

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

**School Name:** S.K.H. Tin Shui Wai Ling Oi Primary School (English)

**Application No.:** B047 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 17

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	6	5	5	5	3	30

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)
Watch, enjoy and read about movies	P.1-P.6	Extended reading after the movie watching	Quality Education Fund
Space Town	P.1-P.2	Reading and Writing	NET Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. Most teachers are enthusiastic, responsible, innovative and co-operative.</li><li>2. Teachers have good professional judgment in choosing teaching materials and methods that suit students' needs and interests.</li><li>3. The school-based reading and writing curriculum has been well implemented.</li><li>4. The school has full Wi-Fi coverage in all classrooms. Tablets have been purchased and used in lessons. Teachers have been incorporating eLearning into daily teaching.</li></ol>	<ol style="list-style-type: none"><li>1. PEEGS facilitates the promotion of school-based reading across curriculum in English learning and teaching.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Students have few opportunities to use English in their daily lives and lack motivation.</li><li>2. Students are relatively weak in spelling and this affects their reading and writing.</li></ol>	<ol style="list-style-type: none"><li>1. Students are not able to complete the vocabulary tasks.</li><li>2. Parents are not able to support students' learning.</li></ol>

**(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.)**

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
Reading and Writing	-Hire consultancy service -Employ a teaching assistant	P.4-P.6

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

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> <li>- conducting more English language activities*; and/or</li> <li>- developing more quality English language learning resources for students*</li> </ul> <p>(*Please delete as appropriate)</p> <p><input checked="" type="checkbox"/> Promote reading* <del>or literacy*</del> 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)</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 checked="" type="checkbox"/> Employ <del>full-time*</del> or part-time* teacher (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate)</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 type="checkbox"/> P.2</p> <p><input 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> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <p>_____</p> <p>_____</p> <p>_____</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 <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
(1) Employ a qualified 0.75 supply teacher to free up the core team to promote reading across the curriculum (RaC) at P.4 to P.6					
<p>With the content support from teachers of other Key Learning Areas (KLAs), students will be guided to read a wide range of text types in English and apply various reading skills so as to connect their learning experiences of other KLAs.</p> <p>The core team will develop the RaC programme based on the e-books to be purchased. A 0.75 supply teacher will be hired to release core team members to develop the school-based RaC programme.</p> <p><b><u>Core Team</u></b> The 4 core team members will be the English Chairperson and the level coordinators of the target levels. 6 lessons will be released from each core team member. The supply teacher will take up 24 English lessons a week.</p> <p><b><u>Development of the RaC programme</u></b></p> <p>➤ <b>Co-planning</b> Co-planning meetings will be conducted among core team members once a week to plan the RaC lessons and design the teaching materials. The core team will then develop the teaching resources. Lesson plans, reading tasks and assessment tasks will be developed for each level.</p> <p>➤ <b>Try-out and lesson observations</b> The core team will try out the newly developed teaching</p>	<p>P.4 - P.6</p>	<p><u>Co-planning:</u> all year round in 2018/2019 and 2019/2020</p> <p><u>Developing materials:</u> 2018/2019 1<sup>st</sup> term P.4 and P.5 (5 sets for each level)</p> <p>2018/2019 2<sup>nd</sup> term P.4 and P.5 (5 sets for each level)</p> <p>2019/2020 1<sup>st</sup> term P.6 (10 sets)</p> <p><u>Try-out:</u> 2018/2019</p>	<p>School-based reading across the curriculum with 10 sets of lesson plans, learning tasks/activities developed per level for P.4 to P.6.</p> <p>On self-access e-learning resources, over 60% of the P.4 to P.6 students will complete over 60% of the developed materials per year.</p> <p>Over 60% of P.4 to P.6 students from students' confidence and skills in reading will be enhanced.</p> <p>100% of the participating English teachers will acquire and apply</p>	<p>The newly developed teaching resources will be used upon completion of the project.</p> <p>Lesson try-outs and peer lesson observations will be video-taped to ensure the sustainability of knowledge after completion of the project.</p>	<p>Records of meetings will be kept for monitoring and evaluation.</p> <p>Lesson observations will be conducted once every two weeks.</p> <p>Evaluation meetings will be held once per month.</p> <p>Students' assessment results will be analyzed. Surveys will be conducted to collect feedback from students and teachers.</p>

