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

(A) Name of School: Shanghai Alumni Primary School

(B) School Information and Approved Curriculum Initiatives

Approved Curriculum Initiative(s)	Enrich the English language environment in school through conducting activities* and/or developing quality resources* ☑ Promote reading* or literacy* across the curriculum ☐ Enhance e-Learning ☐ Cater for learning diversity ☐ Strengthen assessment literacy
Approved Usage(s) of Grant	☐ Purchase learning and teaching resources (printed books/e-books/Others* (please specify:_____) ☐ Employ supply teacher(s) ☐ Employ teacher(s) who is/are proficient in English ☐ Employ teaching assistant(s) who is/are proficient in English ☑ Procure services for conducting P.3 Theme-based Learning Unit and P.4 drama Programme

(C) Self-evaluation of Project Implementation

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1. **P. 3 Theme-based Learning Unit**

1.1 100% of targeted deliverables produced :
- 12 units of work were developed for all 12 lessons.
- 4 demonstration lessons were conducted by the instructor and observed by local teachers. 4 co-taught lessons were conducted by both the instructor and teachers. They took up about 50% of the teaching in class.4 trial lessons were conducted by teachers with the instructor providing on-site support and feedback.
- A theme-based textbook was created for primary three students.
- A theme-based workbook was designed for primary three students.
- PowerPoint presentation and worksheets were used in every lesson.
- Nearpod assessments were designed and conducted by both English teachers and instructor to monitor progress and gauge effectiveness.

1.2 100% of produced deliverables used in English learning and teaching:
- The units of work which included a textbook , workbook, lesson plans assessment forms, worksheet, PowerPoint slides were used by students, teachers and the instructor.
- The theme-based textbook was developed by English teachers and instructor in September. It was titled " The World Around Us " which focused on four English speaking countries, namely United Kingdom, Canada, Australia and South Africa.

- About 3 lessons were allocated for coverage on each country. Students learnt the capital, facts, landmarks, animals, transport, and food of each country.
- The theme-based workbook was also designed by English teachers and instructor to offer practice on reading comprehension, vocabulary building, writing and conversation.
- Nearpod assessments were used to enhance comprehension skills and e-learning skills. They also informed teachers of students who need intervention or enrichment.

1.3 The usage(s) of additional resources
- The instructor demonstrated strategies pertaining to reading, speaking, writing, self-learning and e-learning.
- 4 demonstration lessons were conducted by instructor and observed by local teachers.
- 4 co-teaching lessons were conducted by both the instructor and teachers. They took up 50% of the teaching in class.
- 4 lessons taught by local teachers were observed and the instructor gave support and feedback.
- The instructor helped organize English Funfair which was held in March to offer opportunities for all students to apply their skills and knowledge acquired.
- Stall keepers used themes and tasks (laid out in theme-based textbook) that suited the proficiency level and interest of students to design game stall activities.
- Game stalls were run by teachers and the instructor. Students were recruited as student helpers.

1.4 The application of newly-developed materials in target and non-target groups/levels.

   The units of work were used in a reading workshop approach for our target groups : P. 3

- Motivation : video viewing /PowerPoint slides were used ;

  Before reading : teachers walked students through pictures or images in the text, related words to pictures, and asked students to make prediction;

- After reading : different activities were conducted to gauge understanding, to practice oral skills and to develop critical thinking skills;

- Evaluation : Nearpod assessments were conducted, and students' writings in the workbook reflected student progress.

   The units of work were used in our non-target groups : teachers and students of other levels

- The units of work were saved in our data bank ,and were accessible to all teachers ;

- The P.3 textbook and workbook served as a model for the design of theme-based materials for students of all levels.

- All students applied the learnt grammar items, vocabulary and sentence patterns in different contexts, such as writing assignment, and game stall activities at Funfair.

2. P. 4 Drama Programme :

2.1 100% of targeted deliverables produced :

- 14 units of work were developed for all 14 lessons ;
- Each lesson plan included games and activities to elicit responses from primary students;
- A script was drawn up by teachers and the instructor;
- A student journal was used for gauging responses, and enhancing reflection;
- PowerPoint presentation and worksheets were used in every lesson ;
- Assessments were designed and conducted by both English teachers and instructor to monitor progress and gauge effectiveness;
- A mini-performance was staged, and a prize-giving ceremony was held to recognize exceptional performance.

