Shanghai Alumni Primary School
General English
Evaluation and Assessment Report
2010-2011

A. Aims
1. To review the effectiveness of the curriculum, our teaching programs and the learning activities this year.
2. To diagnose students’ strengths and weaknesses and plan for further improvement.
3. To provide students’ progress and achievements to learners and parents.
4. To observe students’ daily performance in class, their homework and all kinds of formative assessment.
5. To analyze students’ performance in summative assessment for example, tests, examinations and public assessment.
6. To facilitate learning and teaching.

B. Approach
1. Collect feedback from teachers on formative assessments and pupils’ daily performance.
2. Analyze students’ performance in summative assessments and identify student’s progress in language arts.
3. Collect information and data from teachers, students and parents after school activities.
4. Use the result of peer assessment to promote cooperative learning.
## C. Summary of Findings

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</table>
| 1. Developing theme-based learning project about The United States of America. | 1.1 Project Work --- To learn about historical figures and everyday people who made this country what it is today, and to discover America’s cultural heritage including favourite pastimes, sports and food. | Teachers’ observation:  
- 80% of students were able to use language skills and strategies in an integrated way.  
- 80% of students had an enjoyable experience in the use of the language.  
- 90% of students finished the project and present information in various modes. | The level of difficulty in Project workbook pitched at the right level for Key Stage One.  
For Key Stage Two, the coverage could be widened to include facts about different states, school lives and family lives of children in America.  
It is easier for students to relate to other children who have a similar life-style.  
P1 & 2 learnt about the stripes and stars on the American flag in their project work.  
P3 & 4 produced their own version of colourful handprints on the “Avenue of Stars”,  
Although P5 & 6 put in a lot of effort into making the torch for the Statue of Liberty, the result left much to be desired. | To specify project topics at co-plan meetings.  
To develop a framework for coverage of the contents.  
To unlock creativity by incorporating more writing elements into project work. |
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| 1.2 English Fun fair | Performance of student helpers:  
• They were helpful.  
• They were willing to communicate with guests.  
• They were willing to share responsibilities with others | Strengths:  
• The design was suitable.  
• Parents had positive feedback.  
• Children enjoyed reading and listening to the stories.  
• The clown was popular.  
Weaknesses:  
• Some games were not challenging enough for older students.  
• There weren’t enough helpers around at lunchtime.  
• Lack of amplifiers for story-tellers. | | |
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Appendix 11
### 2. Infusing writing elements into Primary Literacy Programme

Teachers co-plan and design writing tasks based on the big books used in PLPR.

#### 1. Structure of Units of Work:
- 2 Shared Reading + 1 Writing Workshop + 4 Guided Writing

#### 2. Structure of Shared Writing:
- Introduction
- High frequency words, phonics.
- Before the Writing
- Shared Writing
- Conclusion

### Teachers’ observation
- 70% of students can use phonological strategies to decode words and make use of the contextual clues to recognise the meaning of key words in familiar text.
- 70% of students can use the acquired vocabulary or sentence patterns to write complete sentences or a short text.

### A minority of students attempts at using various sentence patterns.
- Time constraints leave little time for students to elaborate on ideas and for sharing.
- The blocks of time available allow students to practice and apply strategies and skills to writing.
- Students are willing to have a go at writing.
- Independent work is evident.

