Reading Modules Teachers were effective in enhancing students' reading skills, helping them to gain a deepened understanding on text types and target features.			

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)
		KS2 RaC Programme ✧ In the questionnaire, 92% of KS2 students agreed that the RaC programme has enhanced their reading skills. Many have done extended reading on the themes in the School Library. 94% of KS2 students enjoyed the RaC programme. Students have gained a deeper understanding of the chosen themes and this has helped with the learning the relevant textbook chapters. ✧ In the questionnaire, 100% of KS2 teachers agreed that the RaC programme was effective in enhancing students’ reading skills. ✧ 100% of KS2 teachers involved agreed that they have been more mindful with the use of diversified instructional strategies in their teaching. They agreed that they have acquired a more solid understanding on how to approach RaC with a range of diversified tasks and activities.
Impact (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers’ professional capacity)	- 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)
		4321
		✓
		Justifications: ✧ The core team consisted of the English Panel Head and 2 experienced English teachers. They chose suitable printed titles and developed different materials for the initiatives. ✧ Before and during the implementation, the core team shared teaching ideas with teachers and highlighted target reading strategies in co-planning meetings and panel meetings. ✧ The STEM Reading Modules have capitalized on the need to promote

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)
		STEM learning in the school. Teachers have had a heightened awareness on the importance of cross-curricula cooperation in addressing the latest educational trend. ✧ The STEM Reading Program exposes students to a wide range of scientific concepts, vocabulary, and real-world applications. By reading STEM-related texts, students have improved their scientific literacy. This knowledge can be applied to other STEM-related learning and foster critical thinking skills. ✧ The KS2 RaC Programme has fostered communication and cooperation with the other subjects in promoting reading across the curriculum. The core team and the other English teachers have developed a better understanding on how RaC could be promoted. ✧ The KS2 RaC Programme allowed students to make connections between different disciplines. By exploring interdisciplinary topics through reading, students can see how concepts from science, social issues, and literary works intersect and complement each other. This holistic understanding has helped develop a more comprehensive understanding of the world. ✧ The STEM Reading Modules and the KS2 RaC programme have provided opportunities for all English teachers to explore different reading strategies, enhancing their professional capacity in the teaching of reading and thinking skills.
Relevance (Goal alignment)	Project goals set are in close alignment with the school's major concerns and teachers'/students' needs.	Yes (Fulfilled) ← → No (Not fulfilled)
		4 3 2 1
		✓

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
	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.	Justifications: ✧ The STEM Reading Modules and the KS2 RaC Programme were closely aligned with two of the school's major concerns – 'Inspire Thinking, Deepen Learning' and 'Promoting Teachers' Professional Growth. ✧ Both the STEM Reading Modules and KS2 RaC Programme encouraged students to think critically and analyze information from multiple perspectives. By engaging with diverse texts and interdisciplinary content, students are challenged to question, evaluate evidence, and form their own opinions. This fosters deeper learning and cultivates independent thinking skills. ✧ By exploring STEM topics or reading across various subjects, students could see the interconnectedness of knowledge. This interdisciplinary approach enhanced their understanding of complex concepts, encouraged holistic thinking, and promoted deeper learning. ✧ Both the STEM Reading Modules and KS2 RaC Programme offered teachers opportunities to deepen their content knowledge across disciplines. Through professional sharing and planning, teachers have expanded their understanding of pedagogical strategies. This promoted their professional growth. ✧ The implementation of the programmes was monitored by the core team regularly, and timely support was provided to all English teachers in their teaching.			
Sustainability (Continuation of a project's goals, principles, and efforts)	Newly-developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with the existing English Language curriculum.	Yes (Fulfilled) ← → No (Not fulfilled)			
		4	3	2	1
			✓		
		Justifications:			

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
to achieve desired outcomes)	Related students'/professional development activities are conducted after the project period for sustaining the benefits obtained.	✧ The STEM Reading Modules and the KS2 RaC Programme would be incorporated in the school-based reading curriculum. ✧ Relevant reading strategies and thinking skills would be infused into the daily English classroom teaching and the teaching of other readers. ✧ The English Panel would be working with the Library Team to provide more extended readers for students to read.

<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	The sourcing of STEM readers took longer than expected. Not many readers of the target themes were available. The printed titles were procured in August 2021. With the time constraint brought by the COVID-19 pandemic, related excursions were not arranged for the KS2 RaC Programme in 2022-2023. The Core Team will arrange related excursions this year. The activities of the STEM Week might be reviewed and adjusted in the future so minor amendments might be necessary in the future. The English Panel Head would work closely with the STEM Coordinator.
Other areas that the core team would like to raise which are not covered above	/
Good practices identified (if any)	Our school is/is not* willing to share good practices with other schools.
Successful experience (if any)	All English teachers have had an enhanced understanding of Reading across the curriculum. Teachers have also demonstrated a willingness to explore the use of different instructional strategies and activities in the teaching of reading. Many students have developed improved recognition and comprehension of

<i>Other details</i>	
	various text types, paying more attention to different text features while reading.

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 Key Learning Area 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: 22/12/2023

Name of Principal: Chung Lai Kam

