

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: Shau Kei Wan Government Primary School (English)

Application No.: B024 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 13

2. No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	4	3	23

3. No. of operating classes in the 2017/18 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes							

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Support Programme on Fostering Communities of Practice to Enhance Small Class Teaching (2017-2018)	P.4	Small class teaching, Curriculum design	The University of Hong Kong

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none"> 1. With the full support of our headmistress, our English teachers and NET are dedicated to providing pupils with a rich and authentic English-learning environment. 2. Our English panel chairpersons have taken an on-going effort to improve English teaching and learning in our school. Regular lesson co-planning sessions and the practice of peer lesson observation have been instituted as professional teacher development is emphasized. New trends in the field of primary education such as self-directed learning and e-learning are closely followed and promoted. 3. The fact that we are a government school means that we are fully supported by the government in terms of financial, manpower and professional resources. 	<ol style="list-style-type: none"> 1. Small class teaching is now being adopted by our school in all class levels. 2. The English Enhancement Grant Scheme for Primary Schools (EEGS) was successfully implemented in our school in 2011/2013 under which our pupils showed significant improvement in their reading and writing abilities. 3. Our P.4 teachers are currently being supported by the University of Hong Kong under the Support Programme on Fostering Communities of Practice to Enhance Small Class Teaching. We seek different opportunities in enhancing our teachers' teaching efficacy so that our pupils will be benefited.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. The TSA and assessment/exam results of our pupils have yet to improve. 2. A number of our pupils have been classified as students with special education needs. It is a big challenge for our teachers to implement curriculum adaptations for these pupils. 3. Our students' exposure to English outside school is very limited. 	<ol style="list-style-type: none"> 1. Some of our pupils have low confidence or are not interested in learning and using English. 2. A lot of our pupils come from lower socio-economic background. Their parents are either too busy or not able to help their children in their studies because of their weak educational background or financial incapability. 3. Over the course of the academic year, a lot of transfer students with diverse educational background from other schools or mainland China (new immigrants) have been admitted. Some of them have little or no knowledge in English. This has posed a great challenge for the teacher to adapt the curriculum to accommodate these students.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:**(More rows can be added, if needed.)**

Area(s) of Development	Usage(s) of the grant	Grade Level
● Development of a school-based reading and writing programme	● Employment of a supply teacher for 23 months	P.1 to P.6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input checked="" type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <p>_____</p> <p>_____</p> <p>_____</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>To employ a full-time teaching assistant to help existing teachers</p> <ul style="list-style-type: none"> ● develop and implement a school-based online home reading programme for catering learner diversity with equal emphasis on more able and less able students; and ● design extended reading modules to promote reading across the curriculum <p>in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.4-P.6</p>					
<p>Objectives</p> <ul style="list-style-type: none"> ● A full-time teaching assistant is to be hired for 24 months in 2018/19 and 2019/20 to assist existing teachers in developing and implementing a school-based online home reading programme and RaC modules with the following objectives: <ul style="list-style-type: none"> - Reading of different text types allows pupils to acquire language patterns. Tackling of extended reading exercises after school provides students with opportunities for reinforcing their reading skills. Pupils can use the reading strategies that they have acquired in later grade levels, during which they will encounter more complicated text structures and story components. - Self-directed learning skills involve the ability to manage learning tasks by learners themselves. They are skills necessary for effective lifelong learning and are one of many learning skills pupils are expected to develop in schools. The ultimate goal of this reading programme is that pupils will become autonomous learners as they progress and 	<p>P.4-6</p>	<p>2018/2019 P.4-5 Co-planning Implementation 9-12/2018 1-6/2019 Lesson observation 11/2018 3/2019 Evaluation 6/2019 2019/2020 P.6</p>	<p>An online home reading pack with 6 sets of reading materials and online exercises will be developed for each level.</p> <p>Materials for 6 RaC modules covering a total of 24 lessons will be produced for P.4-P.6.</p> <p>It is expected that: 70% of target pupils will be able to use <u>a range of strategies</u> to understand the meaning of simple texts with the help of cues as evidenced by formative and</p>	<p>The newly-developed school-based curriculum initiative will be integrated into the core curriculum and implemented after the project</p> <p>The learning and teaching resources developed will be updated/utilised after the project.</p> <p>Lessons will be video-taped for professional sharing sessions.</p>	<p>Monthly grade level meetings will be scheduled to discuss the reading materials.</p> <p>Examination of monthly reports</p> <p>Lesson observation will be conducted once per level per term</p> <p>Teacher and student survey will be conducted at the end of the school.</p> <p>Formative and summative assessment results will be analysed.</p>

