

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

(A) Name of School: St. Matthew's Lutheran School (S.M.P.) (File Number: A / B / C / D* 019)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Wong Mei Yu	<i>School Phone No</i>	27723797
<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 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

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.

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
Efficiency (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)	<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
		✓			
		Justifications: <ul style="list-style-type: none"> ✧ 100% of the project deliverables were completed and executed by the end of the project year. ✧ 100% of newly-developed writing resource packs (totally 8 packs for P.4 and 5) were taught at the end of the modules. Each resource pack consists of lesson plans, graded learning and teaching resources for students with different English proficiencies and learning styles. ✧ The supply teacher took up a total of 16 lessons per week and the core team took up the project development duties as set out in the plan. ✧ A total of 10 teachers and 258 students have benefitted from the approved curriculum initiatives. 			
Effectiveness (Goal achievement: improvement of students' language skills, teachers' understanding of new curriculum	<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 	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
			✓		
		Justifications: <ul style="list-style-type: none"> ✧ Various types of data (teacher and student survey, lesson observation, evaluation meetings and formative/summative assessment data) are 			

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)												
<p>requirements - Major renewed emphases in the Updated English Language Curriculum⁺ and use of evaluation instruments for ensuring effectiveness)</p>	<p>process.</p> <ul style="list-style-type: none"> Monitoring and evaluation tools are effectively deployed for continual course corrections and outcome improvement. 	<p>collected as evidence of the results school has achieved.</p> <ul style="list-style-type: none"> 88% of P.4 to P.5 students reported in the end-of-term survey that they were more engaged in completing the writing tasks with the support from their peers and teachers. 81% of P.4 to P.5 students reported in the end-of-term survey that they were confident of completing similar writing tasks in the future. P.4 and P.5 students in the elite classes got improvement in their writing summative assessment as compared with that in the formative assessment (7% and 17% respectively). Primary five students' overall result in the summative assessment has improved by 9.3% in level average, but primary four students' overall result was worse than that in the formative assessment. Although the expected outcome of at least 75% of students improved by 10% in writing assessments could not be achieved, according to the teachers' survey, 95% of P.4 and 5 teachers stated that students' writing skills have improved after completing all the writing tasks. Lesson observations were carried out for the 8 modules and 95% of teachers involved agreed that they were able to develop strategies to cater for learner diversity. 100% of teachers involved agreed that they will apply the strategies to cater for learner diversity in the future. 												
<p>Impact (Broader and longer-term effects on curriculum enhancement, learning atmosphere</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 	<table border="1" data-bbox="1111 1161 2130 1310"> <thead> <tr> <th data-bbox="1111 1161 1375 1209">Yes (Fulfilled)</th> <th data-bbox="1375 1161 1628 1209">←</th> <th data-bbox="1628 1161 1879 1209">→</th> <th data-bbox="1879 1161 2130 1209">No (Not fulfilled)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1111 1209 1375 1257">4</td> <td data-bbox="1375 1209 1628 1257">3</td> <td data-bbox="1628 1209 1879 1257">2</td> <td data-bbox="1879 1209 2130 1257">1</td> </tr> <tr> <td data-bbox="1111 1257 1375 1310"></td> <td data-bbox="1375 1257 1628 1310">✓</td> <td data-bbox="1628 1257 1879 1310"></td> <td data-bbox="1879 1257 2130 1310"></td> </tr> </tbody> </table> <p>Justifications:</p> <ul style="list-style-type: none"> The refined writing curriculum catered for the needs of students with different English proficiencies and different learning styles. To cater for 	Yes (Fulfilled)	←	→	No (Not fulfilled)	4	3	2	1		✓		
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>												
