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

School Name: <u>Pui Kiu Primary School</u> **(English)**

Application No.: A <u>014</u> (for official use)

(A) **General information:**

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

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	5	5	5	5	5	5	30

3. No. of operating classes in the 2016/17 school year:

	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)
Nil	Nil	Nil	Nil

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

Strengths	Opportunities
1. English teachers are willing to seek opportunities to grow professionally 2. Successful experience in establishing the Process Writing Program with portfolios 3. Reading workshops are well-established in KS1 4. Supportive school head and middle managers	1. The PEEGS will help develop school-based measures to strengthen the learning and teaching of English 2. The new foci in the Ongoing Renewal of the English Curriculum will bring new ideas
Weaknesses	**Threats**
1. Lack of well-established reading workshops in KS2 2. Based on analysis of internal assessments, students can further improve their reading skills	1. Students who lack family support will need a lot of help from the school

(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
To tailor-make teaching resources for the Process Writing Program	Employ a full-time teacher to release core Process Writing Team members for developing 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 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 teacher ☐ Procure service for conducting English language activities	☑ 2017/18 (second term) to 2018/19 (first term) ☐ 2018/19 (second term) to 2019/20 (first term)	☐ 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[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
To employ a supply teacher to create space for teachers to promote reading across curriculum through the development of a school-based reading programme (Reading Success Program) for P.4-P.5					
• The Reading Success Program is an extended version of our School-based Reading Program from KS1 to KS2. Students learned many reading skills such as predicting, inferring and interpreting in an implicit manner in KS1. In the KS2 program, students will be exposed to these more advanced reading skills such as synthesis, monitoring, summarizing in an explicit manner to develop students' cognitive skills. Awareness of the reading behaviour will be developed to facilitate their reading of different text types with co-curricular content and to become independent readers. • The core team members will consist of 2 Reading Success Program teachers from P.4-5 and the Panel Head. About 7 lessons will be released for each member. About 21 lessons will be taken up by the supply teacher. • Details of the Reading Success Program to be developed -Students will be exposed to a variety of texts (e.g. information texts) of different subject contents to encourage deep reading, connect their learning experience and broaden their knowledge base. We	P.4-P.5	From Jan 2018 to Mar 2018 Co-planning Meetings will be held to plan the lessons. The core team members and the Panel Head will start preparing learning and teaching materials for P.4 students. From Mar 2018 to Jun 2018	• 4 modules or 18 sets of school-based reading across the curriculum, with lesson plans, learning tasks/activities developed per level for Primary 4 to 5. • 2 sets of differentiated teaching materials for 3 groups of students in each class from different ability levels (high, middle, low) will be produced per level • 80 % of P.4-P.5 students will be more aware of the reading strategies that they are using	• The Reading Success Program will be the standard practice of the school • There will be videotaping of lessons for sharing • The teaching materials will be uploaded to the school server for future retrieval	• Records of meetings be kept for future reference • Case studies of 3 groups of students in each class from different ability levels (high, middle, low) will be kept to monitor students' progress throughout years • Formative tasks will be used to monitor students' progress regularly

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[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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also aim at nurturing students' positive values and attitudes through this reading program.
 	
-Reading materials of different text types and topics relevant to students' needs and interests are chosen for the Reading Program. The reading materials are organized in themes. The topics and themes are chosen and designed to reinforce students' knowledge, values, skills and learning experiences gained in other Key Learning Areas such as caring and respect for others and healthy eating. Teachers will guide the students to apply appropriate reading strategies in reading the following books and reading materials. Examples of reading materials are listed below.
 	
P4 Reading Materials
 	
  1. A Home for Diggory (Narrative Text– Fiction)
 	
  2. Letter to Kristy (Exchanges – Non-fiction)
 	
  3. A Look at Dogs (Science – Non-fiction)
 	
  4. Queen's New Chef (Story – Fiction)
 	
  5. Eating Right (Informational Text – Non-fiction)
 	
  6.Queen Elizabeth's Diet (Online Reading Materials – Non-fiction)
 	
  7. Recipes of Healthy Dishes (Procedural Text – Non-fiction)
 	
P5 Reading Materials
 	
  1. Discovery World – Prehistoric Record Breakers (Science – Non-Fiction)
 	
  2. Amazing Animals – Seahorses (Science – Non-
		The core team will be trying out and reviewing the learning and teaching materials for P.4.
		
		From Jun 2018 to Sept 2018 Co-planning Meetings will be held to plan the lessons. The core team members and the Panel Head will start preparing learning and teaching materials for P.5 students.
			• 90 % of P.4-P.5 students will be equipped with more reading strategies to become independent readers
			
			• 80% of the existing English teachers will acquire the acknowledge/pedagogy of conducting the Reading Success Program for promoting reading across the curriculum per year
			
			• 90 % of the existing English teachers will apply the strategies of promoting reading across the curriculum to English teaching at Primary 4 to 5 per year
					• Questionnaires will be conducted to measure effectiveness

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fiction) 3. The Nightingale (Classical Story – Fiction) 4. On the Go Series – Jobs (Informational Text – Non-fiction) 5. Biographies of Famous People (Narrative Text – Non-fiction) 6. People around me (Information Report – Non-fiction) 7. Time & Friends (Poems – Non-fiction) - Teachers will teach students how to apply different reading skills such visualizing the situation in the story to help students have deeper understanding, inferring the writer's intention and summarizing the reading text which allows students to demonstrate what they have learnt. Students will have to conduct some simple pre-reading activities such as looking up word meanings from dictionaries and reading aloud at home by applying decoding skills that they have learnt before. Shared reading, supported reading activities and reader's theatre will be conducted in lessons to deepen students' understanding. Students will also relate their life experiences to the reading materials by responding to the text through discussions, debates and writing an alternative ending to share their thoughts and experiences in groups and in front of the whole class. - Throughout the process, students will have a reading portfolio to keep track of their learning. Students are encouraged to reflect on their learning through goal setting, mid-term and end-of-year reflection.		From June 2018 to Dec 2018 The core team members and the Panel Head will disseminate the good practices of the program and collect feedback for improvement from other English teachers in panel meetings.			

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• Collaboration among core team members Core Team Member Meetings will be held once every week (timetabled) to develop the framework and teaching strategies to promote reading across curriculum. The focus of the Core Team Members Meeting is to improve the school-based reading curriculum through planning a vertical development of the English curriculum while horizontal curriculum will focus on content, process and products of teaching and learning to cater to students' needs. The core team members will also design school-based professional development workshops for other English teachers. • Collaboration with other existing English teachers - Co-planning Meetings will be held once every week (timetabled) to discuss the teaching strategies for that particular unit at that grade. - The co-planning meeting will focus on the lesson planning and reviewing the effectiveness of the previous lesson designs. Core team teachers will work collaboratively and decide on the units to be designed or revised. Core team teachers will follow up with the changes needed to be made. The Panel Head serves as a curriculum leader to monitor the development process and reflect on the practices from time to time. The Panel Head and the core team teachers will also gather feedback from other English teachers during the process to gain consensus and to ensure sustainability. Other English teachers will try out the					

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teaching materials and provide feedback to make better teaching plans. • There will be lesson observations conducted by the core team once every month to evaluate the effectiveness of the lesson designs. The core team members and panel head will make adjustment of the teaching strategies and make amendment on the teaching designs and then share with other English teachers during panel meetings and form meetings.					