2.2 100% of produced deliverables used in English learning and teaching:

- The teaching pack included a scheme of work, a script , worksheets, lesson plans, assessment forms, PowerPoint slides were used by students, teachers and the instructor;
- 4 co-planning meetings were scheduled to discuss lesson run-down, allocation of work and evaluation tools. An evaluation meeting was held in March;
- A scheme of work was drawn up, it covered the following topics:

  Lesson 1 : Introduction to drama and theatre introduction (ice-breaking , theatre games, drama theatre, stage settings and stage directions)

  Lessons 2-4 : Introduction to voice, movement, emotions and non-verbal skills in actor training. (voice warm up, character building with voice, syllable and sentence stress, body dynamic, character building with movement, micro-expression, hot seat)

  Lesson 5 : Reading and understanding a script (tongue twister, elements in a script, story introduction, script reading, evaluation on reading)

  Lessons 6, 7 : Act out Aladdin and the magic lamp (building machines, still image, blocking demonstration, task briefing, blocking rehearsal, demonstration)

  Lesson 8 : Mini-performance and reflection (task reminder, blocking rehearsal, reminder before performance, performance and discussion)

  Lessons 9-12 : Act out Aladdin and the Magic lamp (script reading, task briefing, blocking demonstration, reminder before performance, performance and discussion, criteria for awards given)

  Lessons 13-14 : Final performance and reflection.
- The script was developed by English teachers and instructor in September.

2.3 The usage(s) of additional resources :

- 4 co-planning meetings were scheduled to discuss lesson run-down, allocation of work and evaluation tools. An evaluation meeting was held in June.
- The instructor demonstrated strategies to develop skills such as pronunciation, voice projection, body movement, improvisation and collaboration.
- 4 demonstration lessons were conducted by instructor and observed by local teachers.
- 4 co-teaching lessons were conducted by both the instructor and teachers. They took up 50% of the teaching in class.
- 4 lessons taught by local teachers were observed and the instructor gave support and feedback.
- The drama instructor was the judge of the mini-performance, and present prizes to outstanding students.

1. **P.3 Theme-based Unit**
   The following objectives were met :

1.1 To bring cultural diversities into the classroom
   Through observation, it was evident that students were exposed to different cultures and traditions of the four countries: United Kingdom, United Kingdom, Canada, Australia and South Africa. Learning about other cultures, languages, transportation, landmarks and food aside from their own helped children learn to appreciate traits that made others different from themselves.

1.2   To develop children's curiosity about the world, creativity and personal initiative
   During group activities, all students were given the chance to share their travelling experiences. Students were given assignment to research information (e.g. famous places) about the country they were interested in, and 70% of students did verbal report.

1.3   To foster students' reading and communication skills
- Home reading was assigned to set off an interest in reading out-of-school time.
- More than half of the students were able to give the gist of the text.
- Teachers observed that more able students became more interested in reading information text.
- Group discussion in each lesson allowed interactive communication. 70% of students participated keenly in the task.

1.4 To facilitate learning through the use of learning apps
- Nearpod slides were created for all students to participate. All students did quizzes, polling , open end answers on the platform. It allowed students to engage with each other.

1.5 To address learner diversity through class activities
- Students were put into mix ability groups. More able students were given an option to choose their tasks. Less able students were given prompts by teachers or peers.

1.6 To ensure the practical application of learnt grammar items, vocabulary and sentence patterns in different contexts

- Reading and vocabulary building : 70% of students were able to read the text, recognized words in print and decode meanings of words . They used the acquired vocabulary to fill in the information , e.g. the name of the country, population, currency, and nationality.
- Speaking : Pair work and group work were conducted every lesson. 70% of students participated in the exchanges. Presentation was conducted to allow students to express their ideas on a familiar topic, e.g. symbols of a country, pets, landmarks, food.
- Writing : 80% of students recorded information. They listed the attributes of an animal, wrote letters to their friends, and wrote short informational report on a familiar topic, e.g. transport rules. Their critical thinking skills were enhanced
- Project skills : Students were asked to do a brochure. 70% of students demonstrated their understanding of content knowledge.

