

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

School Name: THE HK ENG CLANSMAN ASSOCIATION WU SI CHONG MEMORIAL SCHOOL (English)

Application No.: B 129 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15

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	4	5	4	4	25

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 Support Partners Scheme on Small Class Teaching	P.4	Enhance teachers' small class teaching strategies	Chinese University of Hong Kong
Quality Education Fund Thematic Network (QTN) – e-learning module	P.4 – P.6	Apply e-learning tools to facilitate students' learning	Chinese University of Hong Kong

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

Strengths	Opportunities
<ol style="list-style-type: none">1. The provision under “English Enhancement Grant Scheme for Primary Schools” has enabled sufficient resources (books) for the KS2 Reading Workshops.2. There is an English reading lesson every week to cultivate students’ reading habit.	<ol style="list-style-type: none">1. PEEGS grant will provide the school with an opportunity to:<ul style="list-style-type: none">- hire an extra teacher to help enrich the reading workshops; and- purchase more reading resources for the development of the school-based reading across the curriculum (RaC) programme.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students’ reading habit and skills still need to be improved.2. The books purchased previously are mainly storybooks.	<ol style="list-style-type: none">1. Students’ reading habit and skills will not improve without well-designed reading workshops.2. The lack of non-fiction texts hinders the development of reading across the curriculum.

(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
<ol style="list-style-type: none">1. To improve the teaching and learning of vocabulary building skills in KS2	<ul style="list-style-type: none">● Employ a full-time teacher and a teaching assistant in 2010/11● Employ a part-time teacher in 2011/12● Procure a professional development workshop on vocabulary teaching	P.4 to P.6
<ol style="list-style-type: none">2. To improve students’ reading and writing proficiency in KS2	<ul style="list-style-type: none">● Employ a full-time teacher and a teaching assistant in 2010/11● Employ a part time teacher in 2011/12● Procure a professional development workshop on related teaching skills● Purchase readers and develop reading resources packages	P.4 to 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 <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 checked="" type="checkbox"/> Enrich the English language environment in school through conducting more English language activities <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” <input 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 checked="" 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”	<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 type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i> <input type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2018/19 school year <input checked="" type="checkbox"/> 2019/20 school year	<input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6 <input type="checkbox"/> 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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>(1) To employ a teacher who is proficient in English to:</p> <ul style="list-style-type: none"> ● promote reading across curriculum (RaC) and 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” at P.4 to P.6; and ● conduct activities to create a language-rich environment at P.1-P.6 					
<p>Implementation details of (1)</p> <p><u>Qualifications</u></p> <ul style="list-style-type: none"> ● We would employ a teacher who is proficient in English to promote RaC and conduct English activities for students. Candidates with at least a bachelor’s degree and preferably previous teaching experience and native English-speaking competence will be preferred. <p><u>The RaC programme</u></p> <ul style="list-style-type: none"> ● The RaC workshops will be conducted once a week for P.4 to P.6 students for the development of reading to learn skills. ● For each level, the additional teacher will co-develop with existing teachers materials for 3 newly-purchased readers and refine existing materials for 3 readers previously purchased. Related teaching resources (PowerPoint slides, word and picture cards) and learning resources (RaC workshop booklets) will be developed. The RaC workshop booklets will include tasks such as vocabulary building activities, reading worksheets, experiments, mini-projects and book reports. More demanding tasks (e.g. preparation worksheets, drawing and writing tasks) will be assigned to students as homework. ● 6 readers will be covered in the RaC workshops for each 	<p>P.4-P.6</p>	<p>9/2018 to 8/2019</p> <p>P.4-P.6</p> <p><u>Readers #1-2</u> Co-planning 09/2018</p> <p>Trial run + Lesson observation 10-11/2018</p> <p>Evaluation 12/2018</p> <p><u>Readers #3-4</u> Co-planning 12/2018</p> <p>Trial run + Lesson observation 1-2/2019</p> <p>Evaluation 3/2019</p>	<ul style="list-style-type: none"> ● Teaching and learning materials (covering a total of 24 lessons) for 3 newly purchased readers will be developed and those for 3 existing readers will be refined. ● Over 80% of the existing English teachers will acquire knowledge/ pedagogy of promoting reading across the curriculum. ● 60% of P.4 – P.6 students will enhance their reading skills in a 	<ul style="list-style-type: none"> ● All the learning and teaching materials developed for the RaC workshops will be reviewed and used in the future. ● The resources will be uploaded onto the school’s server or Cloud drive for teachers to modify and use in the future. 	<ul style="list-style-type: none"> ● Evaluation will be conducted in the regular panel meetings. ● Lesson observations will be carried out and 3 (one from each level) of the lessons will be videotaped for sharing and evaluation among panel members each term. ● English teachers will have regular progress meetings on the school-based RaC programme with the teacher who is

