

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

School Name: ELCHK MA ON SHAN LUTHERAN PRIMARY SCHOOL (English)

Application No.: B 108 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 12

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	5	5	3	3	24

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	4	5	5	4	4	26

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)
Quality Education Fund Thematic Network (QTN) on English Language (Primary) on e-Learning	P4	E-learning in ELT	Centre for Enhancing English Learning and Teaching (CEELT), CUHK
School-based support services	P4	Reading and writing curriculum	School-based Curriculum Development (Primary) Section, EDB

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Development of learning, teaching and assessment materials for effective learning and teaching - the 2016 Tryout Study (Primary 3)	P5	Reading and writing	Faculty of Education, The University of Hong Kong
School Support Partners (SSP) Scheme	P4	Supported reading	School-based Professional Support Section, EDB
School Support Partners (SSP) Scheme	P5	Process writing and small class teaching	School-based Professional Support Section, EDB
PLP-R/W	P1-3	Reading and writing	NET section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Panel members are energetic, hardworking and experienced. 2. The school administration and management is supportive. 3. A collaborative and sharing culture has been developed through co-planning. 	<ol style="list-style-type: none"> 1. Ample external support to teachers' professional development is available. 2. The provision under PEEGS can help create time and space for core team teachers to use the experience and knowledge gained from support programmes to develop the school-based curriculum.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Most of the students find English a difficult subject and do not have a reading habit in English. 2. Most of the students lack exposure to real and authentic English and parental support. 	<ol style="list-style-type: none"> 1. Some new students who are new immigrants or cross-border students do not have a good foundation in English.

(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
1. Develop a school-based reading scheme	1. Employ a supply teacher to release the core team members	P1-6
2. Enhance teachers professional development in planning and designing effective reading programme and teaching strategies	2. Procurement of professional services – professional development workshop	All existing teachers
3. Run an oral English programme for P.3 and P.6 students	3. Procurement of professional services – student speaking workshop	P3 and P6

(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 <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<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>	<input checked="" type="checkbox"/> Purchase learning and teaching resources <input checked="" type="checkbox"/> Employ full-time* or part-time * teacher <i>(*Please delete as appropriate)</i>	<input checked="" type="checkbox"/> 2018/19 school year <input type="checkbox"/> 2019/20 school year	<input type="checkbox"/> P.1 <input type="checkbox"/> P.2 <input type="checkbox"/> P.3 <input type="checkbox"/> P.4 <input type="checkbox"/> P.5 <input type="checkbox"/> P.6 <input checked="" type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): <u>P 4-6</u> _____ _____
<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>	<input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i>		
<input checked="" 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”	<input type="checkbox"/> Procure service for conducting English language activities		
<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”			
<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”			

(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
(1) Employing a qualified full-time supply teacher to create space for the core team members to promote literacy across the curriculum and enhance e-learning in respect of the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for P.4-P.6					
<p>Implementation details of (1)</p> <p>Objectives</p> <ul style="list-style-type: none"> The LaC programme is aimed at: <ul style="list-style-type: none"> ✧ exposing students to a variety of text types and themes; ✧ developing their self-learning skills with the use of various web tools; and ✧ connecting learning experiences of different KLAs. <p>Core team</p> <ul style="list-style-type: none"> There are 4 members in the core team. They are the English P.4 to P.6 level teachers and the English panel chairperson of KS2. In each development cycle (lasting for 3 months per level), two core team members (the EPC and a level teacher) will be involved and about 26 lessons per week will be released in total. About 11-13 lessons (9 lessons of English and 2 to 4 non-English lessons per week) will be released tentatively for each member. The core team members of each level will spend the 	P.4-P.6	<p>3 development cycles P.4: Sept 2018 – Nov 2018 P.5: Dec 2018 – Feb 2019 P.6: Mar 2019– May 2019</p> <p>For each cycle 1st month: P.4: Sept 2018; P.5: Dec 2018; P.6: Mar 2019 Core team members have co-planning meetings and develop teaching materials.</p> <p>2nd month: P.4: Oct 2018; P.5: Jan 2019; P.6: Apr 2019 Core team</p>	<p>A school-based LaC resource pack with lesson plans and learning tasks/activities covering 36 lessons will be developed for each target level.</p> <p>50% of P.4-P.6 students will improve their confidence in reading and writing skills as reflected by student survey results.</p> <p>30% of P.4-P.6 students will improve their reading and writing skills as evidenced by formative and summative assessment results.</p> <p>90% of the</p>	<p>The newly-developed school-based curriculum initiative will be implemented in all P.4-P.6 classes after completion of the project.</p> <p>At least one of the existing teachers who have participated in the tryout lessons will stay in the same year level in the coming academic year. He / She will help organize the update and utilize the learning and teaching</p>	<p>Records of meetings will be kept.</p> <p>Questionnaire will be given out to students and teachers to evaluate the effectiveness of the initiatives after the tryout of each module in each year level.</p> <p>Video-taping the lessons per week for evaluation among panel members can help assess the students’ performance during the lessons.</p> <p>Formative and summative assessment data will be analysed.</p>