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<p>gain content knowledge.</p> <p><u>Duties of the teaching assistant</u></p> <ul style="list-style-type: none"> ● An associate or bachelor's degree holder will be hired for the following duties: <ul style="list-style-type: none"> - assisting in monthly co-planning sessions; - helping teachers prepare teaching and learning materials; - providing support to weak learners in the 3 support sessions during recess and lunch break per week; and - assisting teachers in delivering RaC activities. <p><u>Expected qualifications and duties of the core team</u></p> <ul style="list-style-type: none"> ● The core team members will include the two English Panel Chairpersons and the full-time teaching assistant. Since the proposed project involves the development of reading materials and exercises for all KS2 levels spanning 2 years, the English Panel Chairpersons will surely be English teachers of the target levels in at least one of the two years. ● The core team will work with all other local English teachers in developing the materials for the home reading programme and RaC modules. ● The core team will also conduct lesson observation at least once per term for monitoring the progress of the programme. 		<p>Co-planning</p> <p>Implementation</p> <p>9-12/2019</p> <p>1-6/2020</p> <p>Lesson observation</p> <p>11/2019</p> <p>3/2020</p> <p>Evaluation</p> <p>6/2020</p>	<p>summative assessments.</p> <p>The self-directed learning skills of 70% of target pupils will improve as a result of this reading programme.</p> <p>70% of target pupils will feel more comfortable with and have more confidence in reading as a result of this reading programme.</p> <p>Through co-planning discussion, participation in the pilot teaching of the proposed reading programme and follow-up on pupils' performance and evaluation, 80% of teachers involved will be equipped with the necessary skills to teach reading effectively and understand the strengths and</p>		

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<p>The online home reading programme</p> <ul style="list-style-type: none"> Additional 2 reading texts with graded exercises will be designed for each of the KS2 levels. Online reading exercises which draw on pupils' prior knowledge and challenge their reading skills such as making connections, inferring and synthesizing will be assigned once every 2 weeks. The proposed online home reading programme will be delivered in electronic mode (through Office 365 Forms, Google Form or other formats deemed appropriate) so students can gain access to the materials at any place and any time. All reading materials and exercises will revolve around the themes of our core curriculum. A wide-range of texts will be selected and the contents presented will be cross-curricular in nature. High-interest fiction and informational selections spanning a wide range of genres and topics will be used, e.g. <i>short stories, expository articles, novel excerpts, poems, folk and fairy tales, website information, editorials, etc.</i> Themes of different class levels <table border="1" data-bbox="129 1062 907 1506"> <thead> <tr> <th data-bbox="129 1062 264 1134"><i>Levels</i></th> <th data-bbox="264 1062 907 1134"><i>Units / Themes</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1134 264 1342">P.4</td> <td data-bbox="264 1134 907 1342"> <ul style="list-style-type: none"> - Making friends - Now and then* - Wonders of nature - Entertainment and leisure - Travelling around* - Eating out </td> </tr> <tr> <td data-bbox="129 1342 264 1506">P.5</td> <td data-bbox="264 1342 907 1506"> <ul style="list-style-type: none"> - Facing changes - Caring for others* - Festivals and holidays - Knowing more about our community - Healthy eating* </td> </tr> </tbody> </table>	<i>Levels</i>	<i>Units / Themes</i>	P.4	<ul style="list-style-type: none"> - Making friends - Now and then* - Wonders of nature - Entertainment and leisure - Travelling around* - Eating out 	P.5	<ul style="list-style-type: none"> - Facing changes - Caring for others* - Festivals and holidays - Knowing more about our community - Healthy eating* 			<p>weaknesses of our pupils better. The pupils that they teach in later years will also benefit from the enhancement of their teaching efficacy.</p> <p>80% of teachers involved will be able to promote learner autonomy through self-directed learning and focus their attention on more advanced ideas and concepts, and cater for learners' diversity, therefore essentially benefitting all pupils.</p>		
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*RaC modules									
<ul style="list-style-type: none"> ● Reading skills and strategies to be developed <ul style="list-style-type: none"> - <u>Active reading strategies</u> such as previewing, self-questioning, making connections and visualizing. - <u>Reading comprehension skills</u> such as inferring, knowing the plot, symbolism and cause and effect. - <u>Vocabulary strategies</u> such as recognizing antonyms, synonyms, homonyms, idioms, root words, and affixes, and identifying multiple-meaning words. ● Diverse learning needs are also catered with the following measures in place <ul style="list-style-type: none"> - In each of online reading exercise, more challenging open-end questions (i.e. more challenging open-ended ones) will be earmarked for more able pupils. For example, high flyers will be asked some ‘What if...’ questions. - The time allowed for each exercise can be preset. Weak learners will be allowed more time to complete the online reading exercises. - Visual aids such as images and videos will be inserted into the forms to facilitate comprehension. 									