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<p>level and each workshop will take up 4 lessons. All the titles selected are thematically linked to the modules of the textbooks as set out below.</p> <p>P.4: <i>Food and drinks, Healthy diet, People around the world</i></p> <p>P.5: <i>Travelling around, Caring for others, Making things</i></p> <p>P.6: <i>Jobs, Natural disasters, Environmental protection</i></p> <ul style="list-style-type: none"> ● A variety of text types will be covered: <ul style="list-style-type: none"> P.4: <i>recipes, stories, fairy tales and expository texts</i> P.5: <i>instructions, stories, documentaries and procedural texts</i> P.6: <i>stories, information and persuasive texts</i> ● The following target reading skills will be covered. <ul style="list-style-type: none"> P.4 <ul style="list-style-type: none"> ✓ Sequencing ✓ Locating specific information in a short text in response to questions ✓ Finding the gist or main ideas ✓ Understanding the connection between ideas by identifying cohesive devices ✓ Guessing the meaning of unfamiliar words in a text by using contextual or pictorial clues P.5 <ul style="list-style-type: none"> ✓ Finding the gist or main ideas ✓ Guessing the meaning of unfamiliar words in a text by using contextual or pictorial clues ✓ Making predictions ✓ Understanding intention, attitudes and feeling conveyed in a text by recognizing features such as the choice and use of language 		<p>Reader #5-6 Co-planning 3/2019</p> <p>Trial run + Lesson observation 4-5/2019</p> <p>Evaluation 6/2019</p> <p>9/2019 to 8/2020 P.4-P.6 Refinement of the RaC programme, alongside with implementing the newly-developed programme</p>	<p>variety of text types as evidenced by lesson observation, assignment inspection and summative assessment results.</p>		<p>proficient in English</p> <ul style="list-style-type: none"> ● Tasks designed for the RaC workshops will be inspected by the panel members to evaluate students' performance. ● Students' performance in reading skills in summative assessment will also analysed.

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<p>P.6</p> <ul style="list-style-type: none"> ✓ Guessing the meaning of unfamiliar words in a text by using contextual or pictorial clues ✓ Making predictions ✓ Understanding intention, attitudes and feeling conveyed in a text by recognizing features such as the choice and use of language ✓ Inferring meanings and drawing conclusions <ul style="list-style-type: none"> ● The teacher who is proficient in English will have co-planning meetings with P.4-P.6 teachers to prepare for the RaC lessons once every 2 weeks. Meetings will focus on lesson planning, teaching resources, instructional strategies and division of labour of teachers in class. Additionally, he/she will co-teach with our existing teachers one P.4-P.6 RaC lesson every week (13 lessons in total) and also deliver 1 extended reading session within the normal timetable to two KS2 classes every week. ● Shared reading, guided reading and supported reading activities will be conducted in the RaC lessons to introduce various reading skills. Tasks like mini projects and readers' theatre activities will be assigned so that students can apply what they have learnt in class. During these lessons, the additional and existing teachers will take turns to lead the class and provide individualized support to weak learners. As students with mixed ability levels are put in the same groups, teachers will assist different groups to cater for learner diversity. ● Lesson observations will be carried out monthly for each level per term and 3 lessons (one for each level) will be video-taped for sharing and evaluation among panel members each term. Lesson observation reports will be reviewed and feedback from teachers collected for making 					

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<p>adjustments to the teaching and learning resources. We will also have meetings monthly to review the effectiveness of the reading workshops.</p> <p><u>Catering for learning diversity</u></p> <ul style="list-style-type: none"> ● 9 sets of readers (3 sets per grade level for P.4 to P.6) will be purchased. Our English teachers will develop graded activities to cater for learner diversity with equal emphasis on more able and less able students. ● Two sets of learning materials (RaC workshop booklets) will be developed for each title to cater for the needs of more able and less able students. More content and language support will be offered and simpler tasks assigned to weak learners. More able students will have more challenging tasks such as exercises with less clues and writing tasks that require them to write more. ● During the reading lessons, teachers will use various teaching strategies to cater for learner diversity such as prompting students with different levels of questions and providing timely feedback according to their language proficiency. In addition, with mixed ability grouping arrangements, collaborative learning will be implemented to ensure peer support. ● The graded assessment approach will also be introduced to formative assessments such as quizzes and classwork. High flyers are encouraged to attempt additional parts which carry bonus marks and students with lesser abilities may opt for easier questions/tasks. <p><u>English language activities</u></p> <ul style="list-style-type: none"> ● Existing teachers, our EDB NET and the additional teacher will work together in designing and conducting language 					