### To integrate the General English lessons which focused mainly on the use of textbook materials.
- To re-structure the lesson so as to make room for independent writing.
- Introduction: song & high frequency words (5min.)
- Before the Writing (15min.)
- Shared Writing (20min.)
- Independent Writing (15min.)
- Conclusion (5min.)
- Lesson frequency: fillers for writing
- Gathering Written Work for evaluation and display.
- To build up spelling power with daily spelling practice.
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<tr>
<td><strong>3. Developing non-fiction literacy skills</strong></td>
<td>Supported Reading Lessons:</td>
<td>Findings in questionnaires show that …</td>
<td>• The level of Pioneer was challenging</td>
<td>• Track progress in all classes.</td>
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<td>• Subscription to National Geographic magazines</td>
<td>• 80% of students re-read materials they don’t understand.</td>
<td>• The level of Young Explorer was relevant.</td>
<td>• Plan and oversee support for teachers as necessary.</td>
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<td>Pr 3, 4 : Young Explorer 5, 6 : Pioneer</td>
<td>• 84% of students use information in the passage to work out meanings of words and phrases.</td>
<td>• The improvements were more notable in the performances of P.3 &amp; 4 because the information was pitched at the right level for them.</td>
<td>• Customize text to facilitate understanding.</td>
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<td></td>
<td>• Develop reading skills:</td>
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<td>• There was more time in P.3&amp;4 classes to learn the skills of comparing and contrasting facts.</td>
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<td></td>
<td>‣ Develop academic vocabulary</td>
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<td></td>
<td>‣ Comprehension strategies</td>
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<td></td>
<td>‣ Locate descriptive language</td>
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<td></td>
<td>‣ Track progress in all classes.</td>
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<td>• Plan and oversee support for teachers as necessary.</td>
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| 4. Conducting life-wide learning activities | Primary 5 visit to Victoria Shanghai Academy | • 100% of students enjoyed visiting Victoria Shanghai Academy.  
• 97.5% of students said they spoke to their teacher and friends in English.  
• 97.5% of students said they spoke in English to the students and teachers at Victoria Shanghai Academy.  
Teachers’ observation:  
• 90% of students participate and finish the task.  
• 90% of students respect each other in the tasks and activities. | • Post-questionnaires were given to all the students who attended the outing and the P.5 English teachers.  
• This trip was effective in promoting language learning because it provided opportunities for experiential learning through meaningful use of language in authentic settings.  
• The students seemed motivated and interested and gave an excellent impression of the school.  
• Some students were too shy to converse properly with the secondary students students in English. | • Visit Victoria Shanghai Academy next year, and ensure that all our students are prepared to voice their feelings and opinions.  
• After the visit, ensure that students complete a report regarding the responses of the other students to their questions. |
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| 5. Teaching English through drama | • To offer enrichment programmes in drama for P. 4 students during school hours.  
• P.4 students will use their strengths to further develop literacy understanding through interaction with characters and stories in drama. | • 70% of students develop language proficiency in speaking, writing and listening with respect to drama and arts through interacting in real and simulated situations. | Feedback from students:  
• They enjoyed working with classmates.  
• They were encouraged to be more creative.  
• They learned to use body language, voice, and facial expression to communicate feelings.  
Areas of concern:  
• To build confidence level  
• To teach students how to work together to solve problems | • More focus would be placed on polishing speaking skills and drama skills.  
• Co-plan meetings are necessary to address problems and plan lessons effectively.  
• Staff Development workshops furnish teachers with necessary skills.  
• The level of difficulty would be pitched at students’ abilities. Learner diversity will be taken into consideration. |
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<th>6. Organizing enrichment and intervention programmes</th>
<th>Enrichment Programme: P.2 – 6 Drama Club</th>
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<tr>
<td>• 90% of students will develop communicative skills in English</td>
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<td>• 90% of students will be able to manipulate body movements and facial expressions to convey appropriate emotion and meaning in dramatizations</td>
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<td>• To showcase a play at School Concert and participate in Drama Festival.</td>
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<td>• Outstanding Cooperation Award</td>
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<td>• Students were encouraged to take their work a step further --- singing and dancing which some students found uncomfortable with, but willing to be trained and work hard to meet the standard required. What teachers found most satisfying was their sense of introspection and improvisation skills displayed at Drama Festival, School Concert and later at workshops when they were required to produce a short drama episode.</td>
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<td>• Students who displayed maturity and commitment will take drama to the next level.</td>
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<td>• To use a script pitched at their level.</td>
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<td>• Have teachers support the technical sides of the production.</td>
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<td>• Stage a performance at School Concert</td>
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<td>• Participation at Drama Festival next year.</td>
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| Enrichment Programme : P.6 Phonics with Reading : | • 70% of students understand and use the English phonetic system.  
• 70% of students apply knowledge of phonics to reading unfamiliar texts.  
• Students were able to absorb material quickly and effectively. The environment created within the classroom and the students' eagerness to be a part of the lesson made for very enjoyable substantial learning experiences. | • To take the skills learnt to a new level through presentation.  
• The skills will be honed through workshops which focus on preparation of the draft, language use, voice projection and body language. |
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### Enrichment Programme: P.5 Drama Script Writing

- To help students build confidence and English skills through the writing of dramatic scripts.
- The interactive activities help to establish and reinforce positive learning patterns.

