

## English Enhancement Grant Scheme for Primary Schools

### Progress Report

School Name: WF Joseph Lee Primary School

File number: B180

#### 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. To implement the general knowledge of higher order thinking skills in our school curriculum for P.1 to P.3.	✓			
2. To design and deliver a comprehensive school textbook-based learning materials.	✓			

#### 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	

<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	
Teaching & learning strategies.	<ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• speaking &amp; listening</li> <li>• confidence &amp; motivation</li> <li>• thinking skills</li> </ul>	P.1-3	<ul style="list-style-type: none"> <li>• Students have better planning strategies in writing and they are able to write more than last year.</li> <li>• Students perform better in speaking as reflected in Show &amp; Tell and Literature Circle activities.</li> </ul>	✓			
Professional development of teachers	<ul style="list-style-type: none"> <li>• teaching methods</li> <li>• curriculum planning &amp; development</li> <li>• subject knowledge</li> <li>• teaching of language arts</li> <li>• teaching of phonics</li> <li>• SWOT evaluation review</li> </ul>	P.1-6	<ul style="list-style-type: none"> <li>• Teachers are able to incorporate higher order thinking skills into reading and writing lessons in a structural way.</li> <li>• Higher order thinking skills incorporated into worksheets and assessments on a regular basis.</li> </ul>	✓			
Creating an English-rich	<ul style="list-style-type: none"> <li>• More opportunities to speak English in</li> </ul>	P.1-3	<ul style="list-style-type: none"> <li>• More active participation of</li> </ul>	✓			

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				Yes	Partly	No	
language environment	class <ul style="list-style-type: none"> <li>• More opportunities for interactive activities.</li> </ul>		students in certain English activities. <ul style="list-style-type: none"> <li>• Students are more willing to speak English in class.</li> </ul>	✓			
Others (if any)							