<sup>1</sup> The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

<sup>2</sup> Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

<sup>3</sup> Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

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<p>materials once every two weeks. Other teachers will observe the try-outs and give comments on the lessons. Lesson rundowns and teaching resources will be modified after collecting teachers' feedback.</p> <p>➤ <b>Evaluation</b> Evaluation meetings will be conducted once a month to keep track on the progress of the project.</p> <p>➤ <b>Timeline for development</b></p> <table border="1" data-bbox="129 616 922 962"> <thead> <tr> <th>Time</th> <th>Tasks</th> </tr> </thead> <tbody> <tr> <td>2018/19 1<sup>st</sup> Term</td> <td>Develop materials and try out for P.4-P.5 (5 sets for each level)</td> </tr> <tr> <td>2018/19 2<sup>nd</sup> Term</td> <td>Develop and try out materials for P.4-P.5 (5 sets for each level)</td> </tr> <tr> <td>*2019/20 1<sup>st</sup> Term</td> <td>Develop materials for P.6 (10 sets) Try-out materials for P.6 (10 sets)</td> </tr> <tr> <td>*2019/20 2<sup>nd</sup> Term</td> <td>Refinement of materials (P.4 – P.6)</td> </tr> </tbody> </table> <p>*The 0.75 supply teacher will be employed in 2018/2019 so that teachers will be free for development of materials and trying out the materials developed at P.4 to P.5. Based on the experience for developing and trying out the RaC programme at P.4 and P.5 in 2018/19, teachers will then develop and try out the materials P.6 in 2019/2020.</p> <p><b><u>Details of the RaC programme</u></b></p> <p>➤ Tentative text types to be covered Biographies, Journals, Plays, Announcements, Information reports, News reports, Questionnaires Emails, Formal letters, Recipes, Brochures Explanations of how and why</p> <p>➤ Tentative domains to be covered</p>	Time	Tasks	2018/19 1 <sup>st</sup> Term	Develop materials and try out for P.4-P.5 (5 sets for each level)	2018/19 2 <sup>nd</sup> Term	Develop and try out materials for P.4-P.5 (5 sets for each level)	*2019/20 1 <sup>st</sup> Term	Develop materials for P.6 (10 sets) Try-out materials for P.6 (10 sets)	*2019/20 2 <sup>nd</sup> Term	Refinement of materials (P.4 – P.6)		<p>1<sup>st</sup> term P.4 and P.5 (5 sets for each level)</p> <p>2018/2019 2<sup>nd</sup> term P.4 and P.5 (5 sets for each level)</p> <p>2019/2020 1<sup>st</sup> term P.6 (10 sets)</p> <p><u>Refinement of materials:</u> 2019/20 2<sup>nd</sup> term P.4 – P.6 (10 sets each level)</p> <p><u>Evaluation:</u> all year round in 2018/2019 and 2019/2020</p>	<p>knowledge/pedagogy of promoting RaC in P.4 to P.6.</p>		
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<p>Technology Education, STEM, Nature and Environment, Arts and Culture, History, Personal, Social, Humanities Education</p> <p>➤ Tentative reading skills to be covered</p> <ul style="list-style-type: none"> <li>- work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world</li> <li>- recognise recurrent patterns in language structure</li> <li>- recognise the format, visual elements and language features of a variety of text types</li> <li>- predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world</li> <li>- using the context, reading further to clarify, asking for help recognise the presentation of ideas</li> <li>- understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images</li> <li>- skim a text to obtain a general impression and the gist or main ideas identify details that support the gist or main ideas</li> </ul> <p>➤ Lesson arrangement 4 lessons will be allocated to cover each e-book. 10 e-books will be covered in classes teaching per level.</p> <p>➤ Sample rundown of an RaC lesson</p> <ul style="list-style-type: none"> <li>- Pre-reading Teachers will first activate students' prior knowledge by showing them videos and pictures and recall students' learning experience in other KLAs. As medium of instruction of other KLAs is Chinese, teachers will also introduce some key thematic vocabularies. For example,</li> </ul>					

