



Using data to inform curriculum planning, learning and teaching, and assessment

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Using **data** to inform curriculum planning, learning and teaching, and assessment

TSA data



Internal assessment data



Student work



Lesson observation findings



Annual reports



Using **data** to inform curriculum planning, learning and teaching, and assessment

Artifacts:

e.g. TSA reports, student work, self- and peer review, tests, examinations



Observational data:

e.g. data gathered from observing student performance in learning activities



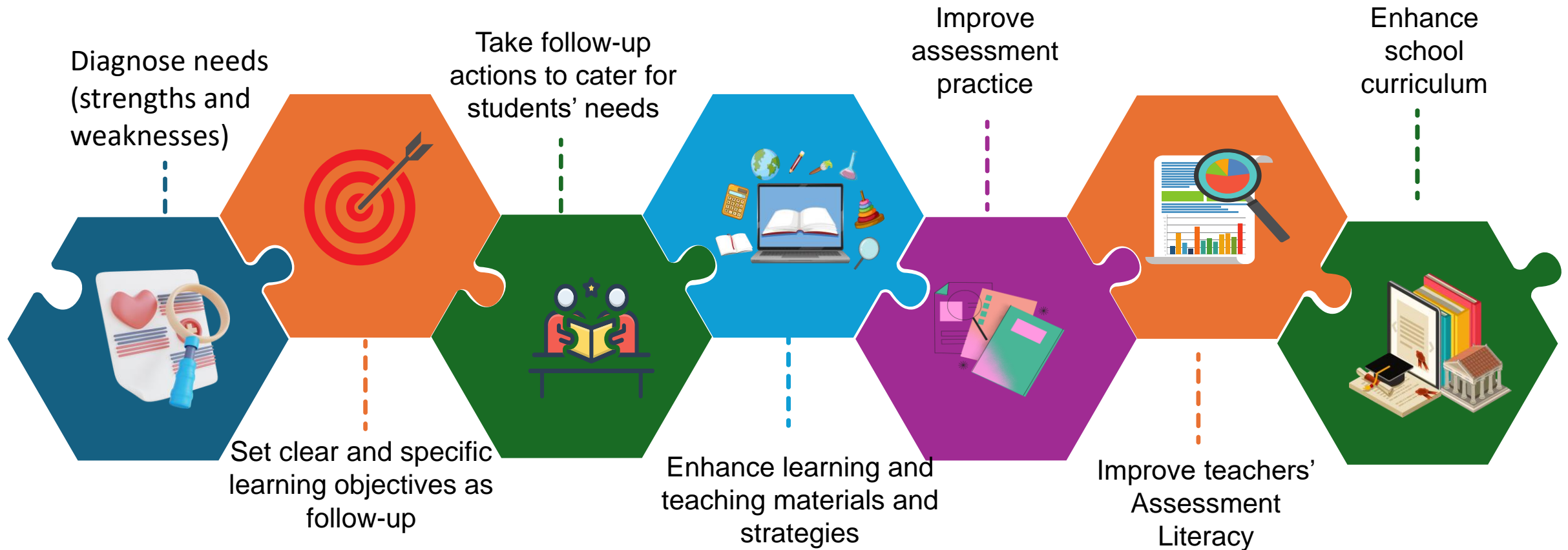
Triangulation

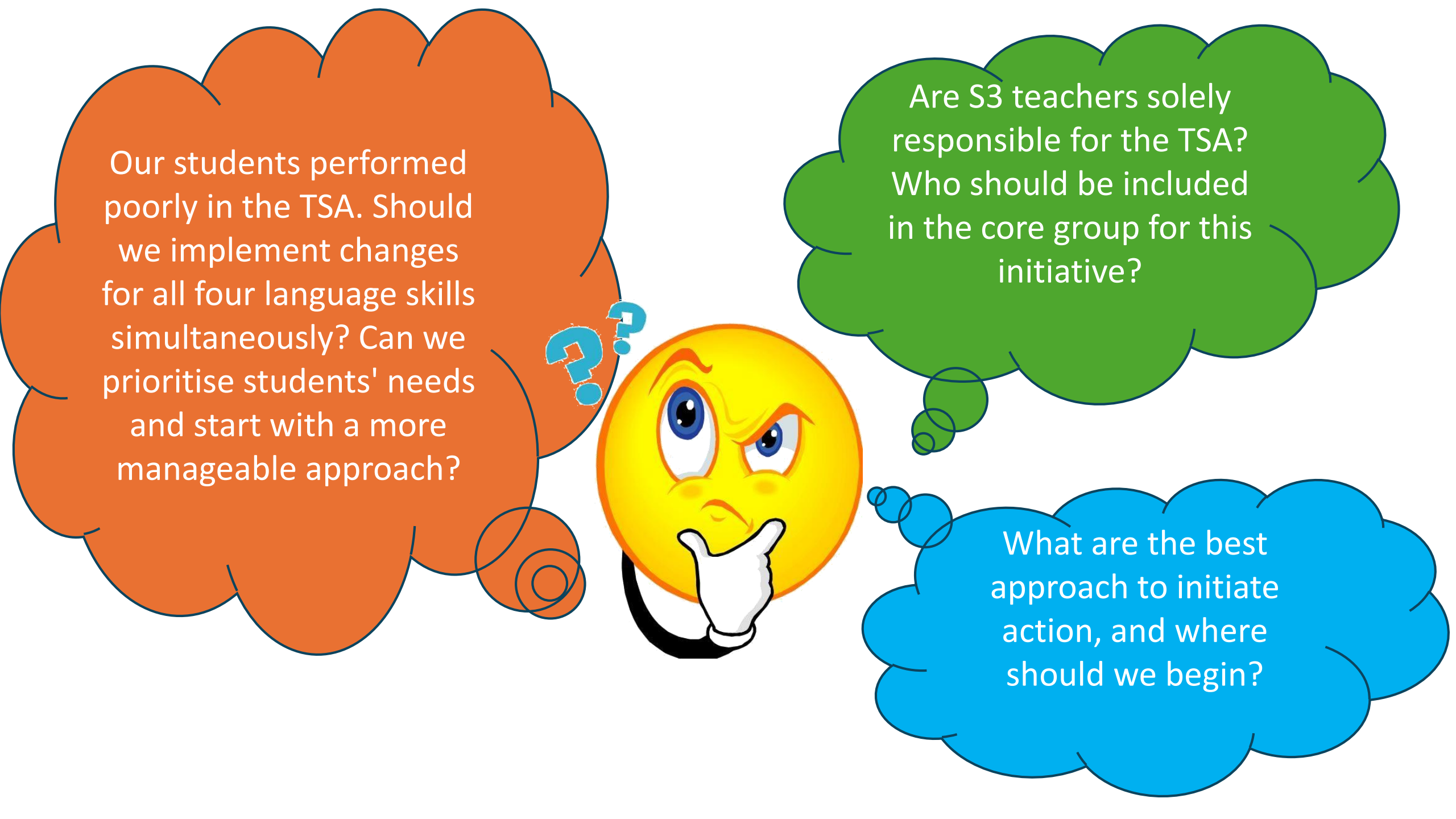
Inquiry data:

e.g. survey questionnaires for teachers and students completed at different times of the school year



Using **data** to inform curriculum planning, learning and teaching, and assessment





Our students performed poorly in the TSA. Should we implement changes for all four language skills simultaneously? Can we prioritise students' needs and start with a more manageable approach?

Are S3 teachers solely responsible for the TSA? Who should be included in the core group for this initiative?

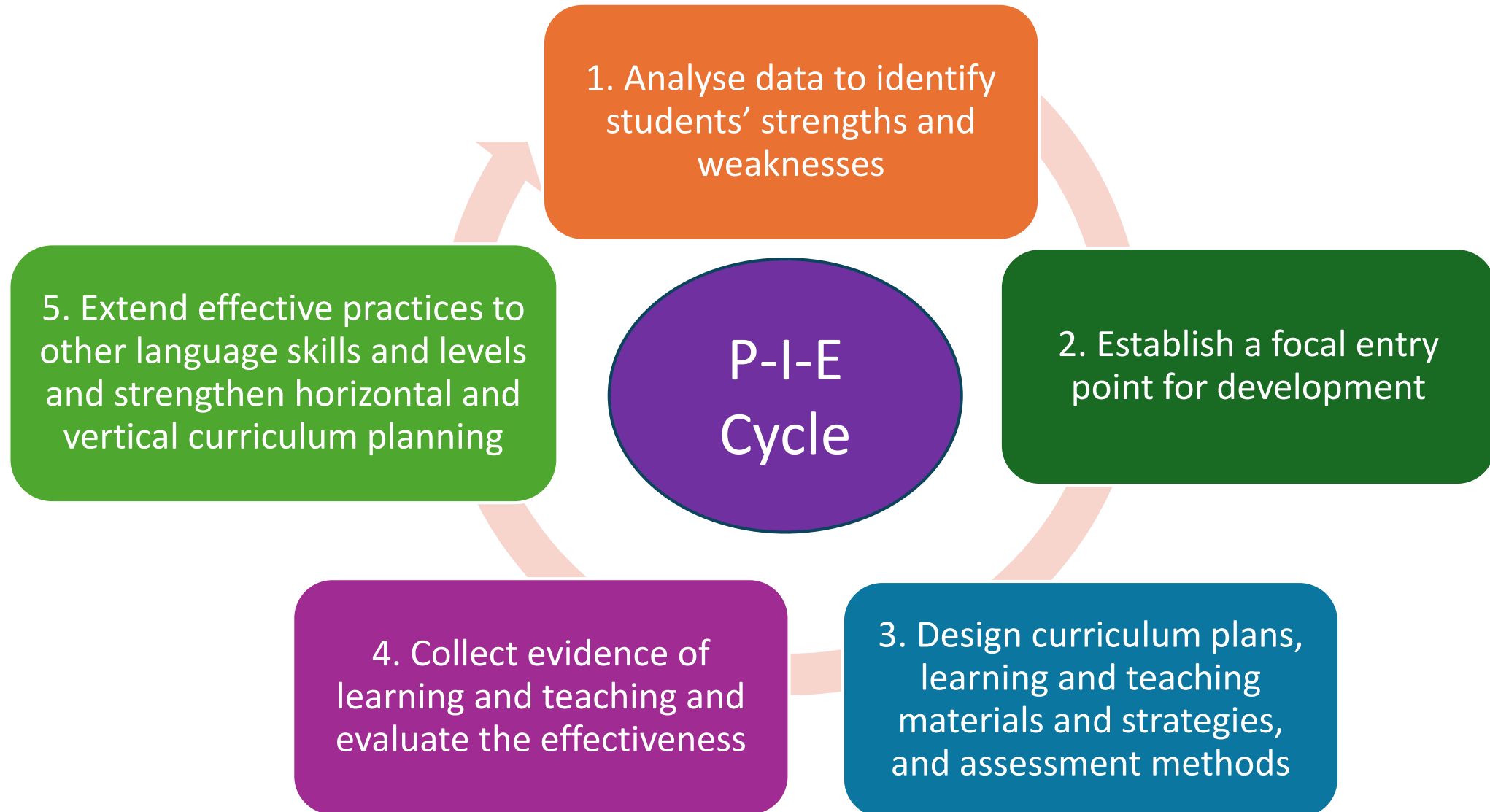
What are the best approach to initiate action, and where should we begin?

