

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

**(A) Name of School:** S.K.H. Holy Spirit Primary School (File Number: A/B/ C / D\* 022 )

**(B) School Information and Approved Curriculum Initiatives**

Please tick (✓) the appropriate boxes.

|  |   |                        |           |
|--|---|------------------------|-----------|
| <i>Name of Teacher-in-charge</i>         | Yeung Tung Wah, Li Ming Lai   | <i>School Phone No</i> | 2604 8987 |
| <i>Approved Curriculum Initiative(s)</i> | <input checked="" type="checkbox"/> Enrich the English language environment in school through conducting activities* <del>and/or developing quality resources*</del><br><input type="checkbox"/> Promote reading* or literacy* across the curriculum<br><input type="checkbox"/> Enhance e-Learning<br><input type="checkbox"/> Cater for learning diversity<br><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: _____))<br><input checked="" type="checkbox"/> Employ <del>full-time*</del> or part-time* teacher<br><input type="checkbox"/> Employ teacher(s) who is/are proficient in English<br><input type="checkbox"/> Employ teaching assistant(s) who is/are proficient in English<br><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.)  |   |   |                    |
|--|---|--|---|---|--------------------|
|  |   | Yes (Fulfilled) ←  |   | → | No (Not fulfilled) |
|  |   | 4  | 3 | 2 | 1                  |
| <p><b>Efficiency</b><br/>(Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)</p> | <ul style="list-style-type: none"> <li>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.</li> <li>Additional resources (e.g. printed/e-books, teachers and teaching assistants) are suitably deployed to achieve the intended goals.</li> <li>Target groups as stipulated in the approved plan have benefitted from the project.</li> </ul> | ✓  |   |   |                    |
|  |   | <p>Justifications:<br/>Please provide details about:</p> <ul style="list-style-type: none"> <li>the percentage(s) of targeted deliverables produced/implemented. <u>Each school term consisted of 14 lessons, making a total of 28 lessons in a school year. Therefore, 100% of targeted deliverables were produced.</u></li> <li>the percentage(s) of produced deliverables used in English learning and teaching; <u>According to our implementation plan, all 14 drama lessons were completed in class in the 1<sup>st</sup> term. The second term was impacted by COVID-19, which is why 10 online lessons were carried out during class suspension period. The drama teacher taught drama skills and acting in the videos and the subject teachers helped to act as well. J5 students were required to record their acting videos and upload them on iClass platform. After class resumption, students used the scripts they wrote in the 1<sup>st</sup> term and practised acting in the remaining 3 drama lessons with the instruction of the drama teacher. In the last lesson, the best two groups from each class performed on stage in the hall and their performances were recorded. A video of their performances was uploaded on the school’s YouTube channel. All the students could appreciate J5 students’ performance as the summer holiday homework and do a follow-up activity, e.g. KS1 students designed clothes for Cinderella and KS2 students created a scene and script for Cinderella. Thus, we 100% met the target.</u></li> </ul> |   |   |                    |

