

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

School Name: St. Paul's Primary Catholic School (English)

Application No.: C112 (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 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	4	4	24

3. No. of operating classes in the 2018/19 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:

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Development of Text Sets (DTS)	P.1- P.4	To develop the school-based English Language Curriculum	NET Section, EDB
School-based support service	P.5-P.6	Transition between Key Stage 2 to Key Stage 3	Language Learning Support Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Teachers are committed and supportive. They establish good rapport with students. They prepare their lessons systematically and use suitable teaching resources. They effectively maintain students' motivation and facilitate their understanding of the learning content. 2. Teachers have progressively participated in a range of professional training activities, covering topics on phonics teaching, writing and critical thinking skills, which are in line with the direction of the subject development. 3. Two native-speaking English Teachers are appropriately deployed to take up P.1 to P.6 classes whereas subject-related co-curricular activities are organized. 4. Reading Workshops are available for all levels. Various activities are designed for students to learn beyond the textbooks. Teachers make good use of pair and group work by creating a meaningful context for students to use the language. 5. Co-planning of lessons at different levels is conducted regularly to facilitate exchanging of ideas and enriching professional knowledge. 	<ol style="list-style-type: none"> 1. Extra funding for employing one more native-speaking English teacher to maximize students' exposure to English is available. More opportunities for students to use the language in an authentic English environment are provided. 2. A student-centred classroom has been developed in the past few years through various approaches, for example, eLearning activities, Literature Circles and Reciprocal Teaching, etc. 3. A cooperative learning environment in the classroom encourages students to work together to maximize their own and one another's learning.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. To further encourage students to use the language outside of the classroom, educational resources such as games and books could be made available to students according to their interest. 2. Based on the examination evaluation results as well as teachers' observation, individual learning differences exist in different levels. There is a need to review the existing curriculum and design appropriate measures to cater for students' diverse learning needs. 	<ol style="list-style-type: none"> 1. Although the module booklets have supplemented the textbooks by exposing students to more authentic multimodal texts and expanding their vocabulary bank within the selected themes, some students find it hard to adapt to the new curriculum.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area(s) of Development	Usage(s) of the grant	Grade Level
Refining the English Curriculum in Reading in KS2	Hiring of a full-time supply teacher	P.4-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	Proposed usage(s) of the Grant	Time scale	Grade level
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><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”</p> <p><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”</p> <p><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”</p> <p><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”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

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
(1) Employing a qualified part-time supply teacher to create space for the core teachers to cater for learner diversity with equal emphasis on more able and less able students at Primary 3 and Primary 4 through refining the core English Language curriculum					
<p>Objectives Differentiated materials will be developed and various teaching strategies will be formulated to cater for the needs of students of different abilities.</p> <p>Core team Panel chairs, the 2 level coordinators for P.3 and P.4, 6 level teachers will form a core team to design and take forward appropriate measures to cater for students’ diverse learning need with equal emphasis on more able and less able students. Tentatively, around 20 lessons will be released from the core team.</p> <p>Duties of the core team The core team will:</p> <ul style="list-style-type: none"> - identify the students’ learning difficulties through different tests; - conduct co-planning meeting once a week; - co-develop the learning and teaching resources; - try out the newly developed materials once a month at each target level; - review students’ learning progress; - conduct peer lesson observations four times a year; - conduct the evaluation meeting twice per term; and - modify materials and strategies modified upon review. 	<p>P.3 and P.4</p>	<p>9/2019 - Formulate a “school-based reading and writing skills framework” according to the Learning Progression Framework for P.1- P.6</p> <p>10/2019 – 7/2020 - Co-planning - Developing the learning and teaching resources - Co-teaching - Lesson observation - Evaluation</p> <p>7/2020 – 8/2020 - Sharing among panel members</p>	<p>A resource package covering 4 – 6 modules will be developed for each level at P.3 and P.4. The number of lessons allocated to each module varies and each package covers a total of 80 - 100 lessons per year.</p> <p>80% of P.3 – P.4 students’ confidence and skills in learning English will be enhanced.</p> <p>100% of P.3 – P.4 English teachers will acquire skills in catering for learner diversities.</p> <p>100% of P.3 – P.4 English teachers will apply skills in catering for learner diversities in their</p>	<p>The learning and teaching materials will be saved in the server systematically where teachers can adapt, utilize and modify to suit learners’ needs.</p> <p>After the completion of the programme, the learning and teaching resources developed can be updated by the existing teachers with ease.</p> <p>Sharing and Professional development activities will be conducted.</p>	<p>Questionnaires will be given to students (pre- and post-project).</p> <p>Observation of lessons by level teachers</p> <p>Records of level co-planning meetings every week</p> <p>Sharing and evaluation at the panel meeting</p>

