

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

School Name: Choi Wan St. Joseph's Primary School (English)

Application No.: C 039 (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 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	4	4	24

3. No. of operating classes in the 2018/19 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:

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Education University Partner School Support Programme (2016/2017)	P.2	Reading	Education University of Hong Kong
Development of Text Sets (2017/2018)	P.4-P.5	Reading and writing	EDB (NET Section)
Development of Text Sets (2018/2019)	P.2	Reading and writing	
Gifted Education Programme (2017/2018)	P.6	All skills	EDB (Gifted Section)
Gifted Education Programme (2018/2019)	P.5	All skills	

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Students are disciplined and more able students are quite ready to learn using different tools, e.g. Information Technology.2. Our school has already laid the Wifi network and used e-learning platforms – Google Classroom, students and teachers are receptive to new repertoire of teaching strategies. English learning environment is well-set: English Room, English-speaking Tuesdays, sim-supermarket, print-rich classrooms, part-time NET etc..3. Teachers are open to new teaching ideas and have experience with various support programmes.4. We receive strong support from the NET Section and our very experienced NET. Our school-based reading and writing curriculum has been in place for almost 10 years.5. The English panel has a well-established assessment framework.	<ol style="list-style-type: none">1. With the support of PEEG grant, the core team will have additional resources to refine assessment practices.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students are quite passive in learning English.2. KS1 students' reading ability is weak.3. Our students are from various backgrounds and some of them do not necessarily have much parental support. In addition, there is huge diversity among students.	<ol style="list-style-type: none">1. Teachers need support with curriculum adaptation to cater for learning diversity.2. KS1 students' attention span is really short. They are distracted easily and teachers need to find different ways to get their attention. Therefore, teaching progress is always being affected.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area(s) of Development	Usage(s) of the grant	Grade Level
Development of school-based reading and writing packages	<ul style="list-style-type: none">❖ Hiring a supply English teacher❖ Purchasing resources for establishing a print-rich environment: posters, books and educational materials	P.1-P.6

(D) Focus of the school’s proposed 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 conducting more English language activities*; and/or developing more quality English language learning resources for students* <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” (*Please delete as appropriate)</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 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 checked="" type="checkbox"/> Employ a full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input 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"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p>

(E) How to implement the proposed English Language curriculum initiative(s) funded by PEEGS:

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<p>Hiring a supply teacher to release the core team to promote across the curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.2-P.3</p>					
<p>Background and objectives</p> <ul style="list-style-type: none"> To enrich the school-based English Language Curriculum and enhance students’ literacy, our school has been involved in the Development of Text Set (DTS) Scheme since last year. This Scheme exposes our students to different text types and fosters their critical thinking skills. Teachers’ professionalism in identifying, adapting and designing multi-modal and multi-genre texts on selected themes has also improved. Teachers met with the NET once every two weeks for co-developing the DTS materials last year. Up to now, we have developed materials for one DTS theme for P.2, P.4 and P.5. Building upon our previous work, we will continue to develop our DTS units for P.2 and start for P.3. A total of three themed units (one for P.2 and two for P.3) are to be covered in one year. Two English panel chairpersons and level teachers will design materials for 1-2 DTS themes each term. Each theme unit, together with the General English programme, will take up about 20-24 lessons. The project allows us to differentiate the reading content in one theme as well as in final task for the unit. Teachers enjoy the flexibility of adapting different reading materials for students of different abilities and with different needs. 	<p>P.2 – 3</p>	<p>Sept – Oct 2019 P.2-P.3 1st DTS theme Planning Sept 2019 Trying-out Oct-Nov 2019 Evaluation Dec 2019</p> <p>P.3 2nd DTS theme Planning Feb 2020 Trying-out Mar-Apr 2020</p> <p>Evaluation May 2020</p> <p>Professional sharing Jan and Jun 2020</p>	<p>Lesson plans and teaching materials for two themes in P.3 and one theme in P.2 will be produced and a total of 60 to 72 lessons will be covered.</p> <p>70% of target level students agree that the programme has helped improve their confidence and interest in reading.</p> <p>60% of target level students will improve their reading abilities as evidenced by formative and summative assessments.</p> <p>Over 80% of teachers will agree that they have developed a better understanding of how to promote reading across the curriculum.</p>	<p>Teaching materials will be produced and plans will be adjusted after evaluation. The modified programme will be incorporated into the core curriculum after the project period.</p> <p>Sharing will be conducted regularly and DTS teachers attend cluster meetings regularly.</p> <p>Teachers who are new to DTS will attend cluster meetings regularly.</p>	<p>Evaluation of the lesson plans</p> <p>Feedback from teachers through questionnaire survey</p> <p>Teachers’ observation on students’ performance in learning</p> <p>Analysis reading and writing performance in assessments</p>

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<p>Deployment of the supply teacher and existing English teachers</p> <ul style="list-style-type: none"> ● The supply teacher to be hired will take up 10 lessons of each English panel chair and 8 lessons of four level teachers. ● Meanwhile, our NET is involved in the co-planning sessions and co-teaches reading lessons with our local teachers (2 lessons per week). She will continue to support us in the co-planning and co-teaching sessions. ● Peer observation will be arranged for each unit and the core team will observe lessons of each level teacher at least once per term. After the try-outs and peer lesson observation, the core team members will organise evaluation meetings. They will evaluate the plans and make adjustment to the teaching materials and strategies. Feedback and suggestions will result in further refinement the following year. ● Teachers will share their learning in the end of term panel meetings. ● Curriculum mapping will be conducted and the English panel will discuss with other subject panels (General Studies, Visual Art, etc.) the possibility of covering the same or similar themes within the same periods of time. Teachers of other subjects will also offer the core team advice on the choice of topics and design of learning and teaching activities. <p>Implementation</p> <ul style="list-style-type: none"> ● Tentative themes have been set and a classroom opinion poll will be conducted at the end of the 2018/2019 school year to confirm the themes. 		Final review Jul 2020			

