

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

School Name: The ELCHK Faith Lutheran School (English)

Application No.: B 014 (for official use)

(A) General information:

- No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 8
- 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	2	2	2	2	12

- 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	-	-	-	-	-	-	-

- 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)
Support programme on fostering communities of practice to enhance learning and teaching in a small class environment (2015/16) and (2016/17)	P.1 (2015/16)	Self-learning skills	The Centre for University and School Partnership, Faculty of Education, Chinese University of Hong Kong
	P.3 (2016/17)		

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. A supportive school head and a team of diligent and forward-thinking teachers with curriculum leadership potentials 2. Experienced NET and effective implementation of the Scheme 3. The phonics part of the PLPR programme in Key Stage 1 is well-developed. Most teachers have experience with the programme and are receptive to professional development and curriculum changes. 4. Less able students are supported by measures like graded assessment approach and intervention programmes. 	<ol style="list-style-type: none"> 1. Curriculum adaptation starts in P.1 to enhance the teaching of reading and writing. 2. Opportunities to apply for extra resources to develop the English Curriculum are available. 3. e-Learning resources have been introduced to encourage students to read online.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Given insufficient home support, students lack confidence in learning English and world experiences. 2. Students' reading skills are not well developed. They have low motivation to read /do not read for pleasure. They are unable to choose books that suit their reading levels due to their limited vocabulary load and exposure to various text types. 3. Facing the lack of resources, we cannot cater for the needs of high achievers. 	<ol style="list-style-type: none"> 1. With limited support and increasing number of SEN students, it is hard to address the widening learning diversity. 2. We are a small group of English staff taking care of students with diverse needs. Teachers are overloaded and use all their available time during lunch breaks, recess and after school for giving extra support to students. 3. Potentials of high achievers are not stretched and they are losing motivation.

(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 develop an integrated skills programme for KS2 students to improve their reading and writing skills 2. To cater for learner diversity by designing differentiated class activities with particular emphasis on high flyers 	Hire a qualified full-time supply teacher for 2 years to create space for the core team members to implement the school-based English language curriculum initiatives	P.5-P.6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> 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” <i>(*Please delete as appropriate)</i></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 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 type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ full-time teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____</p>

(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
(1) To purchase printed books for supported reading activities to consolidate students’ reading skills and promote Reading across Curriculum (RaC) in respect of the Updated English Language curriculum (Primary) under “Ongoing Renewal of School Curriculum – Focusing, Deepening and Sustaining” for P.2 to P.3					
<p>Implementation details of (1)</p> <ul style="list-style-type: none"> ● A holistic review of the school-based P.2 and P.3 reading curriculum will be conducted and small group reading workshops will be delivered for each unit with different sets of newly-purchased readers. ● One Reading across the Curriculum (RaC) module will be set each term for connecting students’ learning experiences in different key learning areas (KLAs) and incorporating new reading practices into the core curriculum. 24 double periods will be allocated to the RaC programme per level. ● A core team including the NET, English panel chair, curriculum leaders and subject teachers (P.2-3) will be set up. 1-hour co-planning and evaluation meetings will be held weekly and peer lesson observations for 4 lessons will be scheduled. ● Printed books will be purchased for the delivery of the following RaC modules: ● P.2 (Term 1) <u>Module: Places and Activities</u> Units: 1) <i>School</i> 2) <i>Our new flat</i> Supported reading workshops with the use of informative and non-fiction text types such as directories, notes, riddles and diaries will be conducted to provide students with input and context for the learning tasks. Students will 	P.2-P.3	2018/2019 Contact publishers May-Jun 2018 Purchase books Sept 2018	2 RaC packs including lesson plans, word cards, vocabulary games, worksheets on high frequency words and PowerPoint slide shows (both hard and soft copies) will be developed for each level. 100% of P.2 students will read around 16 titles in 2018/2019 and 100% of P.3 students will read around 16 titles in 2019/2020. 100% of the existing P.2 and P.3 English teachers will use the newly-purchased books and newly-developed	The unit plans developed will be adopted for these 2 levels after the project period. The professional enhancement of teachers will be acquired through experience sharing in panel meetings and on staff development days.	Peer lesson observation will be conducted for the units selected for promoting RaC. Analysis of acquired reading skills will take place through 4 internal summative assessments per year. Assessments of reading levels for every student will be conducted twice a year. Data collected e.g. the strengths and weaknesses of students’ reading performance will be used to evaluate

