

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 29 April 2020**:

- by post (please state "PEEGS" 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

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(A) Name of School: La Salle Primary School (File Number: A / B / C / D* 097)

(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 checked="" 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 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.)			
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"> Worksheets are designed for all the lessons. Teachers of the two levels have meetings with the part-time teacher to review the suitability of the learning materials. More than 90% of students completed 100% of the developed materials. Students enjoyed their lessons. Printed books, e-books and a variety of activities have been adopted to capture the interests of students. Nearly 50% of students from P.1, P.5 and P.6 participated in the speech festival, debating and drama activities. 			
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	<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
			✓		
		Justifications: <ul style="list-style-type: none"> For P.1, the part-time teacher carried out shared reading and story-telling lessons. The P.1 students learnt different reading skills such as using knowledge of basic letter-sound relationships to read out simple words, guessing the meaning of unknown words using pictorial and contextual clues. For P.6, the part-time teacher taught the structures and the metaphors or the underlying meanings of the stories. Students learnt to identify onomatopoeia, alliteration and similes in continuous prose, understand persuasive language and use literary devices in their own work. P.6 			

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	
Other areas that the core team would like to raise which are not covered above	
Good practices identified (if any)	<ul style="list-style-type: none">• More teaching and learning resources can be deployed for the benefits of the students.• Application of new instructional strategies helped to improve the flow of teaching and learning.• More pair work increased the interaction of students. <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">• Students can have more communication with the part-time teacher (native speaker).• Teachers' professional capacity was enhanced.• The collaboration among teachers increased.

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: 28 APR 2020

Name of Principal: Mrs. Chandni Rakesh