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<i>P.2</i>	<i>P.3</i>									
Seasons and festivals	My five senses My friends									
<ul style="list-style-type: none"> ● Reading skills to be developed <ul style="list-style-type: none"> ➤ Predicting ➤ Identifying main ideas and specific details ➤ Working out meanings of words and phrases using contextual and pictorial clues ➤ Connecting ideas ➤ Referencing ➤ Inferring ● Different types of texts including fiction and non-fiction will be adopted as core texts and supporting texts. 										
<table border="1"> <thead> <tr> <th><i>Core texts</i></th> <th><i>Supporting texts</i></th> </tr> </thead> <tbody> <tr> <td> be read more than once: ❖ for introducing the theme; and ❖ developing reading skills target </td> <td> ❖ for pair work, small groups, or even read independently ❖ for practising skills like sight-reading common, phonically written English words, recognizing familiar words in new texts, using knowledge of basic letter-sound relationships to read aloud simple words and short simple texts </td> </tr> </tbody> </table>		<i>Core texts</i>	<i>Supporting texts</i>	be read more than once: ❖ for introducing the theme; and ❖ developing reading skills target	❖ for pair work, small groups, or even read independently ❖ for practising skills like sight-reading common, phonically written English words, recognizing familiar words in new texts, using knowledge of basic letter-sound relationships to read aloud simple words and short simple texts					
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<ul style="list-style-type: none"> ● Other reading materials like e-books will also be adopted and different group activities carried out to keep students on task. ● Learning and teaching activities <ul style="list-style-type: none"> ➤ To prepare students for what they read, pre-reading activities such as discussion, brainstorming or introducing thematic vocabulary will be conducted. ➤ Core text ❖ Reading Aloud: Each unit will begin with modelled reading. To develop students' motivation and appreciation for the text, teachers first read aloud the core text in normal cadence and demonstrate effective reading behaviours. ❖ Shared reading: The text will be explored in depth at this stage. <ul style="list-style-type: none"> ✓ Teacher introduces the text by discussing the title, cover and author. ✓ Students make predictions about the content taking a picture walk. ✓ Teacher goes through the text and models target reading strategies. ✓ Students are encouraged to read aloud when they feel ready. ✓ Teacher concludes the reading by asking students to connect and respond to the text. ✓ Students can re-read the text either on their own or with teacher's support. ❖ Creative follow-up activities are conducted for teachers to check comprehension, review important 					

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<p>information and build deeper connections with the text.</p> <ul style="list-style-type: none"> ➤ Supporting texts <ul style="list-style-type: none"> ❖ Shared reading: The same steps are followed. ❖ Guided reading: Students are grouped according to their ability levels. Each teacher guides a small group of students to practise reading strategies with the use of the graded supporting texts. ❖ Partner reading: More fluent readers can be paired with less able ones for encouraging peer reading. Students take turns to re-read the text to each other by sentence, paragraph, page or chapter. ➤ One class of each lesson will start earlier than other classes. Peer lesson observation will be conducted so that immediate adaptation can be made for other classes to make sure that the lesson can be conducted smoothly. Our Advisory Teacher from the NET Section will also conduct lesson observation to give advice to or teachers before and after the lessons. <p>Description of a sample module</p> <ul style="list-style-type: none"> ● Core theme: My friends ● Reading materials <ul style="list-style-type: none"> ➤ Core text: <ul style="list-style-type: none"> ❖ <i>Billy and the Beast</i> by Nadia Shireen https://www.youtube.com/watch?v=xAkH5t4Pdbk ➤ Supporting texts: <ul style="list-style-type: none"> ❖ <i>Personal profiles</i> ❖ <i>Personal letters</i> 					

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<ul style="list-style-type: none"> ❖ <i>Songs</i> ❖ <i>Blogs</i> ❖ <i>Poems</i> ❖ <i>Cartoons</i> ● Learning and teaching activities <ul style="list-style-type: none"> ➤ Pre-reading <ul style="list-style-type: none"> <i>Best friend challenge</i> <ul style="list-style-type: none"> ❖ Teacher starts the lessons by conducting a best friend challenge activity. ❖ Students are paired up with their closest classmates and given a list of best friend tag questions to find out how well they know each other: <ul style="list-style-type: none"> ✓ When and how did we first meet? ✓ What is my favourite food? ✓ What is my dream job? ✓ Who is my idol? ✓ What is my favourite colour? <i>What would you do?</i> <ul style="list-style-type: none"> ❖ Teacher shows the book cover to students. He/She presents an imaginary situation and ask students what they would do. <p>“One day, you walk in the woods with your best friend. Suddenly, a monster darts out of a giant hole and kidnaps your friend. What would you do?”</p> ❖ Students share their responses with their elbow 					

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<p>partners.</p> <ul style="list-style-type: none"> ➤ Shared and guided reading sessions ➤ Post-reading activities <ul style="list-style-type: none"> ❖ Students prepare a friendship book for their besties in or not in the same class/school. At least 3 of the following items should be included. <ul style="list-style-type: none"> ✓ Personal profiles of their best friends ✓ Short stories/comic strips about a memorable incident with their best friends ✓ A letter to them ✓ A poem/song dedicated to them 					