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

School Name: <u>Xianggang Putonghua Yanxishe Primary School of Science and Creativity</u> (English)

Application No.: B <u>038</u> (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>15</u>

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	5	5	5	5	5	5	30

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)
Seed Project: Strategic Use of Tasks and Exercises in the Learning, Teaching and Assessment of Grammar at Primary Level (Seed School)	P.4	Curriculum Planning, Learning, Teaching and Assessment Strategies	English Language Education Section, Curriculum Development Institute, EDB
Key Stage 2 Literacy Development (Keys 2)	P.4	Curriculum Planning, Learning, Teaching and Assessment Strategies	NET Section, EDB

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

Strengths	Opportunities
1. English panel chairs are enthusiastic. 2. A culture of collaboration and sharing has been developed among teachers and the NETs through co-planning meetings for reading cycles, PLP-R and school-based curriculum tailoring programmes. 3. An English-rich environment has been successfully created in the campus by the NETs and LETs. 4. Teachers' professional growth is enhanced by co-planning meetings, peer lesson observation, sharing among teachers and professional development workshops. 5. School climate and a team of potential and hardworking English teachers are conducive to effective professional enhancement. 6. Opportunities to extend learning beyond the classroom are created through school-based English programmes (e.g. English Camp, English Week, English Fun Day).	1. The NETs and ELTA provide valuable support for curriculum development work. 2. Panel chairs enjoy flexibility and autonomy in school-based curriculum planning, priority setting and deployment of resources.
Weaknesses	**Threats**
1. Students lack reading skills to construct meaning from texts as evidenced by TSA results, internal assessments and classroom performance. 2. Individual differences among students are great. It takes teachers a lot of time to tailor the curriculum to suit students' diverse needs. 3. Some students are not interested in English and lack confidence in using the language for communicative purpose.	1. Quite a number of students lack sufficient parental guidance and their family cannot provide them with a favourable environment for English learning. 2. Competition from neighbouring schools is keen.

(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
Literacy Programme for KS2	1. Employ a full-time supply teacher 2. Purchase learning and teaching resources	P.4-6

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

Proposed target area(s) of development (Please ☑ the appropriate box(es) below)	Proposed usage(s) of the Grant (Please ☑ the appropriate box(es) below)	Time scale (Please ☑ the appropriate box(es) below)	Grade level (Please ☑ the appropriate box(es) below)
☐ Enrich the English language environment in school through - conducting more English language activities*****; and/or - developing more quality English language learning resources for students***** *(*Please delete as appropriate)* ☑ 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)** ☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☑ 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" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☑ Purchase learning and teaching resources ☑ Employ full-time***** ~~or part-time~~***** teacher *(*Please delete as appropriate)* ☐ Employ full-time***** or part-time***** teaching assistant *(*Please delete as appropriate)* ☐ Procure service for conducting English language activities	☑ 2018/19 school year ☐ 2019/20 school year	☐ P.1 ☐ P.2 ☐ P.3 ☑ P.4 ☑ P.5 ☑ P.6 ☐ Others, please specify (e.g. P1-3, P5-6): _____ _____ _____

(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 *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
(1) Employing a qualified full-time supply teacher to create space for the core team members to – promote literacy across the curriculum (LaC) and 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" at P.4-6					
Objectives ● To enhance teachers' understanding of effective techniques in delivering LaC programmes; and ● To develop students' reading to learn and writing skills **The core team** ● The 3 English panel chairs will form a core team and lead all English teachers to develop and implement the LaC programme. Each of the core team members will teach one target level and be in charge of the implementation of the LaC programme of that level. ● The supply teacher will take up 8 English lessons for each core team member (24 lessons in total). **Duties of the 3 English panel chairs** ● Co-planning The core team will have co-planning meetings with the teachers of the same level once every two weeks to formulate the curriculum framework, develop lesson materials and evaluate the effectiveness of the programme. ● Peer observation The core team will open up their classrooms for peer observation and level teachers will observe 4 lessons for each LaC unit. After class, the core team and level teachers will evaluate the effectiveness of the lessons and make necessary modifications.	P.4-6	**Sep - Oct 2018** ➢ Sourcing suitable reading materials for LaC programme ➢ Co-planning ➢ Conducting pre-tests **Oct 2018** ➢ Analysing pre-test data **Oct – Dec 2018** ➢ LaC Unit 1 ➢ Lesson observation **Jan - Feb 2019** ➢ Evaluation ➢ Sourcing suitable reading materials for	<u>Learning and Teaching resources:</u> 2 school-based LaC resources packs with lesson plans, worksheets, learning activities and teaching aids covering a total of 30 lessons will be developed per level. <u>On students' performance:</u> 60 percent of P.4-6 students will make improvements in target reading and writing skills as evidenced by post-test results. <u>On existing English teachers' professional enhancement:</u> 80 percent of the participating teachers	After a year, the core team will lead other English teachers to modify and update the newly-developed school-based curriculum substantially for further development in future. The updated school-based curriculum will be implemented after the project. Lessons of the school-based LaC units	Regular core team co-planning and panel meetings will be conducted to review the effectiveness of the school-based curriculum and programme. Records of the co-planning and panel meetings will be kept for future reference. Panel chairs will observe participating teachers' lessons for monitoring the progress and evaluating the effectiveness of the school-based curriculum.