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<p>first four weeks of the development cycle to co-plan the LaC module and develop related teaching materials. During these four weeks, co-planning meetings will be conducted every week. Teaching plans of reading and writing lessons will be discussed and a model text for writing will also be chosen (e.g. the recipe for P.4).</p> <ul style="list-style-type: none"> E-learning tools will be adopted for a wide range of learning activities before, during and after class for engaging students and enhance their self-directed learning. In the second month of the development cycle (4 weeks), the core team will lead level teachers in trying out the materials and strategies. Teachers in the core team will try out the lessons first to gain hands-on experiences. Concurrently, peer observation (once a week during the implementation stage) will be arranged to support other teachers of the same year level and evaluate the lessons. Feedback will be collected in monthly review meetings for refinement of the LaC modules. In the last month of the development cycle after the trials and lesson observations, the core team will make adjustment of the teaching strategies and share their learning among existing English teachers in panel meetings. <p><u>Details of the programme</u></p> <ul style="list-style-type: none"> 36 lessons will be allocated to the programme for each level. 		<p>members try out lesson plans and teaching materials, organise lesson observation and co-teaching lessons.</p> <p>3rd month: P.4: Nov 2018; P.5: Feb 2019; P.6: May 2019 Core team members evaluate the tryout lessons and modify the teaching plans and teaching materials for future use.</p>	<p>participating English teachers will acquire knowledge of literacy across curriculum and e-learning.</p> <p>90% of the participating English teachers will apply literacy across curriculum and e-learning to their teaching at P.4-P.6.</p>	<p>resources after completion of the project. The video-taped tryout lessons and the sharing session in the coming academic year can help disseminate and sustain the pedagogy acquired during the project.</p> <p>Professional sharing sessions will be conducted in the panel meeting.</p>	

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<ul style="list-style-type: none"> ● The school will focus on the promotion of literacy across the curriculum with the use of e-learning tools. ● One LaC module thematically linked to the core curriculum will be set for each level. <ul style="list-style-type: none"> ✧ P.4 - Food and drinks ✧ P.5 - We love Hong Kong ✧ P.6 - The magic of nature ● Skills for reading and writing non-fiction texts will be focused and a non-fiction book and other reading materials of the above themes will be selected for each level. ● Target text types for each level will be informative texts, procedural texts and persuasive texts. In line with the printed texts, students will be exposed to different multi-modal texts and provided with opportunity to produce different kinds of output of the themes as opposed to simply reading the textbook for input. This exploration and production will require the introduction of new e-learning tools. ● In class, the core reading texts will be taught and different reading skills and thematic vocabulary will be focused. Students can learn the vocabularies and knowledge of certain theme from the core text. This will help students develop the ideas for their writing afterwards. Another model text (same text type for their writing) will be discussed thoroughly so that students can go through the process of deconstruction of texts, co-construction of texts, and with an abundant support of different texts (other printed or electronic books with the same theme or multi-modal texts used in the lessons). Students will re-construct the text within similar topics or themes. ● Sample LaC Module: P.4 Food and Drink 					