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<tr>
<td>- All students are able to write a drama script by the end of second term.</td>
<td>- Students are able to absorb material through activities and performance. New vocabulary were introduced and reinforced throughout the lessons in a cumulative and stepwise manner.</td>
<td>- All students put on a mini-performance based on their worn script.</td>
<td>- To organize the programme next year for more able students to take their writing skills to a new level.</td>
<td>- Staff Development workshops furnish teachers with necessary skills.</td>
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<tr>
<td>- Although many of the students had experience with drama and performance, the concept of script writing was new to them. They responded with great enthusiasm and focus.</td>
<td>- Co-plan meetings will be organized to discuss the lesson run-down. LET will share-teach with the tutor to bring to light different aspects of the programme.</td>
<td>- Throughout the course students maintained and developed both new language and approaches to creative writing.</td>
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<tr>
<td>Enrichment Programme: English Courses on Saturday</td>
<td>Primary 1 &amp; 2: Fun English with Music</td>
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<td>• Understand the alphabet letters and the sounds associated with it.</td>
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<td>• They were able to meet the demands of the material. The vocabulary and sentence patterns were absorbed.</td>
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<td>• English abilities were improved through singing and other musical activities to arouse interest in learning the four skills.</td>
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<td>• To organize the same programme next year focusing on singing and actions to build on existing vocabulary and general English skills.</td>
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<th>Primary 3: Learning English through Drama</th>
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<td>• Students were learning effectively.</td>
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<td>• Their voice, body language and drama improve.</td>
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<td>• The more able students took a lot emotional and creative risks with their work.</td>
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<td>• The course was taught using various games, which enable students learn through visual, auditory and kinesthetic mean and group/solo performances.</td>
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<td>• It helped the weaker students to learn by ensuring the more able students could lead various group tasks.</td>
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<td>• Students will learn better if they can work in an environment with “A Circle” so as to enable them to have consistent eye contact with each other.</td>
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<td>• They could be given space to express themselves better.</td>
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<td>Focused Strategies</td>
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| Enrichment Programme:  
  - **English Course on Saturday** | Primary 4:  
  Learning English through Poem and Song.  
  Students were consistent in their approach to learning.  
  Students were well-behaved for the most and focused on activities and assignments. | The course helped students to build on existing language skills and generate interest and motivation through music and poetry.  
  Students were engaged with material covering modern popular songs and poems on subject matter that were relevant and encouraging. | Next year, drama is the main topic. The programme would focus on voice projection and acting. |
Primary 5:
- Students were generally working effectively.
- They have developed confidence in voice, eye contact, intonation and tone of their speaking.
- Students could be filmed speaking so feedback could then be given.
- To show visual examples of presentations.
- The focus next year will be on vocal and feelings, body language.
- Students could further develop their skills by writing scripts and putting on a mini-performance.
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<th>Enrichment Programme: Guitar-and-English Course</th>
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<tr>
<td>• Vocabulary will be expanded through the study of popular western folk song lyrics.</td>
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<td>• Instruction in the fundamentals of basic music theory.</td>
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</table>

| • All students were able to use basic musical vocabulary in interactive activities. |
| • All students engaged in the playing and singing of songs in preparation for performance at English funfair and School Concert. |
| • Students’ learning exceeded all expectations. They overcame physical and mental challenges that were individual to the guitar as an instrument. |
| • They adapted quickly and positively to challenges. |

| • The objectives of the course were met and students greatly exceeded expectations. |
| • They could engage the guitar and specific material covered with ease and were able to take their abilities, both linguistic and musical into the next level. |

<p>| • To run the same programme next year to enhance students’ abilities to engage in creative, social and cultural environments in English. |
| • Course materials will integrate diverse folk genres and styles. |</p>
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Appendix 11
| 7. Catering for learner differences | Intervention Programme: Pr.5 Small class teaching | • Students show improvement in formative and summative assessment (see appendix 2)  
• Students are hardworking and willing to learn  
• Students participate actively in class activities and assignments  
• Students are willing to voice out in class | • Students are more confident in learning English  
• Students learn more about English language  
• Students enjoy learning English | • Customize contents of course book to allow consolidation practice in the focused skills.  
• Introduce more language activities to arouse their motivation.  
• Design graded worksheets and tasks which are suitable for their levels to consolidate their learning and increase their confidence.  
• Incorporated elements into Scheme of Work. |

- Improve four skills of reading, writing, listening and speaking in terms of grammar & vocabulary.
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| Intervention Programme: Pr.6 small class teaching | • Improving the listening and speaking skills of students through Phonics teaching and learning mechanics (pronunciation, grammar and vocabulary)  
• Whole-class approach  
  - Modelling  
  - Dialogue  
  - Drilling  
• Group work (teacher led)  
  - Modelling  
  - Drilling  
  - Elicitation  
• Group work (pupil led)  
  - Cooperative learning structures  
  - rehearsals  
• Individual work | Teachers’ observation: Students show improvement in formative and summative assessment. | • Most students completed the required tasks. Time and progress were under good control.  
• During the progress monitoring students, some common issues were identified. These issues were discussed, and students were praised for good effort. | - Customize contents of course book to allow consolidation practice in the focused skills.  
- Introduce more language activities to arouse their motivation.  
- Incorporated elements into Scheme of Work.  
- Try to ask students to document what they have worked out. |
C. Conclusion

1. G. E. Programme

1.1 Theme-based learning project – “All About the United States of America”

Students enjoyed the theme-based project week and learnt a lot about places of interests, celebrities and customs of the United States of America. It was successful in raising students’ awareness of multi-cultural issues and next year’s theme will be based on tourist attractions in Hong Kong.

