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

School Name: <u>Yuen Long Po Kok Primary School</u> (English)

Application No.: B <u>117</u> (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>9</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	2	2	3	3	2	2	14

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)
Language Support Programme	P.2	Reading and Writing	Language Learning Support Services, EDB
Language Support Programme	P.5	Reading and Writing	Language Learning Support Services, EDB
PLP-R/W Programme	P.1-3	Reading and Writing	NET Section, EDB

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

Strengths	Opportunities
1. Supportive school board, principal and English panel 2. A team of dedicated and enthusiastic teachers who are open to changes 3. The NET and ELTAs help create an engaging English environment. 4. The positive school climate has helped promote teachers' professional development. 5. The school-based curriculum helps cater for learners' diversity. 6. Ability grouping provides ample support to learners in need. 7. Various language learning classes are conducted beyond the mainstream lessons to provide extra learning opportunities for students.	1. Implementation of small class teaching enhances the learning and teaching effectiveness. 2. Provision of opportunities to extend learning beyond the classroom (e.g. Multiple Intelligent Lessons and Saturday English Courses) 3. Provision of regular Friday afternoon Staff Development Session allows active sharing and reflection among colleagues. 4. The refinement of KS2 reading programme strengthens students' reading skills 5. The Morning Reading Time on Tuesdays and Thursdays helps cultivate a regular reading habit. 6. Participation in 'Scholastic Reading Club' provides reliable reading sources for students to purchase readers.
Weaknesses	**Threats**
1. Students have little exposure to English outside school and are relatively passive in learning English. 2. The majority of students lack parental support and do not have a regular reading habit outside school. 3. Most students do not have computers at home. 4. Based on TSA reports and internal assessments, students are weak in reading and listening.	1. The shortage of classrooms restrains the provision of English activities and the relocation of English room from time to time increases teachers' workload. 2. School is located in remote area and will face a shortfall of cross-border students in 2018/19. 3. High turnover rate hinders the development of the English panel.

(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. Reading Enhancement Programme	1. Purchasing books for levelling assessment 2. Hiring a part-time teacher to assist existing teachers in developing a systematic school-based extensive reading scheme and providing teacher training on reading and writing.	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 - developing more quality English language learning resources for students ☑ 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" ☐ 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 teaching assistant	☑ 2018/19 school year ☑ 2019/20 school year	☑ P.1 ☑ P.2 ☑ P.3 ☑ P.4 ☑ P.5 ☑ P.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) To employ a part-time teacher who is proficient in English to work in collaboration with existing teachers in promoting reading across the curriculum and conducting language activities in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" at P.4-P.6					
Implementation details of (1) Objectives ● A part-time teacher will be hired to work with the existing teachers in designing and taking forward a new reading across the curriculum (RaC) programme for KS2 students. ● The programme is aimed at developing students' reading to learn skills through exposing them to both fiction and non-fiction texts thematically linked to the English and General Studies curricula and engaging them in stimulating reading activities. Qualifications and Requirements ● A native speaker of English with Teaching English as Foreign/Second Language (TEFL/TESL) qualification or ● A qualified local English teacher with primary school teaching experience	P.4-6 RaC Programme P.1-6 English activities	**RaC** 2018/2019 P.4-P.5 Book #1 Co-planning 9/2018 Implementation 9-10/2018 Evaluation 10/2018 Book #2 Co-planning 10/2018 Implementation	4 RaC packages with lessons plans and teaching and learning materials (PowerPoint slides and RaC booklets) covering a total of 48 lessons will be developed for each level. 70% of students will show improvements in reading skills as evidenced by formative assessment results. 70% of students will agree that the RaC programme has improved their confidence in reading.	The programme will be incorporated into the core curriculum. All newly-developed materials will be refined for future use after the project period. Professional sharing sessions will be conducted twice a term among colleagues.	Evaluation meetings will be conducted regularly. Pre-test & post-test results analysis will be conducted. Inspection of students' work Student and teacher surveys

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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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Duties of the part-time teacher • The part-time teacher will be hired three days a week per project year for the following duties: • Contributing to level co-planning meetings once a week • Co-teaching 2 RaC lessons per week for each of the KS2 classes with existing English teachers. • Observing at least one tryout of each KS2 teacher per term and provide constructive feedback for improvement • Reviewing the effectiveness of the programme in bi-weekly evaluation meetings • Conducting recess and lunch time activities		11-12/2018 Evaluation 12/2018 Book #3 Co-planning 1/2019 Implementation 2-3/2019 Evaluation 3/2018 Book #4 Co-planning 3/2019 Implementation 4-5/2019 Evaluation 5/2019 2019/2020 P.6	100% of teachers will enrich their expertise in related instructional strategies.		

The RaC programme

- Two fiction and two non-fiction readers revolving around themes of the English and General Studies will be covered each year. 12 lessons will be allocated to each reader and the programme will take up a total of 48 lessons per level.

