

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

School Name: C.C.C. Kei Tsz Primary School (English)

Application No.: A 072 (for official use)

(A) General information:

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

2. No. of approved classes in the 2016/17 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 2016/17 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)
Space Town Literacy Programme	P.1-P.2	reading and writing	NET Section, EDB
Primary Literacy Programme – Reading and Writing (PLPR-W)	P.3	reading and writing	NET Section, EDB
School Support Partners (Seconded Teacher) Scheme (SSP)	P.4	reading	EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. The culture of professional sharing is well-established through regular co-planning and lesson observations.2. Teachers are experienced in implementing the Space Town Literacy Programme and PLP-R/W in KS1.3. Teachers are highly motivated in engaging in professional development courses and seminars.	<ol style="list-style-type: none">1. Small class teaching in all levels2. E-learning platforms (i.e. eClass and Google Classroom) are set up to facilitate the implementation of e-learning and self-directed learning.
Weaknesses	Threats
<ol style="list-style-type: none">1. The halt of PLP-R/W and Space Town Programme in P.4 results in students having difficulty in transiting from KS1 to KS2.2. The learner diversity is wide because of a large number of SEN students.3. There are many new teachers joining the school and they are not familiar with the school-based curriculum.	<ol style="list-style-type: none">1. Support for students' learning outside of school is minimal.

(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
Create a school-based literacy (reading and writing) English curriculum in P.1-6	Employ a supply teacher to release core curriculum planning members from lessons to create a school-based literacy (reading and writing) English curriculum in P.1-6	P.1-6

(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>(*Please delete as appropriate)</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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate)</p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)</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 ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) Purchasing printed readers/texts to promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum- Focusing, Deepening and Sustaining” for Primary 4, 5 and 6					
<p><u>Resources: a wide variety of readers/ texts</u></p> <ul style="list-style-type: none"> The purpose of purchasing a wide variety of readers/ texts is to promote cross-curricular reading with other KLAs such as General Studies and Life Education. In each level, one cross-curricular theme will be set in each term. Two readers/ texts for each theme will be explicitly taught in G.E lessons; while 6 theme-related readers/texts will be used to support extensive reading outside the classroom. <ul style="list-style-type: none"> Number of titles: 4 (for in-class instruction) + 6 (for home reading) Number of copies: 54 for in-class readers/ texts + 30 for home-reading readers/ texts Number of grade levels: 3 Text types of the readers will be aligned with the EDB KS2 curriculum guide and our latest curriculum initiatives. Together with the consideration of the themes introduced in textbook, the following text types will be covered amongst the readers purchased: <ul style="list-style-type: none"> Fiction (i.e. story, fable) 	<p>P.4 to P.6</p>	<p>Preparation: Jan –March 2018</p> <p>Launch: April – December 2018 & recycle from Jan 2019 onward.</p> <p>To purchase printed readers after conducting procurement exercise: Jan 2018 to</p>	<ul style="list-style-type: none"> Deliverables for this project include 2 student projects and 2 module booklets (learning tasks/activities, worksheets, etc.) for each level (KS2). 2 teaching packs consisting of lesson/unit plans, PowerPoint slides and posters) will be produced for each level at P.4 to 6. 80% P.4 to P.6 students read 6 titles per year. 70% students increase their interest and experience in reading English 	<ul style="list-style-type: none"> Materials developed will be updated and teachers can make use of them for better curriculum planning. The lesson plans, teaching resources and module booklets developed for the readers will be used continuously in the future years. 	<ul style="list-style-type: none"> Students’ projects and module booklets will be assessed. Students’ reading comprehension performance reflected in formative assessments will be analyzed to determine their mastery of reading skills. Teachers will organize lesson observations (twice per term), reflection meetings (twice per term) and co-planning meetings (twice per each in-class reader) to plan, review and

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

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<p>- Non-fiction (i.e. documentary, diary entries, news report, biography, diagrams, report)</p> <ul style="list-style-type: none"> • Cross-curricular themes will be set with other subject panels, including General Studies and Life Education. Through promoting reading across the curriculum, students are expected to develop better understanding of the selected themes. For example, as the module of “The Magic of Nature” in English language is closely related to the module of “Pollution, Prevention and Conservation of the Environment” in General Studies, common theme “Save our Earth” can be set for cross-curricular project learning. <p><u>Implementation of the reading programme</u></p> <ul style="list-style-type: none"> • In each level, the reading programme will be integrated with a selected module, which consists of about 18-23 lessons. In the reading lessons, students will be guided to enhance various reading skills and strategies, including scanning and skimming, predicting, inferencing, summarizing, comparing and problem-solving through various reading tasks designed by the teachers based on the in-class readers/ texts. • First, cross-curricular themes will be set collaboratively among the subject panel heads of General English, General Studies and Life Education. When a theme is set, the core team members are responsible for re-arranging the teaching schedule so that it is consistent with the involved subjects. Then, an in-class reader/ text will be selected and relevant lesson plans, teaching materials and learning activities will be designed. • Apart from focusing on the language features of 		Aug 2018	<p>readers of different text types and subject contents.</p> <ul style="list-style-type: none"> - 70% students are able to show a 10% average improvement over a two-year period in the area of reading skills and strategies, such as skimming, analyzing, comparing and summarizing. - 100% teachers’ capability of teaching reading strategies on different text types with different subject contents will be enhanced and maximized in the classroom. 		<p>enhance the lesson plan, structure and related support.</p> <ul style="list-style-type: none"> - An evaluation meeting with all involved teachers will be held to review if this project (i) motivates learners to read and learn; (ii) brings better reading experience and develop reading skills; and (iii) teachers are equipped with the requisite skills and experiences. - All the collected feedback and data will be documented, recorded and utilized for improvement and implementation purposes in future years. The core panel team heads will design the action items for improvement before