| Criteria  | Indicators   | #Self-evaluation (Please put a ✓ in the appropriate box.)   |                    |   |   |                    |   |   |   |   |   |  |  |  |
|---|--|---|--------------------|---|---|--------------------|---|---|---|---|---|--|--|--|
|   |  | <ul style="list-style-type: none"> <li>the usage(s) of additional resources (such as book circulation, deployment of additional staff and/or use of released lessons). <u>Teachers made use of online resources and collaborated to make content during the class suspension period. For example, they made PowerPoint presentations, iClass exercises and video-recorded lessons. This was to ensure the drama programme continued.</u></li> <li>the application of newly-developed materials in target and <b>non-target</b> groups/levels. <u>The target group level, J.5, has fully benefitted from the project. Materials were produced and used in the lessons.</u></li> </ul>  |                    |   |   |                    |   |   |   |   |   |  |  |  |
| <p><b>Effectiveness</b><br/>(Goal achievement: improvement of students' language skills, teachers' understanding of new curriculum requirements - Major renewed emphases in the Updated English Language Curriculum<sup>+</sup> and use of evaluation instruments for ensuring effectiveness)</p> | <ul style="list-style-type: none"> <li>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.</li> <li>Teachers demonstrate a good understanding of new curriculum requirements<sup>+</sup> in lessons, co-planning meetings and material development process.</li> <li>Monitoring and evaluation tools are effectively deployed for continual course corrections and outcome improvement.</li> </ul> | <table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="1115 584 1379 624">Yes (Fulfilled)</td> <td data-bbox="1379 584 1630 624">←</td> <td data-bbox="1630 584 1881 624">→</td> <td data-bbox="1881 584 2116 624">No (Not fulfilled)</td> </tr> <tr> <td data-bbox="1115 624 1379 683">4</td> <td data-bbox="1379 624 1630 683">3</td> <td data-bbox="1630 624 1881 683">2</td> <td data-bbox="1881 624 2116 683">1</td> </tr> <tr> <td data-bbox="1115 683 1379 742">✓</td> <td data-bbox="1379 683 1630 742"></td> <td data-bbox="1630 683 1881 742"></td> <td data-bbox="1881 683 2116 742"></td> </tr> </table> <p>Justifications:</p> <ul style="list-style-type: none"> <li><u>Improvement in students' overall English proficiency has been observed, specifically, in terms of speaking. Students worked on expressing themselves with more emotions by controlling their tone and using word emphasis when performing. Teachers found that students had increasing interest in drama education through classroom observation and participation. After the year-long drama education programme, teachers demonstrated a clearer understanding of the new curriculum requirement, such as creating materials and co-planning meetings. Overall, the drama programme enriched the English language environment in school by expanding students' exposure to different genres.</u></li> <li><u>Initially, students were proposed to perform on stage for all their schoolmates and teachers to appreciate. Due to COVID-19 social distancing measures, that objective could not be met. Instead, each class</u></li> </ul> | 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>   |                    |   |   |                    |   |   |   |   |   |  |  |  |
|---|---|--|--------------------|---|---|--------------------|---|---|---|---|---|--|--|--|
|   |   | <p><u>performed on stage and teachers recorded their performance.</u></p> <ul style="list-style-type: none"> <li>whether there are any unintended outcomes (both positive and negative); and</li> <li>how various types of data (survey/interview/focus group discussion results and formative/summative assessment data) are used to guide planning and implementation (e.g. modifying course content or level of difficulty) as well as to improve outcomes. <u>Teachers continually assessed the level of difficulty and discussed it during weekly meetings. Formative assessment such as worksheets and short role plays were used to monitor students' learning. This data was then used to modify or adjust course content to meet students' learning needs.</u></li> </ul>   |                    |   |   |                    |   |   |   |   |   |  |  |  |
| <p><b>Impact</b><br/>(Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers' professional capacity)</p> | <ul style="list-style-type: none"> <li>Curriculum initiative(s) implemented has/have added value to the existing English Language curriculum.</li> <li>Curriculum initiative(s) implemented has/have fostered a professional sharing culture among English teachers, resulting in enhanced capacity.</li> <li>The English language learning environment has been enriched and students are more motivated in learning English.</li> </ul> | <table border="1" data-bbox="1106 719 2125 874"> <thead> <tr> <th data-bbox="1106 719 1368 772">Yes (Fulfilled)</th> <th data-bbox="1368 719 1621 772">←</th> <th data-bbox="1621 719 1874 772">→</th> <th data-bbox="1874 719 2125 772">No (Not fulfilled)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1106 772 1368 825">4</td> <td data-bbox="1368 772 1621 825">3</td> <td data-bbox="1621 772 1874 825">2</td> <td data-bbox="1874 772 2125 825">1</td> </tr> <tr> <td data-bbox="1106 825 1368 874">✓</td> <td data-bbox="1368 825 1621 874"></td> <td data-bbox="1621 825 1874 874"></td> <td data-bbox="1874 825 2125 874"></td> </tr> </tbody> </table> <p>Justifications:<br/>Please describe:</p> <ul style="list-style-type: none"> <li>the role(s) of the core team in directing the project and resources. <u>The core team used their experience to expand the existing English Language curriculum.</u></li> <li>the extent of collaboration in facilitating the conduct of activities and delivery of outputs indicated in the approved plan.</li> <li>the way(s) new teaching ideas and approaches are disseminated in the panel (e.g. through conducting professional sharing sessions). <u>Teachers worked closely through information sharing, meetings and debriefings to exchange new ideas and offer suggestions to colleagues.</u></li> </ul> | Yes (Fulfilled)    | ← | → | No (Not fulfilled) | 4 | 3 | 2 | 1 | ✓ |  |  |  |
| Yes (Fulfilled)   | ←   | →  | No (Not fulfilled) |   |   |                    |   |   |   |   |   |  |  |  |
| 4   | 3   | 2  | 1                  |   |   |                    |   |   |   |   |   |  |  |  |
| ✓   |   |  |                    |   |   |                    |   |   |   |   |   |  |  |  |

