

## English Enhancement Grant Scheme for Primary Schools

### Progress Report

School Name:     The Salvation Army Lam Butt Chung Memorial School    

File number:     B069    

#### A Implementation Progress

Tasks scheduled for completion after the first year of implementation	Completed as scheduled (Please tick ✓)		Reasons for not completing the tasks as scheduled	Resultant change of the implementation plan
	Yes	No		
1. A vertical and horizontal overview and framework of KS2 school-based curriculum has been developed 2. Consolidation worksheets and teaching materials were made to cover those text types and language forms that we had missed out according to EDB Curriculum Guide	✓			
3. Teaching strategies for <b>P4 Writing Curriculum</b> (including lesson plans, learning activities) and materials (powerpoints, teaching aids and activity worksheets / task sheets) have been developed to cater for learning diversities 4. Teaching strategies for <b>P4-5 vocabulary lessons</b> ( including powerpoints, teaching aids and activity worksheets / task sheets) were designed to cater for learning diversities 5. <b>P4-6 “Fun Writing” topics and teaching materials</b> have been revised and modified to cater for learning diversities and students’ interests	✓			

## B Benefits Obtained

(Remarks: The examples below are for illustration only. Schools are strongly advised to critically review the learning and teaching 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 <sup>1</sup>	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	
To cater for learning diversities in KS2	<ul style="list-style-type: none"> <li>speaking</li> <li>vocabulary building</li> </ul>	P4-6	<ul style="list-style-type: none"> <li>Teachers observed that average and less-able students participated more actively during English <b>vocabulary lessons</b> with modified teaching strategies.</li> <li>Students perform better in vocabulary building as reflected in classroom activities, daily assignment as well as internal assessment.</li> </ul>		✓		- Teaching powerpoints and activity worksheets for vocabulary lessons were only designed for 4 Units. The core members of EEGS team have shared teaching strategies with all the English teachers in panel meeting so all the teachers are expected to design teaching materials for vocabulary lessons that cover all Units from P4-6 in 2012-2013.
	<ul style="list-style-type: none"> <li>writing</li> </ul>		<ul style="list-style-type: none"> <li>Teachers observed that more-able, average and less-able</li> </ul>	✓			

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

Evaluation Focus	Areas with improvement found	Grade level	Supporting evidence <sup>1</sup>	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	
			<p>students performed better in writing as reflected in their writing tasks and writing assessment.</p> <ul style="list-style-type: none"> <li>• The newly revised P4 Writing Curriculum has greatly helped in bridging the gap from KS1 to KS2 and facilitated P4 students in accomplishing different writing tasks</li> </ul>	✓			
Professional development of teachers	<ul style="list-style-type: none"> <li>• teaching strategies catering for learning diversity</li> <li>• understanding the horizontal and vertical school-based curriculum</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers will grow professionally in designing, implementing and evaluating the school-based English curriculum</li> </ul>	✓			

### C 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:

<p><u>Outputs &amp; deliverables produced</u></p> <ol style="list-style-type: none"> <li>1. Teaching and learning resources</li> <li>2. Lesson and curriculum plans</li> <li>3. New teaching strategies to cater for learner diversity</li> </ol>	<ul style="list-style-type: none"> <li>• The vertical and horizontal overview and framework of KS2 (as well as KS1) school-based curriculum has enabled the English panel to refine a more comprehensive curriculum that has covered the necessary language forms and functions in KS2</li> <li>• New teaching strategies on vocabulary lessons have catered learners' diversity more effectively. Average and less-able students have participated in the lessons more actively.</li> </ul>
<p><u>Successful experience</u></p> <ol style="list-style-type: none"> <li>1. Tailoring of the writing tasks to cater for learners' diversity</li> </ol>	<ul style="list-style-type: none"> <li>• P4 Writing Curriculum has been developed successfully in bridging the gap from KS1 to KS2. Each writing task has been designed in 4 versions to cater for 4 levels of learners' ability including more-able, average, less-able and SEN students. More support has been given to students so that they have performed better in writing.</li> </ul>

Signature of Principal: \_\_\_\_\_

Date: 28<sup>th</sup> November, 2012

Name of Principal: Headmistress Lo Suk Ching

Please submit the completed report with Principal's signature on or before 30 November 2012.

1. by post (please state "EEGS" on the envelope) to SCOLAR Rm 1702, 17/F, Skyline Tower, 39 Wang Kwong Road, Kowloon Bay, or
2. by fax Fax No. 3184 0417, or
3. by email eegs@edb.gov.hk