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<p>different text types, which helps students enhance their reading skills and strategies, discussion and reflection will be carried out to improve students’ generic skills, with a focus on the thinking skills (i.e. critical thinking, creativity and problem-solving skills). As the themes are set with General Studies and Life Education panels, students are expected to deepen their understanding of positive values and attitudes and nurture their empathy and positive attitudes towards life.</p> <ul style="list-style-type: none"> • Also, students are required to finish a project and module booklet in each term. <p><u>Implementation Schedule</u></p> <ol style="list-style-type: none"> a. Preparation and teacher training: Nov – Dec 2017 b. Co-planning and Trial Run: Jan – Feb 2018 c. Review, co-planning, enhancement and on-going implementation: Mar 2018-Dec 2019 <p><u>Importance of this project</u></p> <p>This project is initiated by our panel team members based on our review of our existing school-based curriculum, in response to the “Ongoing Renewal of the School Curriculum” and condition of our KS2 learners. Our panel team members are very committed to turning this project into real impact that can add value to our current condition. Hence, we believe this project can:</p> <ol style="list-style-type: none"> a. improve our transition from KS1 to KS2; and b. arouse students’ reading interest in various field <p>The resources will be purchased after proper procurement exercises.</p>					<p>launching it in the 2nd year.</p>

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(2) Employing a qualified full-time supply teacher to create space for the core team members to promote reading across the curriculum at P.4 to P.6					
<ul style="list-style-type: none"> A core curriculum development team of 3 English Panel Chairs and 3 existing English teachers will be formed. The 3 English teachers will be selected from P.4, P.5 and P.6 respectively in order to have a better understanding of the effectiveness of the project in different levels. Each member will have four lessons released per cycle. Twenty-four lessons (English and General Studies) will be taken up by the supply teacher. The core team members will be responsible for planning and implementation of the reading programme for KS2, which includes designing lesson plans and teaching resources. The core team's co-planning meetings for each level will be held once a cycle (i.e. scheduled in the timetable). It is expected that the team members are able to enhance their leadership skills through co-coordinating the reading programme in their responsible levels. The school-based reading programme aims to guide students tackle a wide variety of texts, notably non-fiction texts, including newspaper, magazine articles, biographies and various forms of functional texts such as maps and charts. Through engaging in different purposeful and meaningful reading tasks, students are guided to connect reading texts related to other key learning areas (i.e Science Education, General Studies and Moral and Civic Education) with their previous knowledge and experiences. The core team members will collaborate with the subject panels of General Studies and Life Education 	P.4 to P.6	<p>Jan 2018 to Dec 2018</p> <p>January 2018 to March 2018 co-planning</p> <p>April 2018 to June 2018 Implementat - ion phase 1</p> <p>June 2018 to August 2018 Evaluation for phase 1</p> <p>September 2018 co-planning</p> <p>October 2018 to December 2018 Implementat - ion phase 2</p> <p>December 2018 Evaluation for</p>	<ul style="list-style-type: none"> Please refer to the previous section for quantities of materials to be developed. The integration of the school-based reading curriculum for KS2 with other KLAs is enhanced. 80% of the core team members agree that their leadership skills are improved. 80% of teachers who attended the in-house sharing sessions are satisfied with the content and performance of the guest speakers. 80% of the existing English teachers can use the reading resources developed to teach reading across the curriculum in 	<ul style="list-style-type: none"> Resources can be used to provide professional development workshops for new English teachers in subsequent years. Curriculum documents, unit plans and relevant teaching strategies can be modified according to students' needs in subsequent years. 	<ul style="list-style-type: none"> The records of meetings will be kept for future reference. Lesson observation forms will be used to identify areas of student participation and teaching strategies. Lesson observations will be videotaped and used for discussions and reflection. Surveys will be conducted to collect core team members' evaluation of the curriculum development team and teachers' feedback on the effectiveness of the in-house sharing sessions. All the collected feedback and data will be documented and recorded as the agenda for

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<p>in setting a common theme for reading for P.4-P.6 students in each term. The proposed themes are as follows:</p> <ul style="list-style-type: none"> - P.4 Healthy Life, Children Around the World - P.5 Respect for Life, Great Inventors - P.6 Problems Around the World, Saving our Earth <p>Relevant reading materials including the theme-based readers will be selected and purposeful tasks will be designed based on the theme and learning objectives to strengthen students' understanding of the theme.</p> <ul style="list-style-type: none"> • There will be try-out of the newly-developed plans/strategies conducted by the core team once a term. • Supportive/peer lesson observations will be conducted by the team members twice per term for each level. After the lesson observations, adjustment of the teaching strategies will be made to improve the effectiveness of teaching and learning. • At the end of each term, an in-house sharing session will be conducted by core team members to facilitate professional development of other teachers. 		<p>phase 2</p> <p>The programme will be continuously revised and evaluated in the subsequent years.</p>	<p>English lessons for P.4 to P.6.</p> <ul style="list-style-type: none"> - 80% of the existing English teachers are able to apply the teaching strategies to promote reading across the curriculum at P.4 to P.6. 		<p>improvement for the coming years.</p>