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<p>Strategies to cater for learner’s diversities</p> <p>Graded learning and teaching tasks Based on the “school-based reading and writing skills framework”, the core team will develop differentiated learning and teaching materials (lesson plans and learning tasks) with appropriate resources, such as printed texts or e-books.</p> <p>Teachers tailor-make the tasks to meet students’ individual learning needs. For more able students, a wider variety of reading materials and more challenging extended learning tasks will be assigned. For less able students, tasks required basic understandings will be designed. With the differentiated tasks, more support can be given to the low achievers and the high flyers’ potential can be further stretched.</p> <p>Varying the learning support Students are provided with learning support through increased teacher-student and peer interactions, which improves student engagement. By providing students of different abilities with appropriate support, students will be able to complete the tasks. More instructional scaffolding, e.g. breaking tasks down into manageable steps and modelling the skills explicitly, will be given to the less able students.</p> <p>Varying the question types and teaching strategies With different levels of questions and adopting different instructional strategies such as reciprocal teaching, both less able and more able students will be able to develop the target skills.</p>		<p>- Refining the teaching resources</p>	<p>teaching.</p>		

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<p>Sample Module <i>Level: P.3</i> <i>Theme: Food Around the World</i></p> <p>Writing Tasks:</p> <ol style="list-style-type: none"> 1. a tasting menu for application for the post of head chef 2. shopping list for preparing the “dish” 3. promotional leaflet for Tasting Night <p>The lesson outline for writing a tasting menu is tabulated below to show the various strategies that will be employed.</p> <table border="1" data-bbox="129 746 965 1489"> <thead> <tr> <th colspan="2" data-bbox="129 746 965 791">Learning and teaching activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 791 264 983">Pre-lesson</td> <td data-bbox="264 791 965 983"> <p>Need analysis A short quiz focus on vocabulary items and students’ prior knowledge will be conducted so as to deploy strategies to cater for the diverse learning needs of students effectively.</p> </td> </tr> <tr> <td data-bbox="129 983 264 1489">Pre-Writing</td> <td data-bbox="264 983 965 1489"> <p>Contextualized writing tasks Students need to learn how to plan and write their own tasting menu in order to be the best head chef at St. Paul’s Restaurant. After they have planned for their own tasting menu, they need to learn how to write a shopping list before they buy the ingredients. After that, they learn to write a promotional leaflet to invite people to come for their Tasting Night.</p> <p>Use of multi-modal texts and various types of questions To arouse students’ interests about food from different places and review the reading strategy –</p> </td> </tr> </tbody> </table>	Learning and teaching activities		Pre-lesson	<p>Need analysis A short quiz focus on vocabulary items and students’ prior knowledge will be conducted so as to deploy strategies to cater for the diverse learning needs of students effectively.</p>	Pre-Writing	<p>Contextualized writing tasks Students need to learn how to plan and write their own tasting menu in order to be the best head chef at St. Paul’s Restaurant. After they have planned for their own tasting menu, they need to learn how to write a shopping list before they buy the ingredients. After that, they learn to write a promotional leaflet to invite people to come for their Tasting Night.</p> <p>Use of multi-modal texts and various types of questions To arouse students’ interests about food from different places and review the reading strategy –</p>					
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<p>Make, revise and confirm predictions, a fiction titled '<i>How to Make an Apple Pie and See the World</i>' has been selected as a core text for introducing the themes and concepts.</p> <p>Various levels of questions will be asked during the shared reading lesson to both less able and more able students. Students are provided with support in applying the reading strategies.</p> <p>Self-paced learning tasks Students watch a video titled '<i>Kids Try: Chinese Food, American Kids Try Food from Around the World</i>' at home as a flipped activity. Students will complete an online comprehension exercise and be prepared for class discussion.</p> <p>Teacher will show students one more video titled '<i>Kids Try: Breakfasts, American Kids Try Food from Around the World</i>' in class before class discussion.</p> <p>Differentiated reading inputs for writing Students set their own theme for their tasting menu, then, they research some dishes that match with their theme by reading the EPIC e-books on the iPads.</p> <p>At least 3 titles that matched to 3 different reading levels are selected. Students are given graded</p>					

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Pre-writing	worksheets and 3 e-books that match their reading levels. Students need to search for specific information (name of dish, country it is from, taste/flavour, texture and ingredients for 3-5 dishes) while reading the books. Students share with their partner and groupmates what they have learnt from the books they read. Teacher teaches students the structure of the target text types: Menu and Tasting Menu.					
While-writing	Feedback from teachers Students then write their first draft for an outstanding Tasting Menu. Students revise and edit their drafts according to teacher's feedback.					
Post-writing	Varying modes of assessment Students need to present their tasting menu and upload a video onto the app Seesaw to apply for the position of the Head Chef at St. Paul's Restaurant. Students will be allowed to try video-taping their own performance until perfect. The presentation will be part of the speaking formative assessment. Peer evaluation will be conducted. Other students will watch the video and leave comments after watching the videos on Seesaw.					