Collaboration

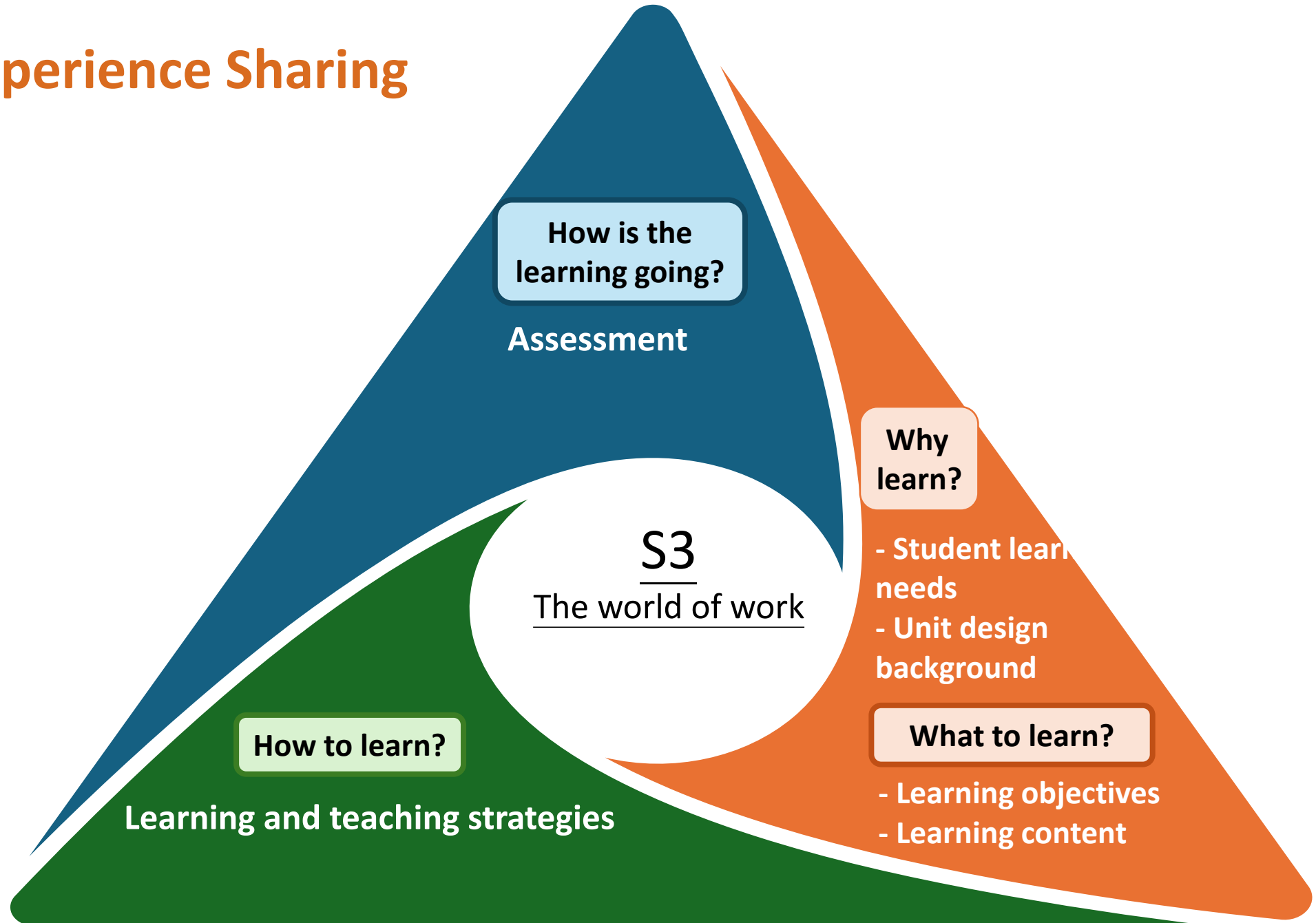


**Language Support
Officer,
Language Learning
Support Section**

Using data to inform curriculum planning, learning and teaching, and assessment



School Experience Sharing



A school case: A Data-driven Approach to Enhancing the School English Language Curriculum

Language Learning Support Section
Education Bureau

Our students performed poorly in the TSA, across all four skills. Should we implement changes for all four language skills simultaneously? Can we prioritise students' needs and start with a more manageable approach?

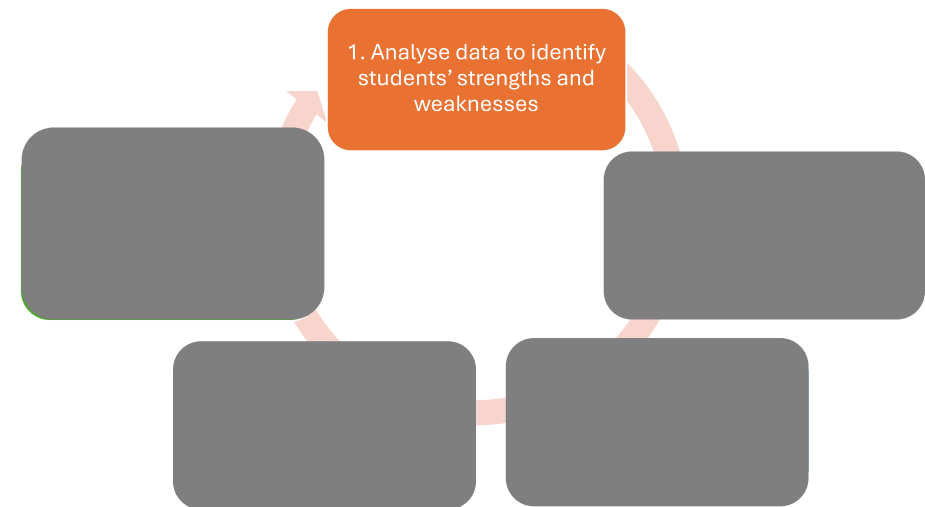


1

Analyse data to identify students' strengths and weaknesses

How is the
learning going?

