

## English Enhancement Grant Scheme for Primary Schools Final Report

School Name: The Salvation Army Lam Butt Chung Memorial School

File number: B069

### 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		
1. Refined the school-based curriculum in KS 2 (P4-6) to cater for learning diversities including: <ul style="list-style-type: none"> <li>● Levelled teaching aids (powerpoints and task sheets)</li> <li>● Levelled worksheets (3-4 levels)</li> <li>● Levelled writing tasks / compositions (3-4 levels)</li> <li>● Revised LLELP texts</li> <li>● Structured lesson framework for teaching vocabulary</li> </ul>	✓			- All teaching aids and materials, assignments and worksheets as well as lesson plans are put in practice and there will be continual assessment and evaluation on their effectiveness on learning and teaching. Necessary modification will be made according to students' needs, strengths and weaknesses.

### B Benefits Obtained

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	<ul style="list-style-type: none"> <li>● reading and writing</li> <li>● confidence and</li> </ul>	P4-6	<ul style="list-style-type: none"> <li>● Teachers observed that students were more willing to speak</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.

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				Yes	Partly	No	
KS2 (P4-6) with a refined school-based curriculum	motivation		<p>during English lessons. They were highly motivated to learn in vocabulary lessons even for less able classes.</p> <ul style="list-style-type: none"> <li>Students were able to finish their writing tasks with revised and levelled writing task sheets. More able students were able to write creatively or provide details in their compositions whereas less able students were able to finish their writing tasks with sufficient guidelines and support</li> </ul>				
Professional development of teachers	<ul style="list-style-type: none"> <li>teaching methods</li> <li>curriculum planning and development</li> </ul>	P4-6	<ul style="list-style-type: none"> <li>Teachers are able to teach vocabulary in context and extend students learning with word study skills such</li> </ul>	✓			

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				Yes	Partly	No	
			as parts of speech and locating small words in big words for pronunciation  • Teachers are well aware of designing and modifying teaching materials and lesson plans according to students' ability to cater for learning diversities				

### 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:

<p><u>Outputs &amp; deliverables produced</u></p> <p>Examples:</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>	
<p><u>Successful experience</u></p> <p>Examples:</p> <ol style="list-style-type: none"><li>1. Tailoring of the writing tasks to cater for learners' diversity</li><li>2. Promoting self-directed learning among students</li></ol>	

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

Date: 29<sup>th</sup> November, 2013

Name of Principal: Lo Yiu Kei Daniel

Please submit the completed report with Principal's signature on or before 30 November 2013 by post (please state "EEGS" on the envelope) to LE & SCOLAR Section, Rm 1702, 17/F, Skyline Tower, 39 Wang Kwong Road, Kowloon Bay.