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● Lesson observation The core team will observe 2 lessons of each class per term. After observing the lessons, the panel chair will give feedback and suggestions on implementation of the programme. ● Pre- and post-test design The core team will design pre-test and post-test which cover target reading and writing skills. Assessment data will be collected for diagnostic and evaluation purposes. ● Other duties The core team will also be responsible for preparing the documentation such as reports and minutes. **Contents of the proposed LaC programme** ● 2 unit plans, each consisting of 15 lessons, will be developed for each level per year. ● The following table shows the details of the programme:		LaC programme ➢ Co-planning **Mar – June 2019** ➢ LaC Unit 2 ➢ Lesson observation **June - July 2019** ➢ Conducting post-test ➢ Analysing post-test data ➢ Evaluation ➢ Refinement of the LaC programme	will acquire knowledge of teaching literacy across curriculum. 80 percent of the participating teachers will apply knowledge of teaching literacy across curriculum to their teaching at P.4-6.	will be video-taped as reference resources for sharing among existing teachers. The knowledge and pedagogy acquired will be transferred after the project.	Lessons of the school-based curriculum will be video-taped for sharing and evaluation among panel members. Pre-test and post-test performance data will be analysed.

Levels	P.4	P.5	P.6
Tentative themes	-The world of gadgets -Environmental protection (Both themes are related to P.4 General Studies.)	-Healthy eating -Space (Both themes are related to P.5 General Studies.)	-Endangered animals -Charity work (Both themes are related to P.6 General Studies.)
Tentative text types	-recipes -pamphlets -articles -informational	-reviews -product information -expositions	-fact sheets -information texts -articles

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Target reading skills	texts	-information reports	-webpage				
	-to work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world -to recognize the format and language features of a variety of text types -to scan a text to locate specific information by using strategies such as looking at headings and repeated phrases -to understand the information provided on the book cover	-to work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world -to recognize the format and language features of a variety of text types -to scan a text to locate specific information by using strategies such as looking at headings and repeated phrases -to	-to work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world -to recognize the format and language features of a variety of text types -to scan a text to locate specific information by using strategies such as looking at headings and repeated phrases -to understand the information provided on				

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
	understand the information provided on the book cover, index and glossary -to recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation	the book cover, index and glossary -to recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation -to understand intention, attitudes and feelings conveyed in a text by recognizing features -to identify details that support the gist or main ideas					
Target writing skills	-to gather and share information and ideas by using strategies such as	-to gather and share information and ideas by using strategies	-to gather and share information and ideas by using strategies such				

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
brainstorming, questioning and interviewing -to plan and organize information, and express own ideas and feelings by identifying purpose and audience for a writing task; deciding on the sequence of content -to use appropriate formats, conventions and language features when writing a variety of text types -to present writing using appropriate layout and visual support such as illustrations, tables and charts	such as brainstorming, questioning and interviewing -to plan and organize information, and express own ideas and feelings by identifying purpose and audience for a writing task; deciding on the sequence of content - to use appropriate formats, conventions and language features when writing a variety of text types -to present writing using	as brainstorming, questioning and interviewing -to plan and organize information, and express own ideas and feelings by identifying purpose and audience for a writing task; deciding on the sequence of content - to use appropriate formats, conventions and language features when writing a variety of text types -to present writing using appropriate layout and visual support					

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
		appropriate layout and visual support such as illustrations, tables and charts -to write paragraphs which develop main ideas	such as illustrations, tables and charts -to write paragraphs which develop main ideas -to present main and supporting ideas, and where appropriate with elaboration				

Classroom strategies

● Each LaC unit will consist of reading, grammar and writing lessons. Reading and grammar lessons will prepare students for the final writing task. They provide students with input of appropriate formats, conventions and language features for production task.

● A variety of authentic reading texts will be adopted. For instance, as for the theme *Healthy Eating*, food labels, advertisements and reviews will be selected as reading materials to develop target reading skills. Students will learn vocabulary relevant to health, format and language features of food reviews. After the reading and grammar lessons, students will try a food item and write their own food reviews.