Why learn?



1 Using TSA data to diagnose and prioritise needs

School background

Students Profile

Wide range of English proficiency levels, with a significant number of students requiring additional support.

S3 TSA Performance Summary:

Reading: **Significantly** below territory-wide %
Writing: **Substantially** below territory-wide %
Listening: **Marginally** below territory-wide %
Speaking: **Slightly** below territory-wide %

Reading and writing performance are the weakest areas

1

Triangulate students' reading performance by utilising a variety of data sources

Artifacts:
Interpret the school's TSA results
Refer to the general comments included in the TSA reports
Make use of internal assessment data



Triangulation

Observational data:
Evaluate performance in everyday learning tasks or activities



Inquiry data:
Survey questionnaires for teachers completed at the end of the school year



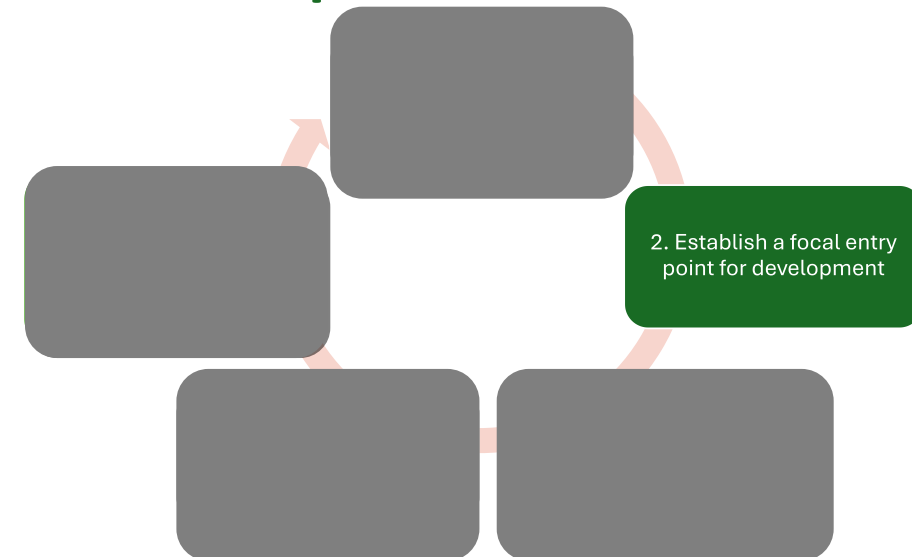
2

Establish reading

as a focal entry point for development

How is the learning going?

Why learn?



2 Identifying “working out the meaning of unknown words” as a key challenge through TSA data analysis

Item no.	Question	Option/Score/Grade/ Information Analysis	School Percentage (%)	Overall percentage of participating Schools (%)
P1	Information leaflet	A	2x.x	41.6
Q2	2. The best meaning that corresponds to the word “therapy” in the leaflet is _____. 1. (n) the treatment of emotional problems 2. (n) a curing power or quality 3. (n) the treatment of physical diseases 4. (n) an act, hobby, task or programme that relieves tension A. 1 B. 2 C. 3 D. 4	B	2x.x	19.6
		C	3x.x	15.7
		D*	1x.x	22.0

Step 1: Compare Performance to Benchmarks
 Focus on questions where student performance falls significantly below the benchmark. This highlights areas where students struggle compared to their peers.

2

Identifying “working out the meaning of unknown words” as a key challenge through TSA data analysis



THERAPY PETS AT SCHOOL: A HONG KONG FIRST!

SKFGLR Secondary School is the one and only school in Hong Kong that has introduced **therapy pets** at school! **The aim is to help students who feel stressed to relax.** The theory is that relaxed students will behave better and their results may also improve.



Grade/Year	School Percentage (%)	Overall percentage of participating Schools (%)
	2x.x	41.6
	2x.x	19.6
	3x.x	15.7
	1x.x	22.0

3. (n) the treatment of physical diseases
4. (n) an act, hobby, task or programme that relieves tension

- A. 1
- B. 2
- C. 3
- D. 4

Step 2: Analyse Incorrect Answer Choices

A significant percentage of students selected incorrect options, indicating a common association of "therapy" with medical treatment. This suggests:

- Students overlooked the clear example of therapy pets aiming at stress relief.
- Many lack the ability to use context clues effectively to determine word meanings.

2

Identifying “working out the meaning of unknown words” as a key challenge through TSA data analysis

Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity	TSA English Reading Parts and Questions
Identifying general and specific information	P2Q2 P3Q1
Using linguistic and contextual clues <u>e.g. referencing</u>	P1Q4
Working out the meaning of unknown words and expressions	P1Q2
Making inferences	P3Q16
Understanding the connection between ideas by identifying a range of cohesive devices	



Step 3: Identify the Targeted Reading Skills
Determine the specific reading skills assessed by each question where students performed poorly. This allows teachers to pinpoint the exact skills that need to be addressed.

What are the best approach to initiate action, and where should we begin?