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<ul style="list-style-type: none"> ● Monitoring and follow up <ul style="list-style-type: none"> - All pupils' answers will be automatically saved by the system for automatic marking or teachers' assessments/analysis. Monthly reports will be generated and pupils' progress will be systematically monitored. - A single period every other week will be allocated to the online reading programme. Common errors as reflected by the monthly reports will be highlighted in class and consolidation exercises will be assigned. - Core learning elements such as target reading skills and thematic vocabulary will also be covered in the formative and summative assessments to keep track of students' progress. - Students with unsatisfactory results will be invited to join the 3 support sessions during recess and lunchtime. The teaching assistant will provide support to students by demonstrating them target reading strategies and providing vocabulary support. - For students who do not have internet access at home, they can go to the computer room during the recess to complete their online reading exercises. ● Sourced materials will not be directly copied into the reading exercises and proper adaptation will be made to avoid infringement of copyright. <p>RaC Modules</p> <ul style="list-style-type: none"> ● 2 RaC modules (extension of the online reading 					

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<p>programme) on core curriculum themes will be developed each year to connect students’ learning experience of various KLAs. Students will be encouraged to employ the following teaching strategies in class:</p> <ul style="list-style-type: none"> - <u>Visualizing:</u> Using their five senses to create a mind picture of what is going on in the text. - <u>Making connections:</u> Thinking about the main idea(s) presented in a text - <u>Self-questioning:</u> Using ‘Wh-’ words to make questions for themselves to think about while actively reading a text. (Both ‘thin’ i.e. questions that are explicit in the texts and ‘thick’ i.e. questions that are not explicit in the texts questions should be considered.) - <u>Recognizing the problem and the solution:</u> Asking students to identify the central problem of the story and the events that lead to its solution. - <u>Inferring:</u> Using their prior knowledge and cues from the texts to make an inference, e.g. to think about “why” a character did or said something, and “why” an author may have written the text that creates an environment where students are naturally making inferences. - <u>Synthesizing and summarizing:</u> Taking all the information from the texts and tie them together. - <u>Evaluating:</u> Thinking critically and analyze the author’s writing techniques. - <u>Cooperative learning:</u> Small groups are formed in the classroom to facilitate pair and group work. 					

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<p>The more able pupils are usually deployed among different groups to help the weaker pupils in order to enhance cooperative learning.</p> <ul style="list-style-type: none"> ● An RaC activity will be conducted each term to extend learning beyond the classroom. ● Descriptions of a sample module P.4 Now and then (General Studies Strand 4: Community and citizenship) <ul style="list-style-type: none"> - Students will read the following two texts assigned for the online home reading. <ul style="list-style-type: none"> ✧ Transportation in Hong Kong: now and then ✧ Entertainment in Hong Kong: now and then - Teachers will conduct guided reading sessions (two double periods) to demonstrate target reading skills (such as comparing and contrasting, understanding chronological development) and introduce thematic vocabulary. - A visit to the Hong Kong History Museum/Hong Kong Heritage Museum will be arranged. Students will collect information about various aspects of life in Hong Kong now and in the past. High flyers will then make short presentations about one aspect of life in Hong Kong using graphic organizers (such as Venn diagram) while low achievers can share their learning using graphics (such as posters and comics). - Other KLA teachers will be invited to provide content support and feedback on students' work. 					

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<p>Materials to develop</p> <ul style="list-style-type: none"> ● Home reading programme <ul style="list-style-type: none"> - Two texts pertaining to each of the 6 core themes and graded online reading exercises for the home reading programme - One consolidation exercise for each unit - Annual evaluation survey form ● RaC modules <ul style="list-style-type: none"> - Lesson plans (2 double periods for each of the six core themes, 8 lessons per level per year) - Related learning and teaching materials such as PowerPoint slides, instructions for the RaC activities 					