● Cross-curricular activities which can connect students'

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learning experiences across different KLAs will be conducted. As for the theme *Environmental Protection,* a cross-curricular outing to T-park, a sludge treatment facility in Tuen Mun will be organised with the General Studies panel					
Strategies to cater for learner diversity					
● The graded LaC programme will include core (for all students targeting low achievers), extended (for average students) and challenging (for high flyers) parts. The curriculum will be appropriately adapted (e.g. trimming learning content and materials and/or making additions) to suit students of different needs, interests, abilities and learning styles.					
● Teachers will select, adopt and adapt appropriate texts that incorporate different modes of representation, providing multisensory learning experiences to cater for learners' diverse learning styles and preferences. Students will be assigned the same tasks but expected output of different students will vary.					
● Mixed ability grouping will be adopted in class and more able students can offer their support to their less able peers.					
● Different assessment modes will be adopted such as presentations and poster design and will help teachers identify the strengths and weaknesses of individual students and decide on the appropriate content, learning and teaching strategies.					
● Teacher assessment, peer assessment and self-assessment will be conducted to help students develop a better understanding of the learning objectives and assessment criteria.					

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Levels	**P.4**	**P.5**	**P.6**					
Target reading skills	-to work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world -to recognize the format and language features of a variety of text types -to scan a text to locate specific information by using strategies such as looking at headings and repeated phrases -to understand the information provided on the book cover	-to work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world -to recognize the format and language features of a variety of text types -to scan a text to locate specific information by using strategies such as looking at headings and repeated phrases -to understand the information provided on the book	-to work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world -to recognize the format and language features of a variety of text types -to scan a text to locate specific information by using strategies such as looking at headings and repeated phrases -to understand the information provided on the book					

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		cover, index and glossary -to recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation	cover, index and glossary -to recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation -to understand intention, attitudes and feelings conveyed in a text by recognizing features -to identify details that support the gist or main ideas				

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
Target writing skills	-to gather and share information and ideas by using strategies such as brainstorming, questioning and interviewing -to plan and organize information, and express own ideas and feelings by identifying purpose and audience for a writing task; deciding on the sequence of content -to use appropriate formats, conventions and language features when writing a variety of text types	-to gather and share information and ideas by using strategies such as brainstorming, questioning and interviewing -to plan and organize information, and express own ideas and feelings by identifying purpose and audience for a writing task; deciding on the sequence of content - to use appropriate formats, conventions and language features when writing a variety of text	-to gather and share information and ideas by using strategies such as brainstorming, questioning and interviewing -to plan and organize information, and express own ideas and feelings by identifying purpose and audience for a writing task; deciding on the sequence of content - to use appropriate formats, conventions and language features when writing a variety of text					

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
-to present writing using appropriate layout and visual support such as illustrations, tables and charts	types -to present writing using appropriate layout and visual support such as illustrations, tables and charts -to write paragraphs which develop main ideas	types -to present writing using appropriate layout and visual support such as illustrations, tables and charts -to write paragraphs which develop main ideas -to present main and supporting ideas, and where appropriate with elaboration					
Contribution of other KLA teachers ● G.S. teachers will provide content support and assist the core team in developing the unit plans and learning activities.							

(2) Purchasing printed books to promote literacy across the curriculum (LaC) and 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" for P.4-6

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● Printed books will be purchased for the LaC programme. The printed books cover different subjects e.g. General Studies and Life Education etc., to help students establish cross-curricular linkage in their learning. The printed books will be used as input of content, text structure, grammar features and vocabulary relevant to the task of each unit. ● Graded printed books will be purchased to cater for learner diversity. 2 printed titles (one low level for less able students and one high level for more able students) will be purchased as reading resources for each unit. There are totally 12 titles of printed books for P.4 to 6. ● The printed books will cover different text types, including expositions, fact sheets, information texts, explanatory text and procedures etc. with different subject content. ● After conducting the lessons, the participating teachers will evaluate the effectiveness of the learning activities relevant to the printed books and make adjustment to meet students' needs. ● Books will be purchased after proper procurement exercises.	P.4-6	**Sept to Oct 2018 and Jan to Feb 2019** ➢ Contacting publishers **Oct to Nov 2018 and Feb to Mar 2019** ➢ Purchase books	School-based LaC workshops will be implemented more effectively in KS2. 6 unit plans related to the newly-purchased titles will be developed. 80 percent of students at P.4-6 will read 2 titles per year. 100 percent of the existing English teachers will use the resources at P.4-6.	The newly purchased printed books will be used to sustain the programme in future.	Circulation records will be inspected. Panel chairs will observe the use of books in class. Participating teachers will evaluate the resources used through survey.