  50% of students were able to acquire, organize and present information.

  50% of students explored different ways to approach the questions.
- Self-learning and e-learning skills :

  Live lesson on Nearpod enabled students to join interactive activities to enhance comprehension.

  Self-paced exercise on Nearpod allowed students to work at their own pace, and teachers had immediate access to their results.
- About 30% of students raised their scores in speaking, listening and reading assessments.

1.7 Formative Assessment :

- 80% of students acquired cultural knowledge, and they became student helpers at Theme-based Funfair.
- 70% of students acquired target vocabulary and language skills in group discussion and presentation..
- 70% of students developed self-learning skill in e-learning tasks. This was evidenced by their results on Nearpod.
- 40% of students made progress in speaking and reading assessments.
- 50% of students made improvements in speaking. They became more confident.
- Teachers reflected that students attempted to give elaboration to support the main idea in speaking assessment. More able students were able to give more supporting details, using new vocabulary.

1.8 Summative Assessment

- 50% of students improved their grammar skills.
- 30% of students showed efforts in answering open end questions and essay writing.
- Their essays showed a logical structure, and more elaborate details.

2 P. 4 Drama Programme

The following objectives were met :

2.1 To enable learners to use English appropriately in real-life situations and for expression of   more complex emotions and ideas :

- Improvisation games made the drama scenes performed by students believable.
- 60% of students were able to act out emotional scenes during script reading, and rehearsal.

2.2 To enhance students' communicative competency

Group games were carried out in every lesson. 80% of students communicated with their peers in games, and group discussion.

2.3 To further enrich teachers' knowledge in drama instruction :

Teachers acquired skills during observation lessons. The skills included voice warm up, vocal elements, body dynamic, animal walks, emotion bags, script reading, still image, and blocking.

2.4 To ensure the practical application of learnt grammar items, vocabulary and sentence patterns in different contexts :

- Incorporation of drama in the classroom enabled students to use the learnt grammar items and sentence pattern in activities like acting out the dialogue from their textbook,
- 70% of students turned a text into a drama episode using the acquired vocabulary and phrases. They were also able to apply blocking to the performance.

2.5 Collaboration and problem solving skills :

- All students learnt to identify a problem in the script or a drama game. This helped students to develop the skill of finding solutions in diverse situations.
- Students learnt to collaborate and shared ideas to complete tasks such as hot seating, and still image.

2.6 Formative Assessment : Listening, reading , speaking, writing

- 50% of students made improvements in listening, reading and speaking.
- Teachers reflected that students attempted to give elaboration to the support the main idea in speaking assessment.
- More able students were able to give more supporting details, and using new vocabulary in writing.

2.7 Summative Assessment : Examination

- 50% of students improved their grammar skills.
- 30% of students showed efforts in answering open end questions and essay writing.
- Their essays showed a logical structure, and more elaborate details.
- 70% of students exceeded the word limit.

1. **P.3 Theme-based Learning Unit**

1.1 The role(s) of the core team in directing the project and resources.

- The core team ensured that the materials which were pitched at students' level were developed. prior to the lesson.
- They modelled best practice in theme-based teaching, implemented the project, monitored students' progress and effectiveness of teachers:
- They dealt with budgeting, and record keeping.

1.2 **The extent of collaboration facilitating the conduct of activities and delivery of outputs   indicated in the approved plan.**

- The NET, teachers and instructor designed the theme-based textbook and workbook., and theme-based project.
- The instructor demonstrated teaching nonfiction skills such as description, sequencing, compare and contrast, and vocabulary building.
- 4 lessons were led by the instructor and English teachers who applied the skills acquired.
- 4 lessons were led by English teachers to conduct script reading and rehearsal. The instructor gave support to groups, especially students with special needs.
- Assessment tools such as Nearpod Assessments were prepared by local English teachers and the instructor. The results gave teachers immediate feedback on students' comprehension skills.
- Assessment forms were created by panel, English teachers and the instructor to monitor students' progress.
- Peer assessment form was designed by teachers and instructor. Students learnt from the successes and mistakes of others.
- Self-assessment form was designed by teachers and instructor. Students examined their own learning and levels of understanding.

