1. Objectives of the year:

Items	Objectives / Targets	Remarks
1.	To strengthen the connection between the curriculum, learning, teaching and assessment by means of developing 3-phase Scheme of works, formative assessment and summative assessment so as to arouse students' learning motivation, collect evidence of learning outcomes and improve the learning and teaching effectiveness.	Relating to the focus of objectives of the school development plan 1.2,1.3,1.4
2.	To enhance teachers' professionalism in nurturing students' ability and confidence in self-directed learning.	Relating to the focus of objectives of the school development plan 1.1

2. Matter Concerned

Matter Concerned	Performance Index
(1) • To develop a 3-phase Scheme of works which indicates the number of periods to cover the core learning and teaching (L&T) items and the related assessments.	Most teachers agree 3-phase Scheme of works is more efficient in designing the teaching and learning items.
• To adapt the existing curriculum, integrate school-based L&T materials, formative assessment, pre- and post- tests in reading and writing skills to gauge students' standards and meet the learning needs of the students.	Most teachers arrange appropriate assessments to diagnose learning outcomes and address to students' needs.

Matter Concerned	Performance Index
• To design at least one graded reading and writing task with the use of MS Teams or apps to cater for learners' diversity and enhance their learning effectiveness.	80% of teachers grasp the concept of graded reading and writing tasks and design appropriately. 70% of students complete the tasks with good performance.
• To design a vocabulary building activity in each module to expand their vocabulary bank	Most students will refer to their own vocabulary bank in their writing task
• To design a school-based Phonics Booklet (PB) to teach or consolidate P1-3 students' phonics and decoding ability so as to improve their reading comprehension. Levelling-up system is set to promote self-directed learning.	70% of P1-3 students can pass the final assessment set at the end of the booklet. 70% of P1-3 students are willing to read unfamiliar words by using this decoding skill.
• To implement 'Bring Your Own Device' (BYOD) policy to arouse students' motivation, enhance the effectiveness of learning and teaching as well as students' ability in self-directed learning.	Over 70% students participate in the learning activities on average.

Matter Concerned	Performance Index
(2) • To organize workshops on guided reading, phonics, formative assessment, design of graded worksheets to enhance teachers' professionalism. • To organize a briefing session for teachers about the concept of Levelling-up system in phonics program so that they can help promote students' self-directed learning ability.	90% teachers are able to set graded worksheets and integrate formative assessments with learning and teaching Over 90% teachers understand the concept of this program 70% of P1-3 students show confidence in reading words.

3.

Implementation	Objective	Work Performance						
		Achieved	Achieved Not	Not Achieved	Partially Achieved	Finished Not		Reasons
• To develop a 3-phase Scheme of works which indicates the number of periods to cover the core learning and teaching (L&T) items and the	1	✓						Most teachers agree 3-phase Scheme of works is more efficient in designing the teaching and learning items From the questionnaire, all teachers agreed that the 3-phase Scheme of Works is more efficient in designing the teaching and learning items. It clearly stated the teaching schedule.

related assessments.						
• To adapt the existing curriculum, integrate school-based L&T materials, formative assessment, pre- and post- tests in reading and writing skills to gauge students' standards and meet the learning needs of the students.	1	✓				Most teachers arrange appropriate assessments to diagnose learning outcomes and address to students' needs. From the teachers' questionnaire, all teachers have adapted existing curriculum, integrated school-based L&T materials, formative assessment /Quizzes in the curriculum to check students' progress. For instance, the adaptation of readers' teaching into the core curriculum, writing teaching into the curriculum and pen and paper or online assessment to assess students' standard. There are Pre-test and Post-test of Literacy for P1; Pre-test and Post-test of Reading and Writing for P6 to check the progress of students. Due to the suspension of face-to-face classes, lessons were taught online. Since then, some formative assessments were conducted online through MS Forms or/and Nearpod to assess students' progress. Teachers would adjust the teaching schedule after collecting the data.
• To design at least one graded reading and writing task with the use of MS Teams or apps to cater for learners' diversity and enhance their learning	1	✓				80% of teachers grasp the concept of graded reading and writing tasks and design appropriately. Most teachers grasped the concept of graded reading and writing tasks although there were around 70% of the teachers had designed graded worksheets. Teachers mainly adopted the strategies like reducing the