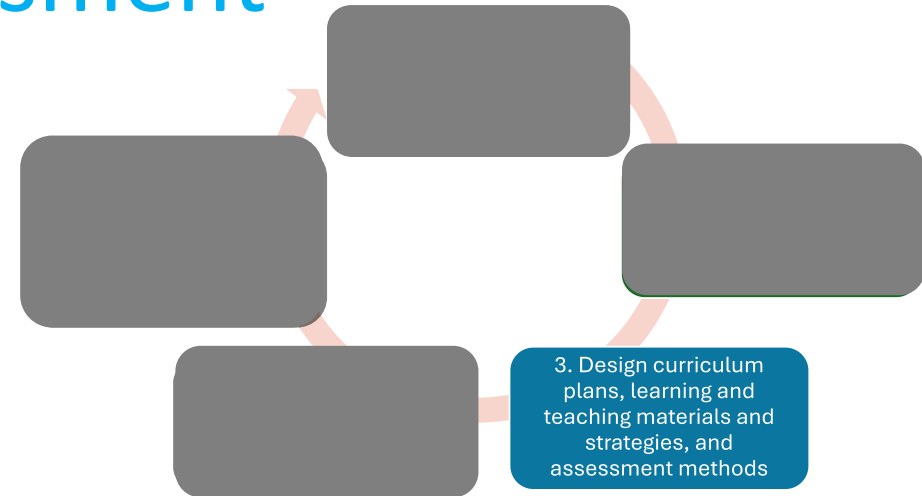


3

Design curriculum plans, learning and teaching materials and strategies, and assessment methods

What to learn?

How to learn?



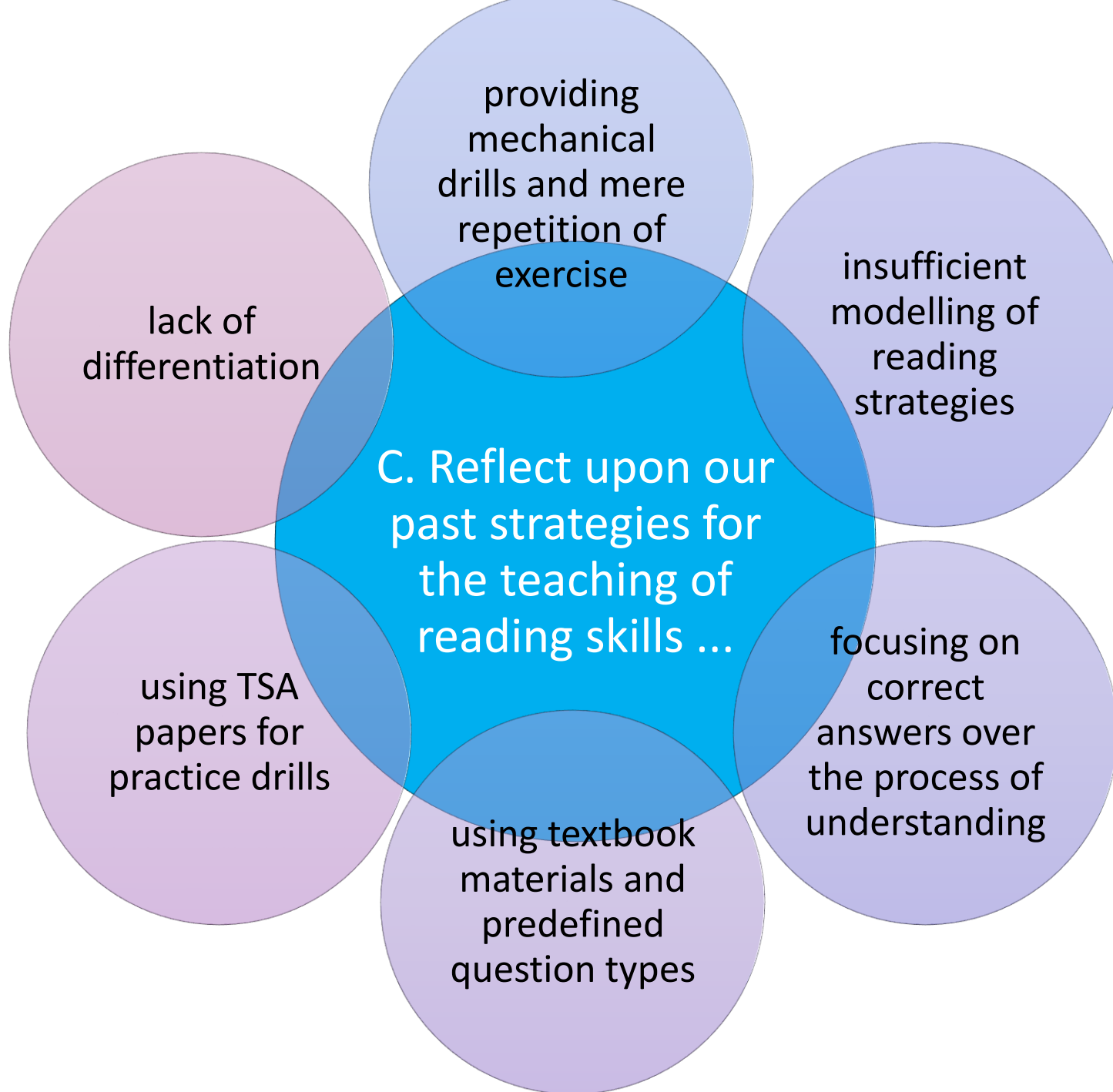
3

Integrating the target reading skills into the S3 modular design through collaborative planning meetings

Level	Secondary 3		
Module	4		
Unit	8		
Theme	Study, school life and work		
Topic	The world of work		
	Knowledge	Skills	Values and Attitude
	Vocabulary: <ul style="list-style-type: none"> Job seeking Describing strengths and skills Text grammar: <ul style="list-style-type: none"> To describe To persuade Text feature: <ul style="list-style-type: none"> Job advertisement Letter of application 	<div style="border: 2px solid red; padding: 5px;"> Reading Working out the meaning of unknown words and expressions </div> Writing Writing a letter of application	Responsibility
		Listening Signpost language	
		Speaking Group interview and self introduction	

A. Review the coverage of reading skills in the scheme of work

B. The identified reading skills are not just taught in isolation. They are infused into the modular design of the curriculum, providing opportunities for students to apply and practise these skills in meaningful ways.