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<p>experience going around the school campus and visit the Science Museum before writing a recount. Target reading skills are:</p> <ul style="list-style-type: none"> - working out the meaning of unknown words by recognising the base word within other words (e.g. aqua/aquarium, photo/photograph); - guessing the meaning of unfamiliar words by using contextual or pictorial clues; and - identifying key words for the main idea in a sentence. <p>● P.2 (Term 2) <u>Module: Nice people around us</u> Units: 1) <i>Jobs</i> 2) <i>An interview with Mr. Gordon</i> Narrative, non-fiction and procedural texts types such as conversations, posters, reports and rhymes will be introduced through supported reading workshops. English teachers will collaborate with General Studies teachers in organizing a visit to a fire station. Students will be exposed to multi-modal texts through watching and producing videos about a particular job. For the final task, students will create a group report describing different jobs. Target reading skills are:</p> <ul style="list-style-type: none"> - recognising common abbreviations and contracted forms such as a.m., p.m., Mr, Mrs etc.; and - making predictions about stories, characters, topics of interest using pictorial clues and book cover. <p>● P.3 (Term 1) <u>Module: Food and Shopping</u> Units: 1) <i>Cooking at home</i> 2) <i>Let's go shopping</i> A cross-curricular project involving other subjects (Chinese, Mathematics and General Studies) will be carried out at this level. Fiction and non-fiction text types such as directory,</p>			<p>materials. 80% of English teachers will master teaching strategies to implement reading workshops.</p> <p>Assessment results on reading levels of over 70% of students at P.2 (2018/2019) and P.3 (2019/2020) will improve.</p>		<p>teaching and learning effectiveness.</p> <p>Teaching plans and strategies will be adapted through co-planning and evaluation meetings for respective levels to improve the competency of the students.</p>

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<p>menu, list and brochure will be selected for helping students build their knowledge on this theme. Students will visit the supermarket before they finish the final task i.e. recipe writing (group work). Target reading skills are:</p> <ul style="list-style-type: none"> - recognising the format, visual elements and language features of some common text types e.g. menu and recipe; and - guessing the topic and the likely development of the topic by using personal experiences and knowledge of the world. <ul style="list-style-type: none"> ● P.3 (Term 2) <u>Module: The world around us</u> Units: 1) <i>Let's go to the park</i> 2) <i>At the fun park</i> Students will learn language items on park facilities, rules and directions through supported reading workshops using fiction and non-fiction text types such as signs, rules, leaflets and maps. They will have an outing and will visit a nearby park. After that, they will work in groups to design their dream parks and make class presentations. They will be encouraged to showcase their learning outcomes using multi-modal texts such as videos and PowerPoint slides. Target reading skills are: <ul style="list-style-type: none"> - recognising the format, visual elements and language features of some common text types; and - skimming a text for a general impression and the gist or main idea with teacher support. ● English teachers will collaborate with General Studies and Visual Art teachers to assess students' work. ● All the reading workshops mentioned above will be conducted in the form of whole class reading lessons, as well as small group (pair or 4-6 in a group) reading workshops with differentiated instructions and diversified 					

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<p>grouping arrangements such as grouping by similar or mixed ability levels.</p> <ul style="list-style-type: none"> ● A wide range of engaging thematic activities such as discussions and games will be conducted during the reading workshops. ● Individual support will be given to less able students while the language competency of higher level students will be stretched through extended vocabulary practice, writing tasks and challenging texts. ● All the printed books will be purchased after proper procurement exercises. ● Details of the proposed printed books to be purchased: <ul style="list-style-type: none"> - Extra readers will also be purchased to expose students to a wide range of texts related to the set topics. Class sets will be purchased for P.2 and P.3 to cover RaC themes like ‘Our School’, ‘Jobs’, ‘Shopping’, ‘Food’, etc.. - Big books and shared readers will be purchased as well to share with the whole class on reading across curriculum themes as well as on other themes. - More books of different levels will be purchased for small group reading workshops to cater for learning diversity. Small group readers of Levels 8 to 25 will also be purchased for students of other levels. ● Proper procurement exercises will be adopted for the purchase of books. 					

