

**English Enhancement Grant Scheme for Primary Schools
Final Report**

School Name: Po Leung Kuk Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School

File number: C041

A Implementation Progress

Tasks should be completed after 2 years of implementation	Completed as scheduled (Please tick ✓)		Reasons for not completing the tasks as scheduled	Follow-up actions for completing the tasks as stated in the approved school plan
	Yes	No		
Hire of curriculum consultants to support teachers in developing a Reading and Writing Programme incorporated with explicit phonics teaching and teaching phonic in context in P1 , P2 and P3	✓			Package developed by the English Panel to sustain the programme includes: <ul style="list-style-type: none"> ✓ a school-based curriculum framework of the programme ✓ lesson plans of the teaching of the 3 sets of sounds ✓ lesson plans and tailor-made PowerPoints of the teaching of the 3 sets of storybooks ✓ routines of lessons co-teaching with NET ✓ remedial schedule for very low ability students ✓ integration in Summative Assessment Papers – Reading and Writing, Listening and Speaking ✓ students’ performance tracking on phonics learning ✓ (for future reference and training of new teachers recruited after completion of the EEGS) videos of ELT Consultant’s conduction of: <ul style="list-style-type: none"> • introductory seminar for parents of P1 students • RWI workshops for parents of P.1, 2 and 3 students • school-based professional development workshops for all teachers • demo/co-teaching lessons of the 3 sets of sounds and storybooks ✓ (for review purpose, all teachers teaching the programme had lessons being observed by ELT Consultant) videos of lessons observed by Consultant and SCOLAR

B Benefits Obtained

(Remarks: The examples below are for *illustration* only. Schools are strongly advised to critically review the teaching and learning of English (and where applicable, the English language environment) in their schools and evaluate the effectiveness of the enhancement measures accordingly.)

Evaluation Focus	Areas with improvement found	Grade level	Supporting evidence ¹	Have the effects of the measures met the school's expectation? (Please tick ✓)			If the effects of the measures have not/ partly achieved the expected outcomes, what further actions would the school take?
				Yes	Partly	No	
Enhancing students' performance in English language	<ul style="list-style-type: none"> ✓ Better word recognition using decoding skills ✓ Better word recalling using encoding skills ✓ More active participation in classroom learning ✓ Improved performance in the 4 language skills 	P.1, 2 & 3	<ul style="list-style-type: none"> ✓ Based on assessment result and teachers' observation, about half to most of the students had attained sufficient competency in phonics for promoting to the next level ✓ Based on the post-assessment of P3 students, their average score on sounds is 94.09% and on blending is 65.69% ✓ Based on the performance tracking of P3 students by comparing with Pre-Assessment done when they first 	✓			

¹ Findings obtained from surveys/ questionnaires, analysis of students' work, observation of their daily performance and review of their performance in formal assessments etc.

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				Yes	Partly	No	
			<p>enrolled in our school, average improvement on sounds is 68.52% and on blending is 51.86%</p> <ul style="list-style-type: none"> ✓ Based on the P1 Post-assessment of the previous school year, very low ability P2 students are chosen for small group remedial sessions and improvement could be observed ✓ The learning of Sounds helped pupils to spell ✓ Most students in average to more able classes were motivated to learn phonics through storybooks and had fun in the interaction 				
Professional development of teachers	Teachers developed understanding of the following items in the programme and skills	P.1, 2 & 3	<ul style="list-style-type: none"> ✓ Teachers are able to incorporate teaching of phonics into reading lessons in a 	✓			

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	in implementing them in the learning and teaching: <ul style="list-style-type: none"> ✓ RWI training ✓ Set 1 sounds ✓ Ditty ✓ Set 2 sounds ✓ Set 1-4 Storybooks ✓ Get Writing ✓ Set 3 sounds ✓ Blending of sounds ✓ Decoding skills in reading ✓ Encoding skills in spelling 		structural way <ul style="list-style-type: none"> ✓ Teachers are able to sustain the incorporation of phonics skills in learning in P4 of 2014-2015 ✓ The English Panel is able to develop school-based curriculum framework and internal assessment for the programme 				
Creating an English-rich language environment	<ul style="list-style-type: none"> ✓ more exposure to authentic English and western culture in storybooks ✓ opportunities for students to write creatively by designing writing task books based on the 3 sets of storybooks 	P.1, 2 & 3	<ul style="list-style-type: none"> ✓ Simple Speed Sounds Poster is posted in all P.1 classrooms ✓ Both Simple Speed Sounds Poster and Complex Speed Sounds Poster are posted in all P.2 and P.3 classrooms ✓ Pupils practice the learning of the sounds when they had their morning and lunch breaks in the classroom ✓ Pupils of each level 	✓			

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				Yes	Partly	No	
			complete a series of storybooks of 10 or 12 ✓ Pupils of each level complete a tailor-made writing task book based on the storybooks				

C Self-evaluation on the Implementation of the Measures

1. What are the focuses of the enhancement measures? *(You may tick more than 1 option)*

- Enhancing teachers' professional development
- Refining or developing a school based English curriculum
- Catering for learner diversity
- Strengthening the learning and teaching of English for SEN/ NAC/ NCS students
- Creating a rich English language environment

2. Please consider whether the following statement is true: *(Please explain if the rating is "1" or "2")*

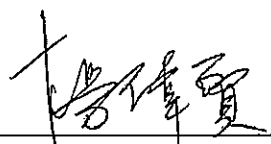
		Yes ← → No				
		5	4	3	2	1
1.	The measures are appropriate to achieve the school-based objectives	√				
2.	The school-based English curriculum developed could cater for learner diversity (if applicable)					
3.	All the English teachers have acquired the required strategies and pedagogies (if applicable)		√			
4.	Curriculum leader(s) is/are developed (if applicable)		√			
5.	The deliverables produced could further help the learning and teaching of English	√				
6.	The overall implementation of the measures has built up the capacity of the school for raising students' English proficiency		√			

Explanation: _____

D Dissemination of Good Practices

1. Would you like to share the good practices with other schools? Yes No (Please tick)
2. Please give a brief account of the good practice(s) you would like to share with other schools:

<u>Outputs & deliverables produced</u> Examples: 1. Teaching and learning resources 2. Lesson and curriculum plans 3. New teaching strategies to cater for learner diversity	
<u>Successful experience</u> Examples: 1. Tailoring of the writing tasks to cater for learners' diversity 2. Promoting self-directed learning among students	

Signature of Principal:  _____

Date: 31 OCT 2014

Name of Principal: YEUNG WAI YIN

Please submit the completed report with Principal's signature **on or before 30 November 2014** by post (please state "EEGS" on the envelope) to LE & SCOLAR Section, Rm 1702, 17/F, Skyline Tower, 39 Wang Kwong Road, Kowloon Bay.