

The English Department Programme Plan Evaluation

1. To develop students' generic skills

a). **problem solving skills b) critical thinking skills c) creativity**

1.1 **To design assignments and ask questions that can help students to develop problem solving skills in GE lessons and Reading Workshop**

The performance of students was satisfactory. For P.1-3, teachers asked high-order thinking questions to train students' problem skills. Generally, students could answer the questions while the less able students need teachers' promptings. For P.4-6, the students were trained through group discussions. Generally, students were able to get the solution after discussions.

1.2 **To design assignments and ask questions that can help students to develop critical thinking skills in GE lessons and Reading Workshops**

The performance of students was fair. Generally, students needed more guidance to think critically.

1.3 **To conduct writing that can help students to develop creativity**

For P.1-3, creativity in writing was highly encouraged in our daily practice. Worksheets were designed to help students to think of their own ideas. Marks were allocated for creativity in assessments as well. The performance of students was good. They were able to add in creative ideas. For P.4-6, the students' performance still needed improvement. They should improve their writing by adding in more details and creative ideas.

2. **To improve the reading and writing skills of our students through the teaching of native English teachers**

2.1 **To improve the reading and writing skills of our students through the PLPR-W programme**

The program was conducted and the performance of students was satisfactory. They were eager to answer questions.

2.2 **To conduct Reading Workshop for our students**

The workshop was conducted and the performance of students was satisfactory.

2.3 **To conduct the writing workshop**

The performance of students needed improvement. They needed to pay more attention to the use of different skills which they learnt in the workshop.

2.4 To improve the reading and writing skills of our students through school-based NETs

NETs conducted reading workshop in P.4-6. Students' performance was good. They were willing to answer questions.

2.5 To conduct process writing and teach writing skills

All P.4-6 students finished at least six compositions a year including process writing. Students' performance is satisfactory. They were able to plan, draft, revise, edit and publish their writing. Their writings were generally comprehensible.

2.6 To improve writing skills

The performance of students was satisfactory. Students were able to finish their journal with the language items they learnt. Most of the students needed more encouragement to write better.

For WR, most of the students were able to write extra sentences based on the target structure they learnt in the textbooks.

2.7 To conduct a writing competition

Creative writing competition was held in second term. For P.1-3, students' writings showed creativity and comprehensible. For P.4-6, capable students were more able to write creatively. Others still needed more stimulations.

2.8 To set up an exhibition board to display students' writing

The board was set up in June. Students enjoyed reading the writing displayed.

3. To implement phonics teaching in P.1 to P.6**3.1 To implement phonics teaching in P.1 to P.6**

For P.1-P.3, the performance of students was satisfactory. They were generally able to read out the letter sound. However, they needed more practice to apply the skills in spelling and write the words out. For P.4-6, the performance of students needed improvement. They were generally able to read out the letter sound. However, they were not able to make use of the skills they learnt.

4. To arouse students' interest in reading**4.1 To conduct the PLK and ED extensive reading scheme in P.1 to P.6**

The reading schemes were conducted and students got a stamp from teachers for every two book records finished. Students enjoyed reading but they needed to be reminded to finish the book records.

4.2 To launch the online English Reading Scheme

School launched the online English Reading Scheme. Students were enthusiastic to participate.

5. To train students' speaking and listening ability**5.1 To play English songs or poems during English Fun Days**

Songs and poems were played in different English celebrations – Christmas in December and Earth Day in April and Fun Days in February. Students showed interest in singing and listening to the songs as well as reading and writing the poems.

5.2 To conduct story-telling activities

The story-telling activity was conducted once in this year. Students showed interest in the activity.

6. To improve students' self-learning ability**6.1 To organize students to do Vocab Building Project on the internet**

More than half of the students finished writing down the theme-based vocabulary on the booklet each month. Some needed to be reminded or the parents' help.

6.2 To build up the vocabulary bank of the students

Students' performance was better in second term. More encouragement is needed for P.1-2 to do better in their fun dictations. The upper form students were more able to spell the vocabularies. They showed their sense of satisfaction as they performed well in the fun dictations.

6.3 To organize students to do E-class and BCA exercises on the internet

P.5-6 students finished E-class exercises at Christmas and Easter. For BCA exercises, it's not available for doing as the system was under maintenance.

6.4 To conduct project learning in P.1-P.6

The project was conducted in Fun Days in February in which students needed to finish a booklet about plants.

7. To arouse students' interest in learning English**7.1 To take part in the Verse Speaking Competition**

Students enjoyed in practicing and joining the competition in November to December. Their performance was good. Most of them showed confidence in performing and won in the competition.

7.2 To hold English Fun Days.

The theme of Fun Days in February this year was about plants. Students learnt joyfully and enjoyed to participate in Fun Days. They could make use of the reading and language skills during the activities.

7.3 To hold activities in the English Fun Room

The participation was better in the second term. Students were encouraged to go in the Fun Room and joined the activities and played board games. P.5 students were helpers and they were able to assist the lower students whenever necessary.

7.4 To enhance some English better achievers' language skills

English Group was organized where some better achievers had opportunities to use English in different situations through activities. Students learnt and enjoyed to use English in different situations such as discussion and hosting the English game stall. Most of the students showed confidence in using English in the activities.

7.5 To organize after-school academic activities

The course was organized for the P.2-6 students this year. The attendance of the students was satisfactory. They were able to finish the task and join the activities during the lessons. Nevertheless, it's better for the course to include more interesting activities to arouse students' interest.

7.6 To carry out festival celebrations

Christmas and Earth Day activities were carried out this year in December and April respectively. Students understood more about the Western cultures through the introduction of the festival. They took part actively in the activities and were able to apply the knowledge they have learnt.

8. To implement focus learning/teaching skills into the curriculum

8.1 To practice collaborative learning

Pair-work and group work were conducted in the lessons. Students started to be familiar with the practice. The group work could be improved if each student can participate more.

8.2 To conduct lesson observations among the colleagues concerning focus learning/teaching

skills

Teachers conducted lesson observations among themselves. Pair-work and group work were included in the lessons to enhance their teaching.

9. To develop our colleagues' English subject expertise**9.1 To attend workshops related to professional development in the English subject matter**

Teachers attended workshops about different themes including Reading and Writing, formative assessment, TSA and textbooks adaptation. The workshops were useful for enhancing the quality of teaching and lesson planning.

10. To maintain a systematic approach in all classes**10.1 To adapt the teaching kits from P.1 to P.6**

Teachers adapted the teaching kits regularly.

10.2 To collect and keep the teaching resources, W.S., task sheets, dictation materials and work cards

Some of the teaching resources, W.S., task sheets, dictation materials and work cards were collected but some were missing. It's better if all resources were kept systematically.

11. To promote English through Campus TV

One programme was produced this year through Campus TV.