1.3 The way(s) new teaching ideas and approaches are disseminated in the panel.

- The new approaches were reviewed at evaluation meeting in June, and follow-up strategies were drawn up for theme-based learning in the year 2019-2020.
- New approaches were reiterated at Panel meeting in August :
  - ◆ Teaching nonfiction skills, and applying those skills in other curriculum areas such as National Geographic Magazines (P.3-6), and News Extract (P.6).
- Co-planning meetings are scheduled to discuss lesson run-down :
  - ◆ P.1-3 Reading Workshops
  - ◆ P.3-6 National Geographic Magazines
  - ◆ P. 6 News Extract
- Scheduling lesson observation.
- The Units of work was saved in the data bank for access.
- Integrating the new skills into Theme-based Learning Unit --- The Wonders of the World.

2. P.4 Drama Programme

2.1 The role(s) of the core team in directing the project and resources.

- The core team ensured that the materials which were pitched at students' level were developed. prior to the lesson.
- The core team modelled best practice in drama workshops, monitored students' progress and effectiveness of teachers, and reviewed the new approaches.
- They dealt with budgeting, and record keeping.
- Organized mini-performance, and prize-giving ceremony.

2.2 The extent of collaboration facilitating the conduct of activities and delivery of outputs indicated in the approved plan.

- The NET, teachers and instructor designed the lesson plans, script and worksheet.
- The instructor demonstrated drama skills to develop confidence and language skills.
- Teachers learned to structure lessons with the incorporation of theatre skills.
- 4 lessons were led by the instructor and English teachers who applied the skills acquired.
- 4 lessons were led by English teachers to conduct script reading and rehearsal. The instructor gave support to groups, especially students with special needs.
- Assessment tools such as observation and assessment forms were prepared by local English teachers and the instructor. The results gave teachers immediate feedback on students' language skills and communication skills.
- Assessment forms were created by panel, English teachers and the instructor to monitor students' progress.
- Peer assessment was done on the spot to create opportunities for students to participate equally and practice giving useful feedback.
- Self-assessment form was designed by teachers and instructor for students' reflection.

2.3 The way(s) new teaching ideas and approaches are disseminated in the panel.

- The drama elements were reviewed at evaluation meeting in June, and the skills will be applied in P.4 drama programme, and the gifted programme-ECA drama in the year 2019-2020.
- Integration of drama elements into G.E. lessons.
- Scheduling lesson observation.
- The Units of work was saved in the data bank for access.

Aligning project goals with school major concerns :

School concerns	Project goals	Implementation
1. Integrating e-learning elements into the curriculum.	P.3 Theme-based Learning Unit • Integration of e-learning elements to enhance non-fiction reading skills. • To ensure the practical application of learnt grammar items, vocabulary and sentence patterns in different context.	• Learning platforms such as Nearpod, Google classroom, padlet, and Fun and Friends were introduced to engage and inspire students. • Conducting Nearpod live lessons : Contents of the theme-based contents were presented on Nearpod slides. • Student-paced lessons were assigned to maximize learning time and allowed students to review their lessons. • The nonfiction skills students acquired in the project enabled them to read information text such as National Geographic Magazines and Posties. • Nearpod assessments were conducted to monitor students' progress.

Aligning project goals with school major concerns :		
School concerns	Curriculum goals	Implementation
2. Implementing School-based gifted programmes.	P.4 Drama Programme • To enable learners to use English appropriately in real-life situations and for expression of more complex emotions and ideas. • To ensure the practical application of learnt grammar items, vocabulary and sentence patterns in different contexts.	• Students who demonstrated potential, motivation and language proficiency were identified and rewarded. • Outstanding students were recommended to join school-based pull-out gifted programme – ECA Drama. • The talented students will join Drama Festival, and School Concert.