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<p>activities suitable for different levels. The objectives of the activities are mainly to expose students to foreign culture and create a language rich environment.</p> <ul style="list-style-type: none"> - The additional teacher will participate in the planning and hosting of two important festival celebration activities (Halloween and Christmas) for the whole school each year. - He/She will collaborate with existing teachers in training up the English choral speaking team, which is made up of talented students, for the Speech Festival from September to December in the two project years. - He/She will organize language games and chit-chat sessions for P.1-P.3 students in the English Room during recess three times a week. - To improve students’ reading aloud skills, the additional teacher will deliver a programme called the <i>Smart Readers</i> for 20 P.1-P.3 students during the multiple intelligence periods every week. Participating students will be selected by teachers’ nominations. Each course will consist of 7 lessons and the additional teacher should run 4 <i>Smart Readers</i> courses every year. 					
(2) To purchase readers to promote reading across curriculum (RaC) and 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” at P.4 to P.6					
<p>Implementation details of (2)</p> <ul style="list-style-type: none"> • A variety of text types thematically and linguistically linked to the core curriculum will be purchased for the development of learning and teaching resources for the school-based RaC programme. • Non-fiction titles covering a wide range of texts (e.g. narrative, information, procedural and persuasive texts) 	P.4 to 6	<p>Contacting publishers 05/18</p> <p>Procurement exercises 09/18</p>	<ul style="list-style-type: none"> • 9 sets of readers will be purchased and teaching and learning materials will be developed to promote RaC for P.4 - P.6. 	<ul style="list-style-type: none"> • Readers purchased will be used for future RaC programme. • The teaching 	<ul style="list-style-type: none"> • Tasks designed for the reading workshops will be inspected by the panel members to evaluate

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<p>related to other KLA themes (such as Science, Technology, Engineering and Mathematics) will be adopted.</p> <ul style="list-style-type: none"> Class sets of the following titles will be purchased for the proposed initiatives but they are subject to change due to their availability and suitability: <p><u>P.4</u></p> <p>(1) Theme: Favourite food and drinks Title: <i>Sweet: Inside a Bakery</i> (non-fiction)</p> <p>(2) Theme: Healthy eating Title: <i>Taking Care of Ourselves</i> (non-fiction)</p> <p>(3) Theme: Amazing world records Title: <i>Build It: Skyscrapers</i> (non-fiction)</p> <p><u>P.5</u></p> <p>(1) Theme: Entertainment and leisure Title: <i>STEM: The Science of Travel</i> (non-fiction)</p> <p>(2) Theme: Police stories Title: <i>CSI</i> (non-fiction)</p> <p>(3) Theme: Making things is fun Title: <i>Making a Toy Parachute</i> (non-fiction)</p> <p><u>P.6</u></p> <p>(1) Theme: Growing up Title: <i>All in a Day's Work: Animator</i> (non-fiction)</p> <p>(2) Theme: Helping our world Title: <i>Natural Disasters</i> (non-fiction)</p> <p>(3) Theme: Taking care of the Earth Title: <i>A Healthy Earth</i> (non-fiction)</p> <ul style="list-style-type: none"> Implementation details of the RaC programme have already been included above under Initiative #1. Procurement exercises will be adopted for the purchase of books. 			<ul style="list-style-type: none"> 100% of P.4 - P.6 students will read 9 newly purchased readers each year. Over 80% of P.4 - P.6 students can finish their reading workshop assignments. Over 80% of the existing English teachers will acquire knowledge/ pedagogy of using learning and teaching resources. 100% of the existing English teachers will use learning and teaching resources to English teaching at P.4 – P.6. 	<p>resources will be uploaded onto the school's server or cloud for teachers to modify and use in the future</p>	<p>students' performance and the appropriateness of learning tasks</p> <ul style="list-style-type: none"> Evaluation of the teaching and learning materials will be conducted by subject teachers in the regular subject meetings