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

School Name: <u>Pentecostal Yu Leung Fat Primary School</u> (English)

Application No.: <u>B076</u> (for official use)

(A)   General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>17</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	5	5	5	5	5	31

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 Support Service	P.3	Reading	School-based Support Service Section, EDB

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

Strengths		Opportunities	
1.	Developed school-based curriculum with planned tailoring and integration.	1.	Teachers collaborate to work out new pedagogies.
2.	Well-established co-planning practices	2.	The updated English Language Curriculum (Primary) introduces new trends in education.
3.	Clear objectives for English development		
Weaknesses		**Threats**	
1.	Lesson designs cannot cater for learners' diversities.	1.	The number of students from Mainland China increases.
2.	Students' reading habit is yet to develop.		

(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. Conduct reading workshops	- Employ a full-time teacher-assistant	P.1-P.6
2. Conduct Reading Recovery Programme for less able students	- Purchase reading resources	P.1-P.6
3. Develop school-based multimedia classroom teaching resources	- Procure professional service	P.4-P.6
4. Enhance teacher' professional development on reading	- Procure professional service to provide training to teachers	P.1-P.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[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
(1) Hire a part-time teacher to work in collaboration with existing English teachers to develop the school-based reading across the curriculum (RaC) programme at P.1-P.6					
A school-based RaC programme will be developed for P.1 to P.6. Students will be exposed to a wide variety of text types of various themes which are covered in both General English and General Studies curriculum. Also, students will be able to integrate their learning experience of different KLAs. RaC programme for P.4–P.6 will be developed in 2018/2019. With the experience of developing RaC programme in KS2, teachers will extend the RaC programme in KS1 in 2019/2020. A part-time teacher is proposed to be hired to work with the existing English teachers to develop a school-based RaC programme at P.1 to P.6. With his/her expertise in developing school-based reading programmes, the existing English teachers will gain insights on developing a school-based RaC programme which suit the students' needs. The part-time teacher will co-develop the school-based RaC programme with the existing English teachers. He/She will offer professional advice on the teaching strategies, lesson design as well as development of teaching and learning materials for learning tasks and activities through co-planning meetings, co-teaching, lesson observations as well as evaluation meetings. **Expected qualifications and experiences of the part-time teacher** The part-time teacher to be hire is expected to be a bachelor's	P.1 – P.6	Co-planning: all year round in 2018/2019 and 2019/2020 Developing materials: all year round in 2018/2019 and 2019/2020 Try-out: all year round in 2018/2019 and 2019/2020 Peer lesson observations: all year round in 2018/2019 and 2019/2020 Lesson observations: all year round in	School-based RaC programme developed at P.1 –P.6. 1 set of school-based RaC teaching pack covering 20 lessons will be developed for P.1 – P.6 per level. 70% of P.1 –P.6 students will improve their confidence and skills in reading upon two years' completion of the programme. Reading skill assessment results of over 50% of students at P.1- P.6 will improve by 10 % in 2 years' time. 100% of the	The RaC teaching will be become part of our English curriculum upon completion of the project. The learning and teaching resources developed will be updated/ utilized by co-planning meetings upon completion of the project. The knowledge and pedagogy acquired during the project will be	Records of meetings will be kept. Observation of lessons Analysis of students' summative assessment results will be conducted. Surveys will be conducted to collect feedback from teachers and students at the end of the year.

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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.

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]
degree holder with relevant teaching qualification and teaching experience. He/She is expected to be experienced in developing school-based reading programme. **Duties of the part-time teacher to be hired** He/She will work around 4 hours per week at school. His/her duties will include co-planning and co-teaching RaC lessons, conducting lesson observations and evaluation meetings. The teaching and learning materials will be co-developed by the part-time teacher and other English teachers after the co-planning meetings. Co-planning Co-planning meetings will be conducted among the part-time teacher, the English panel heads and all the existing English teachers at least once a month. The focus of the meetings will be selecting the themes for the school-based RaC programme and reviewing the development and implementation of the RaC programme. Level English teachers will have co-planning meetings with the part-time teacher to develop the RaC programme framework, co-plan the RaC lessons, evaluate the RaC lessons conducted and refine the teaching and learning materials developed twice a month. The part-time teacher and English teacher will also develop the teaching materials based on the books to be purchased. The part-time teacher will provide feedback on the materials to be developed. Try-out At the initial stage, the part-time teacher will try out the RaC lesson with the teaching materials developed once a month. Other English teachers will observe the lessons. The part-time teacher		2018/2019 and 2019/2020 Evaluation: all year round in 2018/2019 and 2019/2020	participating English teachers will acquire and apply knowledge/ pedagogy of promoting RaC in English teaching at P.1–P.6.	transferred, disseminated and sustained with the meeting records, lesson plans, and post lesson evaluation after completion of the project. The collected data is used for future planning.	