P. 3 Theme-based Learning Unit

1   The nonfiction skills are incorporated into the curriculum to further enhance reading skills and to ensure application of skills.

- ✧ The newly-developed theme-based teaching units serve as a blueprint for the design of theme-based learning unit "Wonders of the World" this year. The resources about United Kingdom will be reused.
- ✧ Building vocabulary reading skills and science knowledge in Supported Reading Workshops - P. 3 – 6 National Geographic Magazines
- ✧ Developing reading, speaking, writing, self-learning and e-learning in P. 1 – 6 Theme-based Learning Unit " Wonders of the World"
- ✧ Enhancing vocabulary, comprehension and high order thinking skills in P. 6 News Extract
- ✧ Reading across the curriculum – Making connection between learning in the English and library subjects.
- ✧ Extensive Reading Scheme : Encourage students to read nonfiction books.
- ✧ Incorporation of e-learning elements and promotion of self-learning skills :
  Nearpod presentation and assessment will be conducted to monitor students' progress for programmes such as National Geographic Learning Unit, Theme-based Learning Unit , and P. 6 news extract.

P. 4 Drama Programme

1. The drama skills acquired are incorporated into the curriculum to ensure application of skills.

- ✧ The developed drama teaching unit is made accessible to all English teachers.
- ✧ The developed lesson plans will be adapted and to be reused.
- ✧ Drama games and activities are introduced at Key Stage One :

    In PLPR lessons, games such as Ribbon Of Sound, Cooperative Stand-up, Led by the nose, and strike a pose are conducted to motivate and inspire students.

- ✧ Drama activities are incorporated into language arts instruction at Key Stage Two :

    - ➢ Students get the opportunity to rehearse roles, and expand their problem solving skills.
    - ➢ Students are given an opportunity to develop creative thinking.
    - ➢ Students practice communication skills through the use of body language, facial expressions and different roles.

2. Outstanding P. 4 students were identified and recommended to join a pull-out drama programme.

- ✧ To introduce performing arts, and to provide real context for students to acquire communication skills and creativity through weekly drama lessons.
- ✧ To deliver a programme for able students.
- ✧ A script will be written for students to act out for Drama Festival and School Concert.
- ✧ LETs and NET will provide technical and language support during lessons.

Learner diversity :

1. P. 3 Theme-based Learning Unit :
    - At the outset, less able students struggled with the new vocabulary, and understanding of the context.
    - Weaker students struggled with presentation.
    - Solutions :
        ➢ Making use of flexible groupings.
        ➢ English teachers gave more support to less able students, using different reading approaches such as paired reading, and supported reading.
        ➢ The instructor stretched the more able ones by modifying the text and assigning more challenging tasks.

2. P. 4 Drama Programme :
    - Less able students struggled with voice projection, script reading, and movement.
      Solutions :
        ➢ Activities were conducted to target towards the script.
        ➢ Script revision.
        ➢ One-to-one tuition.

Good practices identified	Integration of communicative and critical thinking skills into a pull-out reading programme --- P. 4 Whizzkid.Reading Club Objectives : • To engage students in independent reading and writing. • To develop higher level comprehension skills, along with higher level questioning. Measures : • Using more advanced readers to augment independent reading and writing choices. • Focusing on developing higher level comprehension skills, along with higher level questioning. • Opportunities for book discussion - critical reading and creative reading. Performance indicators : • 90% of students engaged in independent reading and writing. • 80% of students developed higher level comprehension skills, along with higher level questioning. • 100% of students participated in book discussion - critical reading and creative reading.
Successful experience	Integrating e-learning, and gifted elements into " P.6 News Extract " Objectives : • To develop reading motivation and comprehension skills. • To enhance critical thinking skills and collaboration skills. Measures : • Nearpod lessons were created to enable students to take part in discussion pertaining to current events. • Students were motivated to read e-news. • 'Literacy Circles' was introduced to allow students practice different ways of collaboration to create meaning, make connections and discuss news articles. • Students were allowed to choose tasks pitched at their level. • Presentation was conducted after group discussion. Performance indicators : • 70% of students were motivated to read e-news. • 70% of students' comprehension skills improved.