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<p>students learn about the characteristics of the Earth and other astronomical objects of the Solar System in General Studies so English teachers will introduce the vocabulary items of some of the planets to prepare students for the reading tasks.</p> <p>- While-reading Teachers will introduce the target reading skills and guide students to apply the target reading skills to read the e-books.</p> <p>Reading tasks will be designed to consolidate the reading skills learned. For example, students will be asked to write a summary about an astronaut’s daily routine in the space station or label a diagram showing the different parts of a space suit. Teacher will apply different teaching strategies such as guided reading and peer reading to help students. Students will be asked to read the e-books at home and complete reading worksheets. With the read-aloud and other interactive functions embedded in the e-books, students will be able to read the e-books independently.</p> <p>- Post-reading Based on the topics of the e-books, teachers will design post-reading tasks for students to connect students’ learning experience of other KLAs. Post-reading tasks such as writing book reports and presentations will be assigned to students. Post-reading tasks such as writing a poster or making a model of a spaceship will be conducted. Students will then present their products in class.</p>					

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(2) To purchase e-books for promoting reading across the curriculum (RaC) P.4 to P.6, as proposed in initiative (1) above					
<p>We plan to purchase e-books for P. 4 to P.6 students to promote reading across the curriculum. 10 e-books will be purchased for each level for class teaching.</p> <p><b>Details of the purchase:</b></p> <p>No of levels: 3</p> <p>No. of e-books to be purchased per level: 10</p> <p>Our schools will be able to use the e-books and resources produced after the completion of this project with no additional cost. The resources will be purchased after proper procurement exercises.</p> <ul style="list-style-type: none"> <li>✓ Our school will use the following criteria to select e-books, and will carefully inspect them: <ul style="list-style-type: none"> <li>- Alignment with the core English Language curriculum</li> <li>- Accuracy of language used</li> <li>- Typicality of the texts used</li> <li>- Level of difficulty of the texts</li> <li>- Built-in interactive features</li> <li>- Support for independent and further reading</li> </ul> </li> <li>✓ Careful inspection of e-books to be purchased will be conducted by English teachers.</li> <li>✓ Teachers will keep track of students' reading performance through the reports generated regularly. Teachers will discuss the common errors made by students in the RaC lessons.</li> </ul>	<p>P.4-P.6</p>	<p><u>Conduct procurement exercise:</u> Sept 2018</p> <p><u>Purchase e-books:</u> Oct 2018</p>	<p>School-based reading across the curriculum will be incorporated into core English curriculum for P.4 - P.6</p> <p>10 sets of lesson plans will be developed for P.4 - P.6 per level for class teaching.</p> <p>Over 70 % of P.4 - P.6 students will read at least 10 e-books per year.</p> <p>Over 70% of teachers will use the resources at P.4 - P.6 per year.</p>	<p>The newly developed reading across the curriculum resources will be used in the English lessons and by students after school for P.4- P.6.</p> <p>The e-books will be owned by our school and stored onto the school intranet.</p>	<p>There will be records to indicate utilization rate of these resources using our school's learning management system.</p> <p>Reports of students' reading performance will be generated regularly to keep track of students' learning.</p> <p>Lesson observations will be conducted once a school term. The collected feedback will be used for monitoring and evaluation.</p>