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<p>(Thematically linked to the GS curriculum – KS2: to understand the importance of personal and community health)</p> <p>Target language skills:</p> <p>Reading</p> <ul style="list-style-type: none"> ✧ Scanning a text to locate specific information ✧ Skimming a text to obtain the gist or main ideas ✧ Identifying details that support the gist or main ideas ✧ Understand the intention and attitudes conveyed in a text by recognising features such as the choice and use of language <p>Writing</p> <ul style="list-style-type: none"> ✧ Gathering and sharing information and ideas by using strategies such as brainstorming ✧ Planning and organising information, and expressing own ideas by deciding on the sequence of content ✧ Using appropriate cohesive devices <p>Generic skills</p> <ul style="list-style-type: none"> ✧ Communication skills ✧ Critical thinking skills ✧ Information technology skills ✧ Collaboration skills <p>Values and attitudes</p> <ul style="list-style-type: none"> ✧ Appreciate the beauty of language ✧ Experience how language is used in real life <p>Target text types</p> <ul style="list-style-type: none"> ✧ For reading: charts, reports, posters, magazine articles and recipes ✧ For writing: the procedural text (recipes) 					

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<p>Learning activities</p> <p>Reading</p> <p><i>Before class</i></p> <ul style="list-style-type: none"> ✧ Students will be asked to watch an EdPuzzle video about healthy eating (e.g. Healthy Unhealthy Food Quiz) before class. Quiz questions will be inserted into videos to ensure active watching and preview reading content. ✧ Students will have to read at home various information texts about healthy eating. <p><i>In class</i></p> <ul style="list-style-type: none"> ✧ Students will be engaged in a discussion on healthy food choice for different age groups. Padlet will be used for sharing of ideas between groups. ✧ The various functions of Quizlet can help students self-learn and review thematic vocabulary covered in class. <p>Hands-on activities</p> <ul style="list-style-type: none"> ✧ A visit to the Health Education Exhibition & Resource Centre may be arranged if time allows. Students will be able to gather information for their writing project there. <p>Writing</p> <ul style="list-style-type: none"> ✧ Students will be introduced to the format of a recipe. ✧ The thematic vocabulary covered in the reading part will be revisited. ✧ Students will be asked to write recipes for different age groups and produce videos of cooking with Adobe Spark. ✧ The web tool, bubbl.us will be used for brainstorming and organising ideas for the 					

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<p>recipes.</p> <ul style="list-style-type: none"> ✧ The final products (videos and recipes) can be shared in class blog. ✧ Students will also make presentations on the cooking videos explaining the choice of ingredients using Nearpod in class. <p>Revision</p> <ul style="list-style-type: none"> ✧ Kahoot quizzes will be assigned for testing students' understanding of the important reading strategies and text type features. <p><u>Contribution of other KLA teachers and the EDB NET</u></p> <ul style="list-style-type: none"> ● English teachers who also teach General Studies teachers will be involved in regular co-planning meetings during the development cycles and provide necessary content support. ● The EDB NET will also give advice on lesson planning and use of e-Learning tools in class. 					
(2) Purchase printed books and e-books to promote literacy across the curriculum, and enhance e-learning in respect of the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for P.4-P.6					
<p>Implementation details of (2)</p> <ul style="list-style-type: none"> ● The purposes of purchasing printed books and e-books are to let students explore to different text types and teachers can use the supported reading strategies to help students understand the contents of the books and develop students' reading skills. ● In order to promoting literacy across the curriculum, students need to acquire the reading skills to tackle different resources in different text types so that they can get sufficient input to produce their output in 	P.4-P.6	<p>Contact publishers and book suppliers Sept 2018</p> <p>Procurement exercises Sept 2018</p>	Please refer to initiative (1).	Please refer to initiative (1).	Please refer to initiative (1).

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<p>target genre. Plenty of printed books and e-books of the same theme are required for students to practise their reading skills and gain more knowledge about the topic.</p> <ul style="list-style-type: none"> ● There will be one core text in each module per year level. Supported reading strategy will be employed to discuss the core text with the students. Sixty copies of the same title of the core text in the form of printed book or e-book will be purchased. These copies will be enough for two classes having the lessons at the same time. ● On top of the core texts, thirty-five printed books or e-books will be purchased as reference texts for the topic so that students can get more information related to the theme. There will be a set of reference books in each classroom in the same year level. Students may need to promote the reference text that they have read to their peers in different ways (making a poster, writing a short paragraph for the class blog, sending a note to their friend, etc.) ● All books will be purchased after proper procurement exercises. 					