1.2 Life-wide learning activities

The findings of P.5 visit indicated that the trip was successful. The students seemed motivated and interested and gave an excellent impression of the school. They were polite towards the teachers and students at Victoria Shanghai Academy and completed the activities to a high standard. Unfortunately, some students were too shy to converse properly with the Form One students in English. If we visit Victoria Shanghai Academy again next year, we will make sure all students will practice their presentation skills prior to the event.

2 Reading Workshop

2.1 Primary Literacy Programme

In order to further develop students’ interaction with characters and text, we will continue to incorporate writing workshops into our Units of Work. Students will be given more time to do their independent writing with a strong focus on elaboration and word choice. Their writing skills will build on their strengths developed from reading sessions. They would be encouraged to attempt using more challenging vocabulary and sentence structures in their writing.

2.2 Supported Reading Programme

P.3-6 students are developing non-fiction literacy skills which include issues such as language arts, social studies, science and geography. Co-plan meetings were conducted to identify lesson and objectives. Feedback from teachers showed that tailoring of the content was much needed to suit the needs of individual classes. A majority of students were interested in issues of animals, weather and historical artifacts other than geography and formation of rocks. Learner differences was still the cause of not having the practice consistently and rigorously implemented in all classes. Our future plan will continue to focus on customizing text to facilitate understanding and tracking progress in all classes.
2.3 Extensive Reading Scheme (ERS)
Some school hours are devoted to pleasure reading, for instance, Early Bird Reading on Wednesday mornings and silent reading after lunch. Next year, drama plays will be ordered to deepen students’ knowledge of drama skills, and to encourage dictionary and word bank usage.

3 Enrichment Programme
3.1 Our enrichment programmes focused on boosting the communication skills of students. P. 4 Drama was a very popular programme which succeeded in developing language proficiency in speaking, writing and listening with respect to drama and arts through interacting in real and simulated situations. ECA Drama was another popular programme catered for gifted students. They showcased a play at English Day and participated in Drama Festival. The success of the play earned them an award for Outstanding Cooperation and Outstanding Actress. “Teaching English Through Drama” will be one of our focused strategies next year. Our target is to integrate drama skills into English curriculum, and teacher training workshops will be organized to furnish teachers with the techniques required.

3.2 Feedback from students showed that “Phonics with Reading Workshop” was welcomed by P. 6 students. They combined elements of reading and speaking to further their comprehension and comfort levels within English. Students’ willingness to engage and absorb new material was what made this workshop a productive one. The skills students acquired will be extended to include presentation skills for P.6 students next year with the focus on voice projection, facial expression and language usage. This will also ensure a vertical integration of drama skills into our curriculum through which students develop the acquired skills to the fullest extent.

4 Intervention Programme
• During small class teaching, more individual attention given to each student resulted in active participation and interaction although it was quite challenging to keep students interested and excited about their learning in a small class.
• Most students make noticeable improvements in their learning attitude and in their scores in assessments as observed by teachers.
• Teachers need to explore coping strategies and activities to deal with the challenges of timing and student engagement.
• Next year, small class teaching will be implemented in primary four, five and six. The objective is grammar reinforcement. Teachers will design customized lessons to meet the needs of class members.
5 Others

5.1 Broadcasting Programme:
Students enjoyed listening to songs and watching cartoons in English. Students gained satisfaction and built confidence level acting as host. Next year, drama plays will be included to tie in with the objective of our enhancement programme. We hope to bring in more primary four students for they benefit from the programme, and hence will be expected to share their learning experiences with schoolmates.

5.2 English Corner:
Karaoke was the still most popular activity, other activities such as set games and online activities were also popular, New English Buddies were trained to help supervise participants and lead activities. Next year, new students will be recruited as buddies so as to foster their confidence and boost their English skills through helping out at English Corner. We also hope to introduce new activities to sustain students’ interest.

5.3 HK Schools Music and Speech Festival: There were 54 students participated in the Festival. 1 student came first, 3 came second and 3 came third. 47 students got a merit and 1 reached proficiency.

5.4 Students’ results in Cambridge Test were signpost to guide teachers to review their strategies in teaching the four skills. The significance improvements in writing and speaking justify our decision in launching enhancement programmes in the coming years.

6 Staff development
- The school’s Advisory Teacher from the EDB delivered the PLPR-R training workshop on learner diversity in collaboration with the English Panel chair and the NET.
- Drama and Writing will be organized to equip teachers with the skills required for conducting writing workshops and drama classes.

D. Future Development
1. Teaching English through drama, and implementing literacy programmes which include PLPR and Supported Reading were top priorities on our agenda this year. Although results were quite encouraging, feedback from stakeholders indicated that co-planning and staff development workshops were essential to adjust contents of curriculum and to keep strategies under constant review.
2. Next year, with the implementation of EEG programmes, evaluation criteria and documentation of evidence of the proposed measures will be fully in place.