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]
will evaluate the effectiveness of the lessons with other English teachers after the try-out sessions. Modification of the lesson rundown and refinement of the lesson materials will be made accordingly. Co-teaching The part-time teacher will co-teach with the English teachers once a week. Both the part-time teacher and the English teachers will at least half of the teaching part. Lesson observations and evaluation Lesson observations will be conducted once per month. Teachers will take turn to be observed by the part-time teacher and other English teachers. Lesson observations and evaluation meetings Lesson observations will be conducted once per month. Teachers will take turn to be observed by the part-time teacher and other English teachers. Evaluation meetings will be conducted after the lessons observation. The part-time teacher and the English teachers will discuss with the teachers on the implementation of the RaC programme. He/She will also provide feedback on the teaching materials developed. Refinement on lesson rundown and teaching resources will be made accordingly. **Details of the RaC programme** With the content support from teachers of General Studies (GS), teachers can help students develop various reading skills, with a focus on informative texts. ➢ Tentative reading skills to be covered					

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	Reading Skill					
P.1	- locate key words in in very short, simple and predictable texts - scan a text to locate specific information by using strategies such as looking at repeated words, words in bold, italics or capital letters					
P.2	- identify key words for the main idea in a sentence - work out the meaning of unknown words by recognizing the base words within other words					
P.3	- understand the connection between ideas by identifying cohesive devices and pronouns - guess the meaning of unfamiliar words by using contextual or pictorial clues					
P.4	- locate specific information and infer meaning of different texts - identify the purpose of various text types (e.g emails and posters)					
P.5	- use knowledge of lexical relations (e.g. synonyms, antonyms, collocation, onomatopoeia) to understand texts - identify ideas which are less explicit in simple texts					
P.6	- gather and summarize more extensive information and ideas from different texts - draw conclusion from information ideas and opinion					

➢ Tentative reading themes and text types to be covered

	Theme		Text types
	English	General Studies	
P.1	Places and activities	Facilities in parks	captions, labels, signs, comics

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P.2	Fun and games	Toys Chinese inventions	labels, comics, captions, notes and messages					
P.3	Food and Drink	Food	charts, signs, tables, time-tables, leaflets, cards					
P.4	Happy Days	Festivals	captions, coupons, expositions, leaflets, lists, menus, signs, posters, directions					
P.5	The magic of nature	Endangered animals	maps, legends, pamphlets, autobiographies, biographies, procedures					
P.6	Environment	Problems around the world, Pollution, Protect the environment	biographies, news reports, pamphlets, questionnaires, weather reports, formal letters expositions, discussions					

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➢ Teaching strategies Five teaching strategies which are story-telling, shared reading, reading aloud, supported reading and independent reading will be used in RaC lessons. ➢ Post-reading tasks The post-reading tasks will include cross-curricular learning tasks to enhance students' creativity, critical thinking and problem solving skills. For example, readers' theatres, role plays, writing a new ending, book presentation, dramas and making small books.					
(2) To purchase printed books to promote reading across the curriculum (RaC) at P.1-P.6, proposed under initiative (1) above					
Printed books will be purchased for the school-based RaC programme in P.1-P.6 and cultivate students' reading habits to read as a life-long learning and pursuit for further studies and academic success. Class set will be purchased and teachers will develop teaching resources based on the printed books to be purchased. **Details of the purchase** Number of titles per level: 12 Number of copies per titles: 30 The above resources will be purchased after proper procurement exercises.	P.1-P.6	Conduct procurement exercise Jun 2018-Aug 2018 Purchase the books Sept 2018	School-based reading across the curriculum workshops implemented more effectively in P.1- P.6. 12 unit plans developed to show the use of books in the reading workshops per level. 100% of P.1 – P.6 students will read 12 titles of English books per year. 80 % of P.1 – P.6 students' confidence and skills will enhance	The newly acquired resources will be included in our English curriculum while revision of the content and materials used will be carried out in co-planning meetings after completion of the project.	There be reading records and reports to indicate the utilization rate. Surveys will be conducted to collect feedback from teachers and students at the end of the year.

Teachers who have joined the Early Retirement Scheme cannot be hired under the PEEGS.