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(2) To employ a full-time teaching assistant who is proficient in English to assist in consolidating students' learning of reading skills and promoting Reading across Curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of School Curriculum – Focusing, Deepening and Sustaining" for P.2 to P.3					
<ul style="list-style-type: none"> ● The teaching assistant should be a bachelor's degree holder, preferably with relevant working experience. ● Working days and hours: <ul style="list-style-type: none"> - Monday – Friday (8:30 a.m. - 5:30 p.m.) - Saturday (9:00 a.m. - 12:00 p.m.) ● Duties: To assist in the delivery of the RaC modules (as detailed under proposed initiative (1) above) through: <ul style="list-style-type: none"> - Sitting in weekly P.2 and P.3 co-planning meetings to acquire background knowledge of relevant lessons and procedures of related tasks - Assisting in designing and preparing teaching aids - Helping teachers in whole class reading lessons, as well as small group (pair or 4-6 in a group) reading workshops <ul style="list-style-type: none"> ✧ pre-task activities like vocabulary worksheets, brainstorm worksheets, revision of high frequency words and phonics practice ✧ while-task activities like card, vocabulary, phonics games and e-Reading activities with i-Pads in small groups ✧ Post-task activities like consolidation or preparation worksheets for the next reading lessons - Assisting in conducting formative and summative assessments e.g. assessments of reading levels, phonics skills, high frequency words and other reading skills 	P.2-P.3	P.2 (2018/19) <u>Module 1</u> Co-planning Oct 2018 Implementation Nov 2018 Lesson observation Nov 2018 Evaluation Dec 2018 <u>Module 2</u> Co-planning Mar 2019 Implementation Apr 2019 Lesson observation Apr 2019 Evaluation May 2019	Around one-third of students at P.2-P.3 will have more opportunities to speak and listen to the teaching assistant who is proficient in English. Assessment results for reading levels of around 70% of the students at P.2 (2018/2019) and P.3 (2019/2020) will improve. Reading skills mentioned in the 'Implementation Column' of proposed initiative (1) above will improve for around 70% of the students in P.2 (2018/2019) and P.3 (2019/2020).	The unit plans developed and the RaC practices will be adopted for these 2 levels with specific deployment plans of subject teachers. The unit plans developed will be constantly revised and adapted through co-planning and evaluation meetings at each level. The knowledge and pedagogy acquired from these unit plans will be	Analysis of acquired reading skills will be conducted through 4 internal summative assessments per year. Data collected e.g. the strengths and weaknesses of students' reading performance will be used to evaluate teaching and learning. Teaching plans and strategies will be adapted through co-planning and evaluation meetings of each level to improve the competency of students. Reports from

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<ul style="list-style-type: none"> - Helping coordinate English activities inside and outside classrooms - Helping manage and allocate reading resources 		<p>P.3 (2019/2020)</p> <p><u>Module 1</u> Co-planning Oct 2019</p> <p>Implementation Nov 2019</p> <p>Lesson observation Nov 2019</p> <p>Evaluation Dec 2019</p> <p><u>Module 2</u> Co-planning Mar 2020</p> <p>Implementation Apr 2020</p> <p>Lesson observation Apr 2020</p> <p>Evaluation May 2020</p>		disseminated and sustained by means of video-taping as well as sharing in panel meetings and on staff development days.	evaluation meetings and adaptation of unit plans will be discussed and shared in English panel meetings (3 times/year) and staff development days (2 times/year).