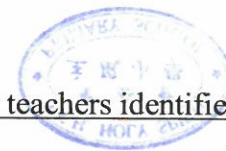
| <b>Criteria</b>   | <b>Indicators</b>   | <b>#Self-evaluation (Please put a ✓ in the appropriate box.)</b>  |   |   |                    |
|---|---|---|---|---|--------------------|
|   |   | Yes (Fulfilled)   | ← | → | No (Not fulfilled) |
| <b>Relevance</b><br>(Goal alignment)  | <ul style="list-style-type: none"> <li>Project goals set are in close alignment with the school's major concerns and teachers'/students' needs.</li> <li>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.</li> </ul>            | 4   | 3 | 2 | 1                  |
|   |   | ✓   |   |   |                    |
|   |   | Justifications: <ul style="list-style-type: none"> <li><u>Weekly meetings with the drama teacher, English teachers and Curriculum Developer were held to evaluate lessons and modify/adapt content according to students' needs and interests. Teachers provided valuable feedback for enhancement of upcoming lessons. These meetings ensured the project activities and content was consistent with the overall goal and the attainment of the objectives.</u></li> </ul> |   |   |                    |
| <b>Sustainability</b><br>(Continuation of a project's goals, principles, and efforts to achieve desired outcomes) | <ul style="list-style-type: none"> <li>Newly-developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with the existing English Language curriculum.</li> <li>Related students'/professional development activities are conducted after the project period for sustaining the benefits obtained.</li> </ul> | 4   | 3 | 2 | 1                  |
|   |   | ✓   |   |   |                    |
|   |   | Justifications: <ul style="list-style-type: none"> <li><u>The remaining implemented content were given to students as part of their summer holiday homework. Students could access the video via iClass and complete the tasks.</u></li> </ul>  |   |   |                    |

**Other details**

|  |  |
|--|--|
| Issues or problems encountered during the reporting period which have impacted on the progress of the project and how they | <ul style="list-style-type: none"> <li>Limited space. Since drama requires movement, classrooms were not big enough. Teachers had to make activities which required fewer people to act at a time. A bigger place would ensure better movement of students so they can practise in groups without interfering or disturbing other groups.</li> <li>Class suspension due to COVID-19. Due to the unfortunate pandemic, our school had to teach drama through online activities, which slightly slowed the effectiveness and efficiency. Students watched videos recorded by teachers and</li> </ul> |
|--|--|



| <i>Other details</i>   |  |
|--|--|
| were/will be dealt with  | <p>completed tasks online to consolidate learning. Students were also asked to upload their videos performing different scenarios based on the week's theme.</p> <ul style="list-style-type: none"> <li>- Lack of audio-visual support. Students had to hold handheld microphones when performing, this restricted their movement. More audio-visual support such as hand-free microphones could be provided next year to enhance quality.</li> </ul>  |
| Other areas that the core team would like to raise which are not covered above | <ul style="list-style-type: none"> <li>- To cater for learner diversity, teachers ensured the scripts and new content was appropriate for all students. To do that, teachers read, explained and demonstrated new content using role-play. For students having difficulties reading scripts with emotions, teachers modeled in front of the whole class and presented good and bad samples for students' reference.</li> </ul>   |
| Good practices identified (if any)   | <p>Please give details about the school's good practices related to:</p> <ul style="list-style-type: none"> <li>• development and execution of English Language teaching and learning resources.</li> <li>• implementation of project activities.</li> <li>• deployment of additional resources; and</li> <li>• formulation and application of new instructional strategies. <u>Weekly meetings ensured teachers identified effective practices and corrected less effective ones.</u></li> </ul> <hr/> <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"> <li>• Enhancement of the existing English Language curriculum. Our school extended General English (GE) content and adapted it to drama lessons.</li> <li>• Enhancement of students' language skills and learning motivation. Students' speaking proficiency was a clear indicator of enhancement. Students learnt and applied new skills such as intonation, facial expressions, movement, etc.</li> <li>• Catering for students' diverse learning needs. Teachers ensured all students participated in drama activities. Even the weaker students had a role to play and that helped them build confidence and increase their interest in drama education.</li> <li>• Enhancement of teachers' professional capacity. Local teachers keenly learnt from the drama teacher during co-teaching.</li> <li>• Collaboration among teachers. Teachers cooperated in lesson planning and held weekly meetings to exchange ideas and evaluate lessons.</li> </ul> |



Remarks:

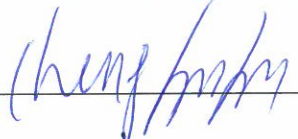
\* Please delete as appropriate.

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

Signature of Principal: 

Date: September 2020

Name of Principal: Cheng Sze Size

