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

School Name: <u>S.K.H. Mung Yan Primary School</u> (English)

Application No.: B <u>002</u> (for official use)

(A)　　　General information:

1.　No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>　21　</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	6	6	6	6	6	6	36

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)
School-based Curriculum Development Programme	P.2-3	Writing	School-based Curriculum Development (Primary) Section, EDB

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

Strengths	Opportunities
1. Students are willing to learn English. 2. Two native English-speaking teachers can provide students with more exposure to English.	1. The additional resources from EDB will offer school the opportunities to launch new curriculum initiatives. 2. Support services from School-based Curriculum Development (Primary) Section
Weaknesses	**Threats**
1. Students lack reading strategies to decode the meanings of the texts. 2. Students lack interest in reading English books.	1. Teachers need more space and resources for the development of new curriculum initiatives.

(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. Holistic planning of the school-based KS2 English reading curriculum	1. Hiring a NET/an ELTA.	P.5-6
2. Implementation of student activities to create a language-rich learning environment	2. Procuring readers and other teaching resources.	P.1-6

(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
	(*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
Employing a qualified supply teacher to create space for the core team members to develop a school-based reading programme bringing in elements of reading across the curriculum in respect of the Updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" at P.4-5					
Objectives • A school-based RaC programme will be developed for maximising students' exposure to various themes and text types and connecting their learning experiences of other KLAs. • One supply teacher will be hired to release the core team members for the development of lesson plans and teaching materials for P.4 and P.5. **The Core Team** • Four core team members, including the two English panel chairpersons and two English teachers, will be spared to develop a school-based reading across the curriculum programme. Around thirty lessons will be taken up by the supply teacher. • One panel chairperson and one level teacher will be in charge of each of the target levels. • All P.4 and P.5 teachers will try out the reading programme within their own class, once every two weeks in a double lesson which lasts for seventy minutes. Twelve lessons will be allocated to the proposed	P.4-5	2018/2019 **Module 1** Planning 09/2018 Implementation 10-11/2018 Evaluation 11/2018 **Module 2** Planning 10-11/2018 Implementation 11-12/2018 Evaluation 12/2018 **Module 3** Planning 12/2018-01/2019	The existing curriculum of P.4-5 will be re-structured and enriched, with lesson plans, learning activities and quality learning resources developed. 4 sets of school-based reading across the curriculum packages with lesson plans, teaching aids and learning tasks covering a total of 48 lessons will be developed for P.4 and 5 to develop students' interest in reading different texts and strategies to tackle them. 50% of P.4-5 students agree that they have better interest and confidence in reading.	At least one of the core team teachers involved will continually conduct the upcoming programme with other new level members in P.4 and P.5 to ensure that the newly-developed school-based curriculum will be implemented after the project. The learning and teaching resources developed will be utilized and updated in the co-planning meetings to suit the needs of our students. Knowledge acquired during the co-planning meetings will be disseminated to other English teachers in the panel meeting 2 times a year.	Records of meetings will be kept. Peer lesson observations will be conducted to review teaching effectiveness. Evaluation meetings will be held each term to review the ongoing programme. To review students' performance and evaluate lesson effectiveness, lessons will be videotaped for sharing and evaluation among panel members twice per year. A sharing session

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measure per level in each term for P.4-5. • The core team members have co-planning meetings with the same level teachers every alternate week. Prior to the co-planning meetings, the four core team members will discuss the teaching content, activities and assessment tasks beforehand. They will have meetings on their own twice every month. In the week after their meeting, they will present their preliminary lesson plans and teaching materials to the level teachers. Comments will be given by the level teachers and refinement of teaching materials will be made. • Starting from November 2018, peer lesson observations will be arranged for all English teachers so that they can catch up with the latest development of the programme. Sharing among teachers and observers will be conducted after the observations. The teaching strategies and materials used in that session will be refined and adjusted after the sharing. • One double lesson of each core member will be videotaped for sharing and evaluation among panel members in each term. • After reviewing students' performance and evaluating the effectiveness of the lessons, there will be adaptation of the lessons designed and teaching strategies to meet students' needs. Contents of the RaC Programme *Themes* • There will be four Rac modules for each target		Implementation 01-03/2019 Evaluation 03/2019 **Module 4** Planning 03/2019 Implementation 04-05/2019 Evaluation 05/2019	Assessment results of over 50% of students at P.4-5 will improve. 80% of the participating English teachers will acquire knowledge of re-structuring existing curriculum bringing in elements of reading across curriculum. 80% of the participating English teachers will apply the mentioned knowledge to English teaching at P.4-5 per year.	Videos of lessons/activities will be kept for reference. Copies of student work will be kept for modelling. Core team teachers will be deployed to teach in other levels to ensure the pedagogy acquired can be applied and sustained longitudinally.	will be delivered in the panel meeting each term to report the progress of the programme. Internal assessment data will be collected from WebSAMS system. The collected data informs teachers the effectiveness of the lesson designs and students' learning adjustment will then be made after evaluation. Questionnaire to collect feedback from students and teachers for future planning

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level. Tentative themes for P.4 are *connecting with other people, food and drinks, changes, happy days, we love Hong Kong and people and places around the world*. Tentative themes for P.5 are *caring for others, language arts, happy days, people and places around the world, we love Hong Kong, caring for others and connecting with other people*.					

Reading Strategies

- Various reading strategies will be covered in the reading programme. For P.4, reading skills such as sight reading a wide range of words, working out the meaning of an unknown word or expression by using visual clues and context, understanding the information provided on the book cover, understanding the connection between ideas by identifying cohesive devices will be taught. For P.5, more advanced reading skills such as recognizing the language features of a variety of text types, identifying key words, skimming and scanning, summarizing the main ideas, interpreting writer's feelings will be covered.

- To promote reading across the curriculum and to increase students' interest as well as confidence in reading, some reading materials in the current textbook will be replaced by the reading materials that are related to the textbook modules.

Target Text Types

- Text types including narrative (story and

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language arts) and information (non-fiction text) will be used in the new RaC programme. Students' motivation will be aroused through reading various English reading materials of different text types and subject contents such as classic stories, film related stories, recipes, play scripts, magazines, poems and newspaper articles, etc. Those texts would serve as input for writing on similar topics for P.4-5.					

Class Activities

- To arouse students' interest and help students make connections between the reading texts across various KLAs and their life experiences, stimulating class activities will be designed and conducted in class. Follow-up activities like responding to the texts in forms of written or spoken reports or sharing among peers will be run.

- An example of an RaC module of P.5 (Module: Happy Days) will be as follows:

  P.5 RaC programme (KS2 General Studies curriculum: to understand the importance of personal and community health)

  ➢ Students will be shown a cookery video in class.

  ➢ Guided reading sessions on recipes will be conducted to introduce to students:

  - various reading strategies
  - text structure
  - thematic vocabulary
  - related language items such as the use of

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imperatives, sequence words and countable and uncountable nouns. ➢ Teachers will conduct reading-aloud activity to ensure students are familiar with the pronunciation of important thematic vocabulary. ➢ Students will work in groups and write a recipe in groups. Then they practice playing the role of TV presenters and tell the class how to make the food they have designed in their recipes in the next lesson. Contribution of other KLA teachers and EDB NET • The other KLA teachers will go through similar topics while the RaC programme is being implemented. They will also provide necessary content support. • The EDB NET will give suggestions on how to conduct engaging guided reading lessons.					