

## Home of Development Learning and Teaching

### Quality Teaching to Boost Students' Confidence in Learning

Teachers do not only equip students with the ability to learn by themselves, but also encourage students to think beyond borders. In order to become a quality school and develop a tailor-made curriculum, our teachers have the following strategies:

#### **Develop Students' Self-directed Learning (SDL) Skills**

Based on the three SDL components and processes, our school adopts diversified learning activities to develop students' SDL skills.

#### SDL Processes

#### 培養自主學習的四個基本步驟



### **Promote Students' Biliteracy and Trilingualism**

- **RWI Course by Oxford in P1-3**  
To help students learn English effectively and to cultivate their interest in English, English teachers have adopted the RWI course by Oxford. Based on synthetic phonics, the course seamlessly integrates the teaching of listening, speaking, reading and writing.
- **Using Putonghua to Teach Chinese Language Subject in P2-6**  
To develop the student's linguistic skills systematically and to promote Putonghua, Chinese teachers have implemented the "Using Putonghua to Teach Chinese Language Subject" scheme.
- **Preparation for transition to secondary schools**  
To enhance the smooth transition from primary schools to secondary schools, teachers provide training in both Chinese and English speaking for P5-6 students.
- **Native-speaking English Teacher (NET) Scheme**  
To increase students' exposure to English, the NET Scheme has been implemented in our school.

### **Specialized Teaching**

- Our professional teachers have received various teaching awards and are often invited to share their teaching experiences with other schools.
- Teachers undergo peer observation, share teaching ideas among schools and collaborate with different universities to enhance the effectiveness of teaching and learning.
- Teachers explore different learning and teaching strategies through action research to cater for learner diversity.

友校老師到校進行觀課活動



### Assessment for Learning

- Different modes of assessments are used to identify our students' strengths and weaknesses in order to assess learning and teaching practices.
- A special 'Academic Achievement Plan' is established to help higher-needs students to achieve their academic goals.
- Three tutorial sessions are provided every week to allow higher-needs students to get additional support from their teachers.

### Focus on Learner Diversities

- Small class teaching approach is implemented to help utilize resources and learning environment.
- Differentiated instruction strategy is adopted in P4-6 to cater for diverse learning needs, by designing suitable teaching and learning materials.
- P4-6 students are streamed into different groups according to their English learning abilities.

### Collaborative Project

- Mainland China Teacher Collaboration Programme
- The University of HK (Seed Project – Chinese)
- Student Assessment Repository (STAR) (English)
- The Chinese University of HK (Small Class Teaching – Mathematics)
- Education Bureau (Curriculum Development – Visual Arts)
- Education Bureau (E-learning Strategies – Music)
- Education Bureau (Learning Community – Physical Education)



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## Home of Inspirational Knowledge Subjects' Features

### Chinese

#### Reading

- Use Putonghua to teach Chinese Language Subjects from P2-P6
- Promote SDL through storybook teaching
- Develop students' reading habits through Monthly Reading Day and Extensive Reading Schemes

#### Writing

- Cooperate with teachers from China Exchange Programme to design school-based teaching materials
- Tailor-made workbooks for different levels
- Incorporate speaking and writing activities to assist students to write proper sentences

#### Assessments

- Regular Assignments
- Dictation
- Formative Assessment
- Summative Assessment
- Peer & Self Evaluation

#### Speaking

- Oral lessons
- Design curricular with professional speech therapists
- Incorporate speaking and writing activities in P3-6

#### Listening

- Listening training through practices

小五常識課堂：製作吸塵機



### General Studies

#### Self-directed Learning

- To nurture students' ability for Self-directed Learning, different pre-task worksheets such as mind maps, timelines and list are designed to allow students to collect relevant information and analyze the data by using different thinking tools.
- To enable students to apply SDL strategies, different advanced thinking strategies are taught.

#### Carry out STEM

- STEM Week is held to enable students to create or improve daily necessities through planning, reflection, hypothesis, analysis and conclusion. The experiment experiences can increase students' curiosity and creativity in understanding and apply the knowledge learnt in Science, Technology, Mathematics and Engineering.
- Students' spirits of scientific study arte nurtured in routine lessons. The tasks and activities focus on making hypothesis, doing experiments and analyzing data so that students can learn science systematically.
- STEM Elite Team is set up to cater for the learning needs of elite students and to develop students' full potential.

#### Project-based Learning Week

- Topics are designed according to students' level. Learning is extended to community-based experience so as to consolidate the knowledge and skills acquired in their lessons.

#### Other Featured Activity: Drama in Education

- When we are teaching P5 students about the economic development history of HK, GS teachers and students are assigned to role play different characters. Students can experience different stages of economic development directly in the drama.



## Mathematics

### Enhancing students' calculation abilities

- Calculating exercises are designed by our teachers. Students do exercises on a daily basis systematically to enhance their calculating skills.

### Stratified Education

- According to learners' varied abilities, subject teachers adopt a wide range of learning and teaching strategies to meet the needs of our students.

### Inspiring Students' Learning Potentials and Interests

#### Training Elite Students in Mathematics

- Our school organizes three teams of students P4-6 to participate the HK Mathematics Olympiad.
- Our teams have won many awards in the competitions.

#### Mathematics Games

- Teachers incorporate games in the lessons to increase students' learning motivation and provide them with different learning opportunities. The department establishes a Rummikub Team for senior form students and provides students with the chance to play "Take 6" after Exam Week. These games help to develop students' logical thinking abilities.