- Themes closely aligned with the English core curriculum and that of the General Studies will be adopted for the programme:

Level	Themes	Core themes of General Studies Curriculum
P.4	- Old Hong Kong - Have Fun in Hong Kong - Travelling	General Studies KS1: - History and culture journey - Living in Hong Kong

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		General Studies KS2: - Knowing our homeland - Development in the new era		Book #1 Co-planning 9/2019 Implementation 9-10/2019 Evaluation 10/2019			
P.5	- Family and Growing up - Food	General Studies KS1: - Home sweet home - Growing up General Studies KS2: - My healthy lifestyle - Healthy life - Healthy growth					
P.6	- Animals - Save the Earth - Facing problems	General Studies KS2: - Wonders of life - Environment and living - Natural Resources - The Wonderful World		Book #2 Co-planning 10/2019 Implementation 11-12/2019 Evaluation 12/2019 Book #3 Co-planning 1/2020 Implementation 2-3/2020			

- Students will be exposed to a wide range of text types:

  - Narratives

  - Factual recount

  - Informational report

  - Exposition

  - Discussion

  - Explanation

- Through conducting thematic activities in the shared and guided reading sessions, the following target

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reading skills will be developed: 	Level	Target skills
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P.4-5	- Identifying main ideas - Locating specific information - Interpreting reference words - Guessing word meaning in context - Making predictions - Recognizing the format and language features of some common text types
P.6	- Identifying main ideas - Locating Specific information - Guessing word meaning in context - Making inferences - Recognising the format, visual elements and language features of a variety of text types - Understanding intention, attitudes and feelings conveyed in the text | ● Apart from the above reading skills, the proposed reading activities will foster the development of the following generic skills: - Problem solving skills - Evaluation skills - Analysis thinking - Relating personal experience or knowledge of the world to reading ● Engaging class language activities will be developed for the RaC programme to enrich students' language skills and connect their learning experiences of the other KLAs. The following is an example:		Evaluation 3/2020 Book #4 Co-planning 3/2020 Implementation 4-5/2020 Evaluation 5/2020 Language Activities Throughout the year			

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P.6 RaC Module: Animals
 	
Tentative Title: *I Wonder Why Caterpillars Eat So Much: and Other Questions about Life Cycles* (In the suggested RaC book list for KS2)
 	
Target text type: Information reports
 	
- Teachers conduct prediction activities by playing an interactive online quiz game called *Name that Animal* with students.
 	
http://www.kidzworld.com/quiz/5507-quiz-name-that-animal
 	
- Teacher asks students to guess the topic by studying the words and images on the cover.
 	
- Teacher conduct guided reading sessions and demonstrate target reading strategies.
 	
- The text features (an information report in the form of question and answer format) will be discussed in class:
 	
   ✧ Content: Precise and concise
 	
   ✧ Organisation: Questions and short answers, pictures with captions
 	
   ✧ Language: Use of present tense for presenting factual information, impersonal style
 	
- Print features: table of contents and the index
 	
- Thematic vocabulary such as *life cycle, species, survive, hatch and insect* will also be introduced.
 	
- Interesting vocabulary games will be designed					

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to engage students and consolidate their vocabulary learning: Memory card game: Match Match Each pair of students are given a deck of 20 cards. 10 of them are with vocabulary covered in the book and the other 10 with matching definitions. They are shuffled and laid face down. Each player chooses two cards and turn them face up. If they are a matching pair (vocabulary and matching definitions), the player can keep the pair. If not, they should be turned down again. The game ends when the last pair has been picked up. The player with the most pairs win the game. ● As for the extended activity, students create their own information reports on one animal. They will be put up on the display boards in the classrooms for sharing. English teachers who also teaches General Studies can offer students content support. Collaboration between the part-time teacher and existing teachers ● The part-time teacher will share ideas on lesson planning and teaching strategies with existing English teachers. ● Existing English teachers will co-teach all RaC lessons with the part-time teacher and they will take up at least half of the teaching. ● Peer lesson observation will be arranged at least twice a term while lesson observations will be					

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conducted by the panel chairpersons and the part-time teacher at least once per term.
● After lesson observation, feedback will be given to the teachers and panels. There will be adjustment of the teaching strategies and sharing among existing English teachers in panel meetings once per term.
 	
Language activities outside class time
● The following activities are open to the whole school to encourage the communicative use of English at school and enrich the language environment.
 	
Lunchtime Programme
● The part-time teacher will work with the existing EDB NET and local teachers in conducting the following lunchtime activities 3 days a week.
  - English stall games on thematic vocabulary
  - Thematic presentation and discussion activities revolving around core curriculum themes
  - Storytelling sessions
  - Board games
● A roster will be created to ensure students' participation.
 	
Recess Activities
● Chit-chat sessions will be conducted in the English Room and the teacher will talk to the students about the readers they have learnt.					

(2) To purchase printed books for promoting 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-P.6					
Implementation details of (2) The programme can be run more smoothly if every	P.4-6	Contact publishers/book	Please refer to initiative (1).	Please refer to initiative (1)	Please refer to initiative (1).

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student has his/her book. 3 class sets of the four titles (2 fiction and 2 non-fiction titles) will be purchased for each level for the RaC programme. Details about the use of newly-purchased titles have been included under initiative (1). All learning tasks and activities will be developed in booklet formats to facilitate and consolidate students' learning. The books will be purchased after proper procurement exercises.		suppliers 9/2018 Procurement exercises 9/2018			