effectiveness.						amount, scaffolding the task, setting visual cues (different colours), providing autonomy for students to choose their assignment, setting up challenge station, higher-order thinking questions to challenge students and cater for their needs. Teachers also provided hints with a QR code (2015 Able2Learn Inc). For details, please refer to tasks in different levels. 70% of students complete the tasks with good performance. From teachers' feedback and students' work, all students performed better or even a lot with the help of graded worksheet or learning tasks. It showed the effectiveness of the graded worksheets.
• To design a vocabulary building activity in each module to expand their vocabulary bank	1			✓		Most students will refer to their own vocabulary bank in their writing task. Teachers have designed a vocabulary building activity in the lesson or task in the Module Booklet or learning worksheets. With reference to the implementation of BYOD, P3 teachers has started to assign vocabulary revision task or building task on OneNote. However, students did not get used to it. From the teachers' questionnaire, 80% of the teachers designed vocabulary building activities to expand students' vocabulary. Teachers assigned a task for students to collect vocabulary in My Notebook, they introduced vocabulary through word formation, collocation or checking with dictionary or thesauri. But only half of the students will refer to the word bank (My Notebook) when they did their writing task. Since the amount of vocabulary affects students' reading comprehension and composition, more effort should be paid on it.

Objective							Outcome
• To design a school-based Phonics Booklet (PB) to teach or consolidate P1-3 students' phonics and decoding ability so as to improve their reading comprehension. Levelling-up system is set to promote self-directed learning.	1				✓		70% of P1-3 students can pass the final assessment set at the end of the booklet. 70% of P1-3 students are willing to read unfamiliar words by using this decoding skill. School-based Phonics Booklets 1-3 have been designed and printed for students. As there was suspension of face-to-face classes, students couldn't have much interaction with teachers or Ambassadors. However, it was taught online and it will be promoted as self-directed learning. From the result of the final assessment, 80% of P1 students passed the final assessment; 52 % of P2 students passed the final assessment and 41% of P3 students passed the final assessment. It reflects that actual lessons are more effective than online lesson and it should be revised daily. As it is very fundamental to early readers, immediate action should be taken to help them read. From teachers' observation, they were willing to read the familiar words but not so willing to read unfamiliar words. It seemed hard for them to blend new word.
• To implement 'Bring Your Own Device' (BYOD) policy to arouse students' motivation, enhance the effectiveness of learning and teaching as well as students' ability in self-directed learning.	1	✓					Over 70% students participate in the learning activities on average. English teachers have learnt and prepared different e-learning apps to help students learn and participate in the English lessons. Teachers started to use Nearpod, MS forms and Edpuzzle, Quizlet and so on in the lesson. From the lesson observation, all students were actively involved in the lesson and were motivated to use the device to give response simultaneously. However, the learning effectiveness varied from students and the topics.

• To organize workshops on guided reading, phonics, formative assessment, design of graded worksheets to enhance teachers' professionalism.	2	✓				90% teachers are able to set graded worksheets and integrate formative assessments with learning and teaching. Over 90% teachers understand the concept of this program A workshop of Guided reading and phonics was held on 29th September, 2020 to enhance teachers' professionalism. Another workshop of designing of graded worksheets was held on 18th September, 2020 to brief teachers the methods of designing graded worksheets. From the questionnaire, most teachers grasped the concept of graded reading and writing tasks although there were around 70% of the teachers had designed graded worksheets. Teachers have also designed graded reading task in the lesson to cater for learners' difference.
• To organize a briefing session for teachers about the concept of Levelling-up system in phonics program so that they can help promote students' self-directed learning ability.	2			✓		70% of P1-3 students show confidence in reading words. A briefing session was held on 29 September 2020 to explain the levelling-up system. Due to the school suspension, levelling up system couldn't be carried out easily. Though there were QR codes for students to revisit, students didn't use often and it relied on the students' IT ability. The assessment was reduced to once. From the teachers' observation and the result, most students were confident to read familiar words but it was hard for them to decode unfamiliar words. Hence, strengthening letter-sounds and teaching them blending skill are very important in the coming year.