C. Reflect upon our past strategies for the teaching of reading skills ...

providing mechanical drills and mere repetition of exercise

insufficient modelling of reading strategies

lacking differentiation

using TSA papers for practice drills

using textbook materials and predefined question types

focusing on correct answers over the process of understanding

3

D. Focusing on specific reading skills that students need to develop, and collaboratively planning effective learning and teaching strategies

Context Clues

When strong readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.

There are different types of context clues.

I	Inference – the meaning is not given so you must use text clues	<i>Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.</i>
D	Definition – the meaning of the word is explained in the sentence	<i>Ricardo is so arrogant. He thinks he is more important than everyone else.</i>
E	Example – an example of the word is in the sentence or nearby sentences	<i>Ricardo is so arrogant. He is always bragging about how great he is at sports.</i>
A	Antonym – a word with opposite meaning is used in the sentence or near by sentences	<i>Ricardo is so arrogant. He needs to learn to be humble like his little brother Jose.</i>
S	Synonym – words with similar meaning are used in or near the sentence	<i>Ricardo is so arrogant, proud, self-centered, and over-bearing.</i>

Strong readers will always read the sentences surrounding the unknown word to look for clues.

Provide students with a tool- “IDEAS” - for working out the meaning of unknown words or expressions by using context clues

3

D. Focusing on specific reading skills that students need to develop, and **collaboratively planning effective learning and teaching strategies**

Model the process of using context clues.

Think aloud as the teacher read a text, demonstrating how the teacher infers the meaning of unfamiliar words.

Let's look at this sentence: 'After the arduous journey, the hikers were exhausted.' I don't know what 'arduous' means.



But I see the hikers were exhausted *after* the journey. Exhausted means really tired. So, the journey must have been tiring.

What kind of journey makes you tired? A long, hard one, right? So, 'arduous' probably means something like 'difficult' or 'tiring'.

3

D. Focusing on specific reading skills that students need to develop, and **collaboratively planning effective learning and teaching strategies**

In addition to the existing reading comprehension questions from the textbook, incorporate focused practice activities to help students identify and use different types of context clues related to the world of work.

Sample
question
added

"...players must be able to withstand pressure. You need to stay calm and can't ever lose your cool." The text says players "must be able to withstand pressure." What does "withstand" mean in this context?

E. Guiding students to identify and apply **inference** context clues to work out the meaning of unknown words or expressions

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I

Inference – the meaning is not given so you must use text clues

Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.

1. The text mentions "over a million spectators will watch the contest". What does "spectators" mean in this context?

They're watching it!
So, "spectators" must be the people who are watching.



Exactly! So, if people are "tuning in to watch" a contest, what are they doing?



F. Providing additional support for struggling students through the use of **visual aids** to address diverse learning needs

Context Clues

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Strong readers will always read the sentences surrounding the unknown word to look for clues.

The player says, "You need to stay calm and can't ever lose your cool." What does "lose your cool" mean in this situation?

- Become angry or frustrated
- Forget the rules of the game
- Stop playing the game
- Become too relaxed



can't ever lose your cool

3

G. Organising a full-filled booth game for students actively designing reading comprehension questions, focusing on working out the meaning of unknown words or expressions

When Mario and Keiko video call their friend Carlos in Mexico, Carlos is often eating *tacos*, folded tortillas filled with spicy meat and vegetables.

Where does Carlos live?

- A) North America
- B) South America
- C) Africa
- D) Middle East

Sample question
designed by
students

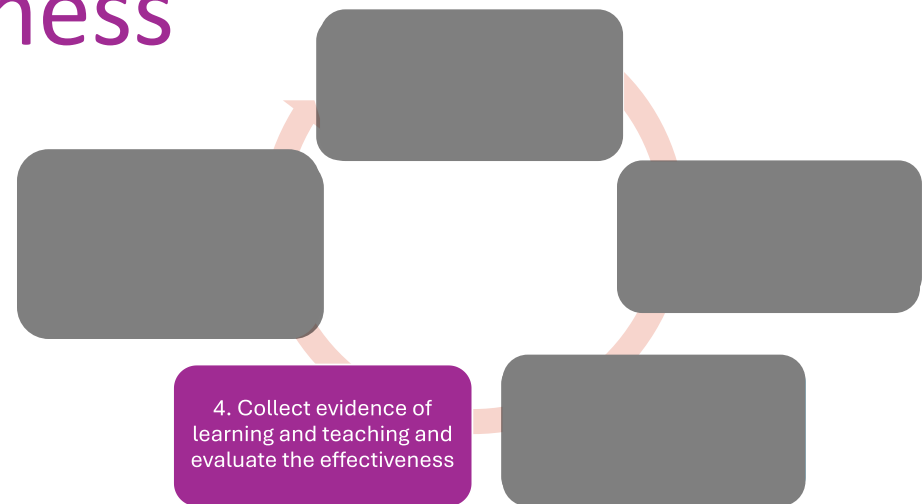


4

Collect evidence

of learning and teaching and
evaluate the effectiveness

**How is the
learning going?**



4

Collecting evidence of learning and teaching and evaluating the effectiveness through **lesson observation** and teacher's questionnaire