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(2) Purchasing printed books for the school-based curriculum to promote reading across the curriculum (RaC) at P.1 to P.6									
<p>The school has adopted “Development of Text Sets (DTS)” and developed the school-based reading curriculum. A wide variety of text types on different topics related to the themes under DTS will be covered. Printed books and multi-modal texts will be covered. Students will purchase the anchor texts for the reading lessons while the supported texts will be provided to students as they are used for only a short period of time.</p> <p>Most of the supported texts are shared among different primary schools. English Language teachers have to spend considerable amount of time and effort in arranging the supported texts for the school. Teaching schedule and sequence have to be adjusted and it sometimes undermines the teaching effectiveness.</p> <p>To enhance the effectiveness of the reading programme and ensure sufficient printed books are available for the conduct of the programme, printed books are proposed to be purchased for each level. 25 copies are proposed to be purchased as the books will be used as class sets.</p> <p>Teachers will develop a reading package. Each package includes a lesson plan, learning and teaching materials of pre-reading, while-reading and post-reading stages.</p> <p>Level teachers will co-plan and co-develop the teaching packages for all the titles to be purchased.</p> <p>Sample module</p> <table border="1" data-bbox="125 1414 965 1493"> <tr> <td>Level</td> <td>P.2</td> </tr> <tr> <td>Theme</td> <td>Make a difference in our community</td> </tr> </table>	Level	P.2	Theme	Make a difference in our community	<p>P.1- P.6</p>	<p>8/2019 Conduct procurement exercise</p> <p>9/2019 Purchase the books</p>	<p>16 unit plans will be developed per level at P.1 to P.4.</p> <p>8 unit plans will be developed per level at P.5 to P.6.</p> <p>Over 70% of students interviewed during the focus group interview agree that the books purchased enable them to acquire reading skills.</p> <p>Over 90 % of P.1 – P.2 students read 16 titles a year.</p> <p>Over 90% of P.3 – P.6 students read 8 titles a year.</p> <p>70 % of P.1 – P.6 English teachers agree that the printed books help promote reading across the curriculum.</p>	<p>All the learning and teaching materials developed and purchased under this programme are kept in school and will be used in KS1 & KS2 after the implementation of the programme</p>	<p>The core team of the programme will use the PIE model in implementing and developing the resources of the programme.</p> <p>Thorough discussions will be held with English teachers through regular co-planning meetings to collect teachers’ feedback on the developed materials.</p> <p>Focus group interviews of targeted students will be conducted at the end of the programme to evaluate its effectiveness.</p> <p>Students’ Reading Records will be used as an evaluation tool</p>
Level	P.2								
Theme	Make a difference in our community								

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Text type	information text					
Target reading skills	<ul style="list-style-type: none"> Locating specific information in a short text in response to questions Finding and summarizing the main ideas Recognizing connection between ideas, supported by appropriate cohesive device 					
Text feature	captions					
Text structure	problem and solution					
Text	<ul style="list-style-type: none"> Be the Change in the Community I Can Make a Difference! 					
Connection with other KLAs	<ul style="list-style-type: none"> General Studies: <ul style="list-style-type: none"> My Neighbourhood To be a responsible community member Moral and Civic Education: <ul style="list-style-type: none"> Caring for others 					
Core reading tasks						
Pre-reading	<p>Activating the schemata</p> <ul style="list-style-type: none"> Teacher will revisit the meaning of “community”. Teacher will ask students prior knowledge about by referring to the relevant units covered in General Studies and the text they have read <i>What makes a good citizen?</i>. Students will complete the “K” and “W” of a KWL chart about the topic. 					
While-reading	<p>Supported reading: <i>Be the Change in the Community</i></p> <ul style="list-style-type: none"> Teacher will introduces the book and discuss the book terminology with them 					

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<p>together.</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Locating specific information: <ul style="list-style-type: none"> → Ask students literal questions and guide students to locate the answers from the text (e.g. <i>Who made the change? What did the boy do?</i>) <p>Buddy reading: <i>I Can Make a Difference!</i></p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Recognizing connection between ideas, supported by appropriate cohesive device <ul style="list-style-type: none"> → Teacher will guide students to locate the problems and solutions by locating the cohesive device such as because, so. • Locating and summarizing the main ideas: <ul style="list-style-type: none"> → Students will be divided into groups of six. Each pair will read one different chapter about how to make a difference at home, at school or in the community. Student will complete a simple fishbone diagram. 						
Post-reading	<p>Writing an action plan</p> <p>Teacher will ask students to search for one problem in the community. Students will interview their parents and neighbors about the problem. Students will then search for some possible solution and write a simple action plan to help alleviate the problem.</p>					

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<p>Details of the purchase</p> <p>P.1- P.2: 16 titles per title x 25 copies x 2 levels x \$77 = \$61,600</p> <p>P.3 - P.6: 8 titles per title x 25 copies x 4 levels x \$77 = \$61,600</p> <p>The printed books will be purchased after proper procurement exercises.</p>					