4. Financial Report

Item	Description	Regular Grant	Approved Budget	Estimated Expenditure	Actual Expenditure	Remarks
School Funding			$14,400.00			
1. Purchase of books	Books for P1-6 ERS, IR, HR, Battle of Books			$2,400.00		
	Books for Battle of Books			$1,000.00		
	(19/4)購買學生閱讀圖書				$200.00	
	(18/6)英文科參考書				$278.00	
2. Gifts	English Ambassadors			$200.00		
	(18/3)購買英語活動禮物(拉鏈袋)				$93.05	
	English Thursdays			$200.00		
3. Teaching Aids	Board games			$300.00		
4. Miscellaneous/Stationery	Stationery, laminated cards, ribbons			$150.00		
	(18/3)購買英語活動物用品(手偶)				$143.67	
	(29/4)購買文具(圓點貼紙)				$28.00	
	(30/7)教學用磁粒(小楷字母)				$35.00	
	Badges, files			$150.00		
	(30/6)自封密封袋及運費				$110.92	
5. Professional Development	Two workshops on Reading and Writing			$10,000.00		
	(18/9)英文科教育培訓工作坊				$5,000.00	

			Estimated Income	Estimated Expenditure	Actual Income	Actual Expenditure
	(28/5)英文科教師培訓工作坊				$5,000.00	
	總計：		$14,400.00	$14,400.00	$10,889.34	
		餘款：			$3,510.66	

		School-based Materials Fee				
Item	Descriptions	No. of participants	Estimated Income	Estimated Expenditure	Actual Income	Actual Expenditure
1.Online reading Platform	Online Reading Platform (P1-6,@$46)	381	$17,526.00	$17,520.00		
	(1/9)英文科網上閱讀費					$17,520.00
	(27/11)英文科網上閱讀費				$17,342.00	
2.Guided Reading	Name tag (P1-3, @$2.8)	191	$534.80	$534.80		
	(29/10)購買名牌及自編教材					$528.00
					$526.40	
3.Guided Reading (Experiential lesson)	Sandwich making (P3, @$7)	66	$462.00	$462.00		
	(27/11)自編教材				$427.00	$360.00
		總計：	$18,522.80	$18,516.80	$18,295.40	$18,408.00
		餘款：				-$112.60

		Life-Wide Learning Grant				
Item	Description		Approved Funding	Estimated Expenditure	Actual Expenditure	Remarks
Funding			$55,000.00			
1. English Week	Gifts			$2,200.00		

	Drama Performance		$10,000.00		
	Stall set-up		$800.00		
2. Singapore Study Tour	Tour Fee for teachers		$14,000.00		
	Subsidy for students' tour fee (10 students, @$1000)		$10,000.00		
3. English Drama	Tutor fee 、Props 、Costumes 、Make up and cosmetics		$10,000.00		
4. Elite English Class	Subsidy for students' course fee (10-20 students)		$8,000.00		
	(30/6)劍橋英語班(Flyers)活動費			$6,400.00	
	總計：	$55,000.00	$55,000.00		
	餘款：			$48,600.00	

5. AOB

With reference to the findings from the report, suggestions and recommendations are made as follows:

5.1 Though most students are confident to read but it is hard for them to decode unfamiliar words. Strengthening the ability of recognizing letter-sounds and blending letter-sounds are very important for young English learners, especially KS1.

5.2 Since the amount of vocabulary strongly affects students' reading and writing ability, more strategies should be designed to expand their vocabulary so as to improve their writing performance.

6. Programme Team

Panel Chairperson：Ms Sit Lam-ni (Priscilla)

Vice Panel Chairperson: Mr Chan Ming-Ngo (Leo), Mr Chan Chu Hong (Eric)

Team Members: Ms Sung Man-yue (Mandy), Ms Mo Lai Sheung (Maria), Mr Leung Tsz Hei (Gavin), Ms Chow Sui Sim (Evan)

Ms Wong Kin Ming (Clare), Ms Ho Kwai Yuk (Sera), Mr Gareth