Learning objectives

- Evaluate whether students are meeting the learning objectives and how effectively the teacher facilitate this process

Student Engagement

- Take note of how students respond to questions, collaborate with peers and engage with materials

Feedback and Assessment Practices

- Observe how the teacher provides feedback during the lesson
- Note the types of assessments used (formative or summative) and how they inform learning and teaching

Post-observation Reflection

- Conduct a debriefing session after the observation.
- Discuss findings with the teacher, highlighting strengths and areas for improvement based on collected evidence

4

Collecting evidence of learning and teaching and evaluating the effectiveness through lesson observation and **teacher's questionnaire**

From the year-end questionnaire survey on school-based support service of the Section, participating teachers agreed that the data-driven approach enhanced...



students' learning effectiveness



teachers' professional knowledge related to using data to inform planning, learning and teaching



teachers' competence in planning the school English Language curriculum



school competence in using and analysing different types of data in PIE cycle to facilitate sustainable development of school-based curriculum

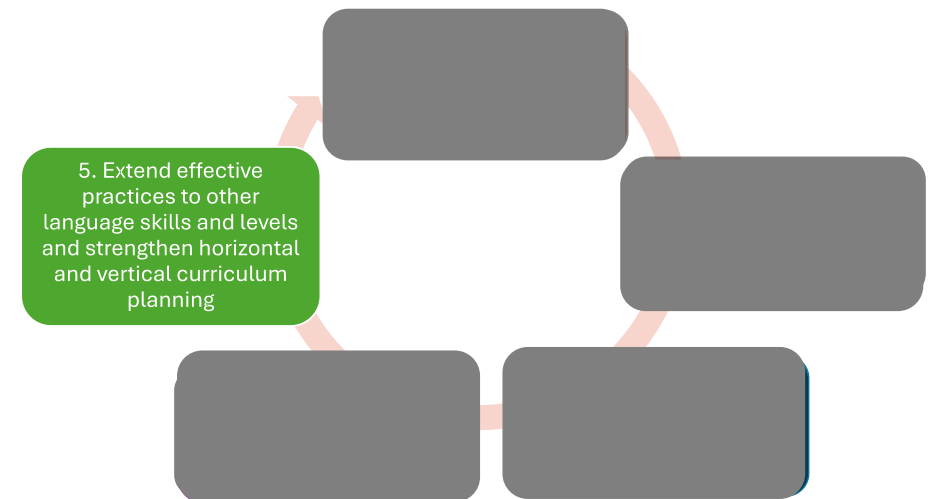
Who should be included in the core group for this initiative?



5

Extend effective practices to other language skills and levels and strengthen horizontal and vertical curriculum planning

What to learn?



Way forward

5

Extending the effective practices to other English language skills and other key stages

