

## English Enhancement Grant Scheme for Primary Schools

### Progress Report (End of Nov)

School Name: Hong Kong University Graduates Association Primary School

File number: A227

#### A Implementation Progress

Tasks scheduled for completion after the first year of implementation	Completed as scheduled (Please tick $\checkmark$ )		Reasons for not completing the tasks as scheduled	Resultant change of the implementation plan
	Yes	No		
1. School-based curriculum programme				
1.1 Revise progression of curriculum framework	$\checkmark$			
1.2 Formulate a curriculum programme (unit plans, teaching resources, etc.)	$\checkmark$			
2 Professional development				
2.1 English teachers	$\checkmark$			
2.2 Year level coordinators	$\checkmark$			

## B Benefits Obtained

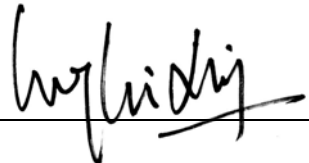
Evaluation Focus	Areas with improvement found	Grade level	Supporting evidence <sup>1</sup>	Have the effects of the measures met the school's expectation? (Please tick ✓)			If the effects of the measures have not/ partly achieved the expected outcomes, what further actions would the school take?
				Yes	Partly	No	
Formulation of curriculum doc: Curriculum overview and framework	<ul style="list-style-type: none"> <li>Curriculum planning and development</li> </ul>	P.1-6	<ul style="list-style-type: none"> <li>Vertical and horizontal coherence between year levels achieved</li> </ul>		✓		<ul style="list-style-type: none"> <li>Need to be further refined</li> </ul>
Unit planning	<ul style="list-style-type: none"> <li>Lesson planning</li> </ul>	P.1-6	<ul style="list-style-type: none"> <li>The new format has helped teachers to understand the execution of assessments, teaching and learning objectives more easily</li> <li>It has also helped teachers to scaffold the T&amp;L activities easily.</li> </ul>	✓			
Professional development of teachers	<ul style="list-style-type: none"> <li>Lesson planning</li> <li>Teaching methods</li> <li>Storytelling skills</li> <li>Teaching grammar in context</li> </ul>	P.1 P.4	<ul style="list-style-type: none"> <li>Through the process of lesson study, teachers have been given opportunities to critically reflect on the relationship between unit planning and own teaching approach. They become more aware of students' need and more critical in the process of reviewing L&amp;T activities</li> </ul>		✓		<ul style="list-style-type: none"> <li>More opportunities will be provided to exchange ideas of teaching children's literature</li> </ul>
Professional development of year level coordinators	<ul style="list-style-type: none"> <li>Improve skills to hold constructive discussions on lesson planning</li> </ul>	Year level coordinators	<ul style="list-style-type: none"> <li>Lesson study involved all year level coordinators. The process helped enhance skills to lead co-planning and be more critical when reviewing L&amp;T planning and implementation.</li> </ul>		✓		<ul style="list-style-type: none"> <li>More opportunities will be provided for YLC to share ideas</li> </ul>

<sup>1</sup> Findings obtained from surveys/ questionnaires

**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:

<u>Outputs &amp; 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: 23 NOV 2011

Name of Principal: MS. WONG KWAI LING