CHAPTER 4   ENGLISH

Altogether 3 formal panel meetings were held within the school year. Quality communication among panel members was achieved through these meetings and intranet communications. All teachers expressed their view on teaching and learning through exam evaluation and internal sharing.

Due to the COVID-19 pandemic, online meetings, informal meetings and co-planning meetings were held from time to time for discussions on teaching and learning difficulties among colleagues and pupils and preparing learning and teaching materials. All teachers put great effort into co-planning the lessons.

Teaching materials were modified and tailored according to our pupils' English competence and the teaching progress.

Online teaching materials and copies of worksheets including writing, reading comprehension and supplementary exercises as well as assessment tasks which were designed or tailored by our teachers, were compiled at the end of the school year for future reference. Most of the materials were saved in our school data bank. Teaching aids and kits were made and shared among our colleagues.

The targets set for this year were partially achieved with planned activities being carried out as scheduled.

Targets	Strategies / Tasks	Evaluation/ Follow-up work
To incorporate sustainable development for education into English Learning	- DJ Club - Drama Club - Writing Competition - Project Learning - School-based Reading - Programme (PLP-R/W, EEGS & Online reading) - Post celebrity quotes in campus - Cross Curriculum activities	- Lunch DJ programs (Songs, Jokes, Q&A,…etc.) broadcast once a week. - 77% of students liked the content of the broadcast. - Due to the COVID-19 pandemic, drama performance was suspended. - 100% of Drama Club members' English awareness is aroused - Due to the COVID-19 pandemic, Writing Competition was not held. - 61% of students joined the online reading programme - Theme Learning (sustainable) was partially held for Primary 1 to Primary 6 students. - Follow-up work: **More varieties of English activities can be introduced to allow students to have more exposure to English outside the classroom.**
To incorporate values education into English curriculum	- Project - Writing competition - Drama Club - DJ Club - Mini Show - Excursion (Reflection) - School-based Reading Programme (PLP-R/W, EEGS & Online reading) - English Ambassadors - Paste celebrity quotes	- Due to the COVID-19 pandemic, Writing Competition was not held. - Due to the COVID-19 pandemic, it was difficult to complete group projects or join the writing competitions. - 77% of students liked the content of the broadcast. - Students practised drama during ECA period and recess. - Have Lunch DJ programs (Songs, Jokes, Q&A,…etc.) broadcast at least once or twice a month. - Mini show became the normal practice in assembly. - Cross Curricular Activity Day was held in December. - NET teacher interacted with students during recess, after school and in some school activities like Parents' Day and Open Day. - Follow-up work: **Encourage students to participate in more competitions or activities held by other organizations.**

Targets	Strategies / Tasks	Evaluation/ Follow-up work
To further develop teachers' professionalism by sharing	- Co-planning - Provide sharing section for teachers to share new ideas after attending seminars - Professional Development Courses - Peer Observations	- Teachers shared teaching experience and prepared materials together during school-based co-planning and level meetings. - Teachers shared what they have learnt in the meetings. - Although the formal peer observation was suspended due to the pandemic, teaching ideas are continued to be shared among teachers through making and sharing different teaching videos. - 100% of teachers appreciated the sharing section in the English panel meetings. - Follow-up work: **Encourage teachers to participate in more seminars or courses related to English teaching and learning.**
To make progressive advancement use of IT and e-learning resources	- Online Assessment - Project Learning with STEM element - iBook - Online reading - Peer Observation - English Club - Sharing of outstanding - work on school website - Mobile learning at KS2	- 96% of students tried the online assessments during holidays and class suspension period. - 92% of students watched the English teaching videos during holidays and class suspension period. - 95% of students joined the English lessons with Zoom during holidays and class suspension period. - Due to the COVID-19 pandemic, Project Learning was suspended. - Teachers and students were familiar with the use of iBook - Due to the COVID-19 pandemic, it was difficult to complete group projects. - Due to the COVID-19 pandemic, students had to use mobile devices in learning. Students could borrow an iPad from school if necessary. - Teachers shared the pedagogies of using I.T. in English teaching via online videos. - Online resources were adopted in English learning. - More than 80% of English lessons were conducted with I.T. element. - Teachers and students use mobile device for teaching and learning regularly. - Follow-up work: **More sharing, observations and trainings are needed for improving the implementation of online teaching and learning.**