1st year

2nd year
and beyond

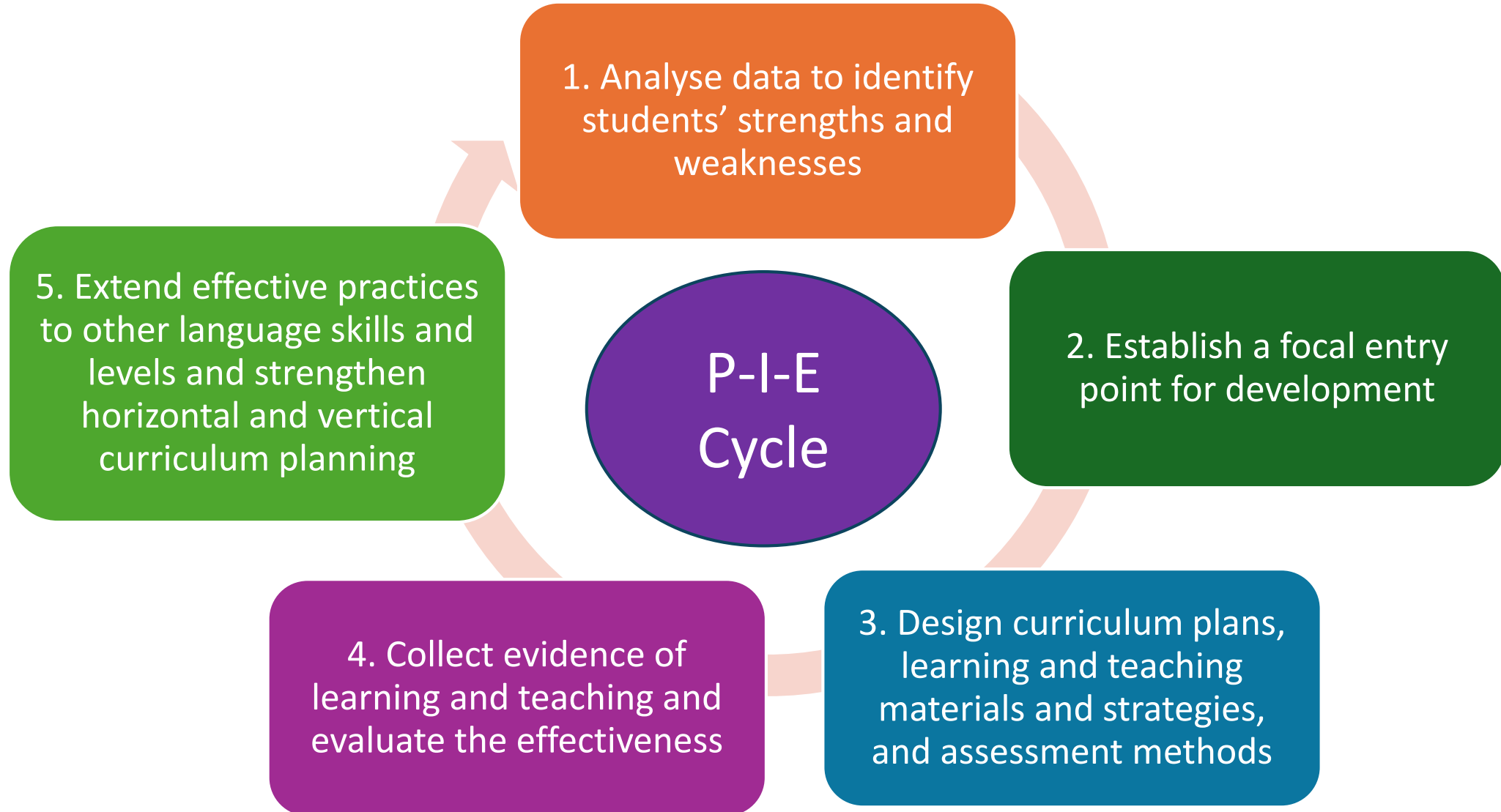
KS3
Reading
Writing

KS3
Reading Writing
Speaking Listening

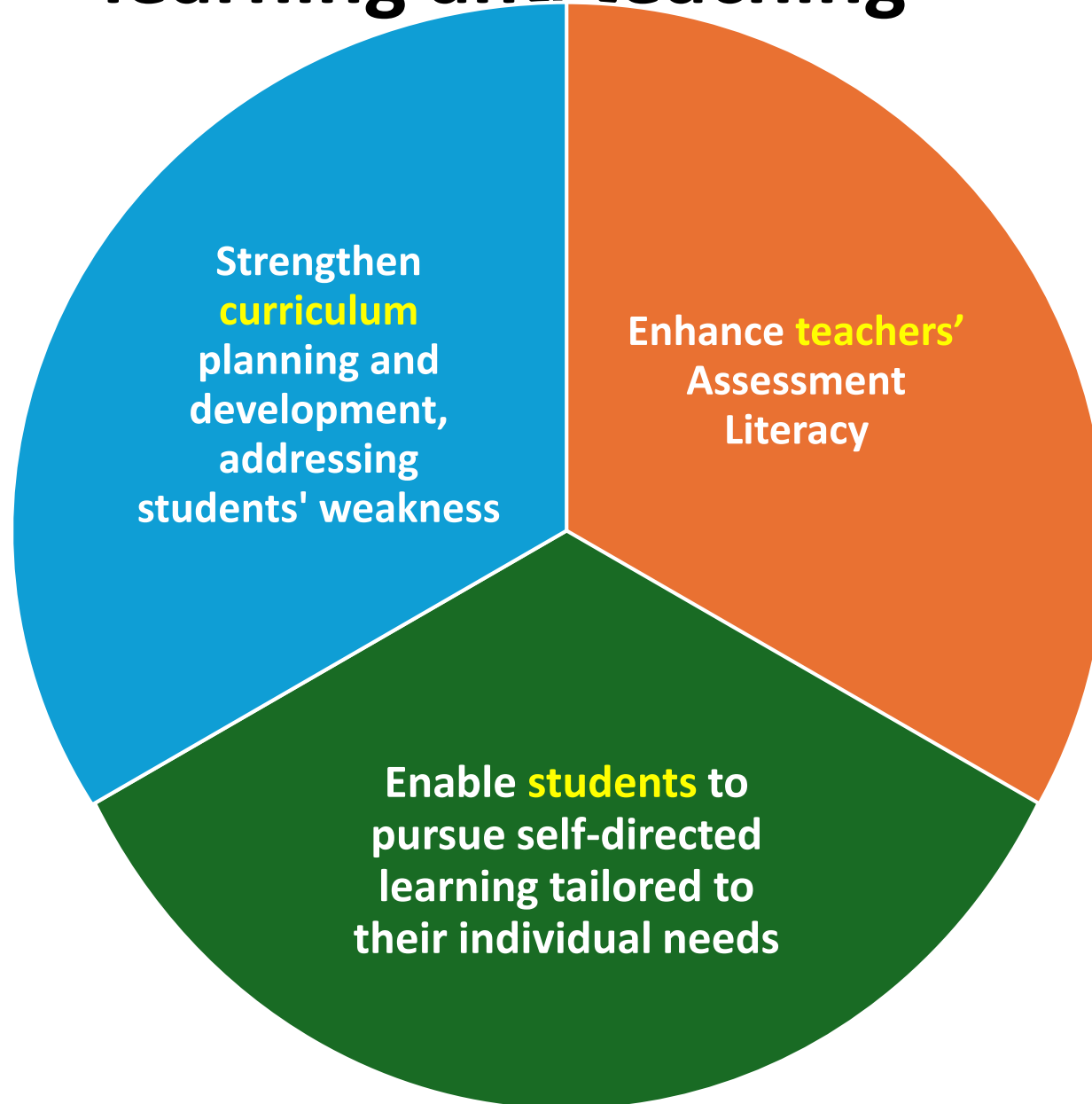
KS4
Reading Writing
Speaking Listening

Conclusion

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Adopting a **holistic approach** to enhance learning and teaching





Collaboration

Information and Enquiry Language Learning Support Section (LLSS)



LLSS Homepage 本組網頁



LLSS Publications 本組刊物

本組網頁 LLSS Website:



<http://www.edb.gov.hk/languagesupport/>

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THANK YOU