## English

### RWI by Oxford

- Teaching by our Native-speaking English Teacher (NET) and local English Language Teacher (LET)
- Enhancing Key Stage 1 students' synthetic phonics skills by blending and segmenting the sounds
- Learning forty-four pure sounds through interactive activities and applying phonics knowledge in reading storybooks
- Building up students' vocabulary bank and improving their listening, speaking, reading and writing skills effectively

### School-based English Enhancement Programme

- Teaching students different reading skills according to individual reading levels
- Completing reading exercises and receiving regular feedback from teachers
- Arousing students' interests in reading, promoting reading skills, and achieving SDL goals

### School-based Reading and Writing Curriculum

- Co-teaching by our Native-speaking English Teacher (NET) and LOCAL English Language Teachers (LET)
- Requiring students to collect various English materials in advance and read a wide range of English texts in class
- Conducting small-group activities to share and construct knowledge
- Improving students' organization, thinking, creativity and communicative skills through various writing tasks

### Widening students' Learning Space

Maximizing students' English exposure through meaningful and purposeful activities in which they can learn and apply the language, such as English Day, English Week, Online Broadcast, English Field Trip: Exploring Stanley and Elite English Programme





## Putonghua

### Characteristics of Putonghua Curriculum

- Teachers develop students' abilities of Putonghua Pin-yin through speaking and listening practices.
- Teachers improve students' speaking skills through SDL activities.
- Teachers build a good foundation of Putonghua Pin-yin for students by developing a school-based Putonghua curriculum for P1 and P2, which helps students to learn and read independently.
- Teachers strengthen students' speaking abilities through various thematic activities, which allow teachers and students to communicate with each other in Putonghua.

### Various Learning Activities

- A wide range of activities such as role-playing, singing and writing in PIN-yin
- An integration with Chinese curriculum to reinforce students' Putonghua speaking abilities
- Training workshops for student ambassadors to provide opportunities for students to speak in Putonghua in related activities such as flag-raising ceremonies and other school events, in order to create a language-rich environment

### Putonghua Thematic Activities

- Teachers organize Putonghua competitions
- Teachers design thematic SDL activities, which allow students to apply speaking Putonghua in their daily lives
- Teachers communicate with students in Putonghua at school in order to create a language rich environment.

## 聖經科獎勵計劃 獲獎學生



## Religious Education

### Characteristics of Religious Education Curriculum

- Teachers design a wide range of learning activities in order to encourage students' motivation and interests in studying the Bible and learning about GOD

### A Wide Variety of Learning

- Teachers inspire students in studying the Bible within and beyond the classrooms.

### SDL

- Students need to set their own learning goals about how to memorize GOD's words

### Positive Feedback

- Teachers will praise students and give positive reinforcement in order to promote students' enthusiasm in learning God's words.

## Physical Education

Our curriculum includes lessons in physical skills, health and physical fitness, value and attitude, safety and practice, and exercise and aesthetics. It aims to teach students the knowledge, skills and value of Physical Education.

### A Wide Range Assessments

- Assessment contents include knowledge, skills, physical fitness and attitude.

### Extension of Curriculum

- Teachers entice students' awareness of doing sports by providing facilities beyond lessons, organizing sports-related activities and assigning extra time for students to do sports.
- The school provides different training teams to improve students' leadership and sense of responsibility

葉小手鈴家族參與  
社區手鈴推廣活動



## Music

### School-based Curriculum

- Teachers develop students' musical knowledge and new singing techniques through creative performing and listening activities
- Teachers allow P1-3 students to learn deeply about musical knowledge and skills through extended exercises

### Foster Self-directed Learning

- Teachers encourage students to explore in order to increase students' learning motivation and interests in learning music
- We teach P4 students SDL strategies through Recorder's Guide'. For P5 students, we use 'Sing and Play in Chinese Opera'.

### Strengthen Musical Creation

- Stimulate students' imagination in a variety of ways to arouse their musical creation
- Develop Sound Projects curriculum in P1-5
- Apply Sketch a Song Apps into sound making module to help students to master the Spiral Learning Theory
- Method in Compositions

### Multi-learning Experience

- Teachers hold different activities to enrich students' musical learning experience, such as lunch-time activities, Yeh's Music Contest and professional artists sharing.

高小學生設計  
競技遊戲給低  
小學生



## Physical Education

### Extension of Curriculum

- Thematic learning projects for senior students  
P4 using Sports Facilities in the Sports Centre  
P5 Designing Racing Games  
P6 Organizing Inter-class Sports Races  
P1 & P2 Games Day  
P3-P6 Sports Day
- The school provides support for students who are overweight or underweight through the scheme 'I am Fit'



## Visual Arts

### School-based Teaching Materials

- Adopt module learning
- Teach ancient and modern art
- Add popular and digital media, to integrate into a global community
- Use E-learning tools flexibly, helping students to create and learn
- Enhance professional learning communities by joining 'Professional Learning Community for Primary School Visual Arts' with EDB

### Foster Self-directed Learning

- Students learn methods about Self-directed Learning through different learning strategies
- Students are encouraged to give feedback to themselves and their peers in order to boost their creativity.
- Students learn different ways to search information and do preparation.

### Visual Arts Diary

- In students' Arts Diaries, they record their learning processes, including their drafts, continuous explorations and self-reflections. All these steps are for practicing SDL processes.

### Portfolio

- Students' portfolios are aimed to cultivate students to keep their art work in a systematic way for further creations.

### Diversified Assessment

- Teachers want students to focus on their learning processes. Therefore, teachers use different rubrics such as assessment, learning attitude, peer and self-assessment, self-reflection and final art works, to assess students' learning processes.
- A lot of opportunities are provided for students to display their art work in order to increase the art atmosphere in our school.