and teachers' professional capacity)	<p>capacity.</p> <ul style="list-style-type: none"> The English language learning environment has been enriched and students are more motivated in learning English. 	<p>students with different English proficiencies, differentiated/graded materials and different levels of task difficulty were designed. Tiered questions and flexible grouping strategies were also used to prompt and provide peer support for students. Besides, the amount of teacher input and support were varied to provide extra help for the less able students and challenge the more able ones. As to cater for students with different learning styles, multimodal texts were devised and multisensory learning experiences were provided. With the help of Padlet and Nearpod, we were able to engage students in active learning.</p> <ul style="list-style-type: none"> ✧ The core team consisted of the English panel chairs and target level coordinators formulated a school-based writing framework and co-developed the learning and teaching materials in weekly co-planning meetings. They evaluated the implementation of the learning and teaching strategies to enhance overall programme effectiveness. ✧ The core team disseminated the knowledge and pedagogy acquired during the project through sharing in the English Panel meetings twice a year as well as through professional sharing sessions after the project years (The first sharing session was conducted on 2nd November, 2021.) ✧ The learning and teaching resources developed (soft copy of the lesson plans and resources) will be kept for easy retrieval and refinement after project completion. The newly devised learning and teaching resources will be applied in P.4 and 5 in the years after. The core team will continue to lead the target level teachers in the future implementation of the programme. 												
<p>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. 	<table border="1"> <thead> <tr> <th data-bbox="1111 1305 1375 1353">Yes (Fulfilled)</th> <th data-bbox="1375 1305 1626 1353">←</th> <th data-bbox="1626 1305 1877 1353">→</th> <th data-bbox="1877 1305 2130 1353">No (Not fulfilled)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1111 1353 1375 1401">4</td> <td data-bbox="1375 1353 1626 1401">3</td> <td data-bbox="1626 1353 1877 1401">2</td> <td data-bbox="1877 1353 2130 1401">1</td> </tr> <tr> <td data-bbox="1111 1401 1375 1453">✓</td> <td data-bbox="1375 1401 1626 1453"></td> <td data-bbox="1626 1401 1877 1453"></td> <td data-bbox="1877 1401 2130 1453"></td> </tr> </tbody> </table>	Yes (Fulfilled)	←	→	No (Not fulfilled)	4	3	2	1	✓			
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<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>																		
	<ul style="list-style-type: none"> 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>Justifications:</p> <ul style="list-style-type: none"> ✧ The writing programme addressed the weakness related to the learning and teaching of English of our school - The learner diversity is intensified, especially in upper grade levels. The writing programme aimed at catering for learner diversity. Different levels of writing tasks were strategically differentiated to provide less able students extra support and stretch the potential of more able ones. ✧ The vice principal attended all the co-planning meetings to give advice and supervise the progress of the programme. The core team were able to modify and refine the teaching resources based on the feedback collected from the target level teachers through evaluation meetings. 																		
<p>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. 	<table border="1" data-bbox="1111 679 2130 826"> <thead> <tr> <th data-bbox="1111 679 1375 727">Yes (Fulfilled)</th> <th colspan="2" data-bbox="1375 679 1626 727">←</th> <th colspan="2" data-bbox="1626 679 1877 727">→</th> <th data-bbox="1877 679 2130 727">No (Not fulfilled)</th> </tr> <tr> <td data-bbox="1111 727 1375 775">4</td> <td data-bbox="1375 727 1626 775">3</td> <td data-bbox="1626 727 1877 775">2</td> <td data-bbox="1877 727 2130 775">1</td> <td colspan="2"></td> </tr> <tr> <td></td> <td data-bbox="1375 775 1626 826">✓</td> <td></td> <td></td> <td colspan="2"></td> </tr> </thead> </table> <p>Justifications:</p> <ul style="list-style-type: none"> ✧ The newly developed writing programme was integrated into the core English Language curriculum, which will be implemented in P.4 and 5 in the succeeding years. ✧ The newly acquired instructional strategies have been infused in P.4 and 5 classrooms. ✧ The refined writing curriculum helped enhance teachers' professional capacity and allow them to formulate school-based strategies to address students' different needs. 	Yes (Fulfilled)	←		→		No (Not fulfilled)	4	3	2	1				✓				
Yes (Fulfilled)	←		→		No (Not fulfilled)															
4	3	2	1																	
	✓																			

Other details

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	Due to Covid 19, school was suspended from November 2020 to early March 2021, some of the lessons had to be conducted online. It hindered the carrying out of some interactive activities. Even after the school was resumed, only pair work could be designed in order to keep social distance among students.
Other areas that the core team would like to raise which are not covered above	Nil
Good practices identified (if any)	Our school is/is not* willing to share good practices with other schools.
Successful experience (if any)	<ul style="list-style-type: none">• The existing English language curriculum in writing was refined. Besides guided writing and process writing, students tried creative writing and had more exposure to different text types e.g. leaflets, narrative stories, advertisements, biography, etc.• Collaboration among teachers was enhanced. Teachers were willing to share good practices with teachers of the same level. The culture of professional development was established.