

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

(A) 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* ; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i> <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” <i>(*Please delete as appropriate)</i> <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 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	<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 type="checkbox"/> P.1 <input type="checkbox"/> P.2 <input 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): _____ _____ _____

Renewal of the School Curriculum – Focusing, Deepening and Sustaining”			
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(B) 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) To hire a part-time teacher who is proficient in English to collaborate with existing teachers in developing a P.4-6 Science reading programme for promoting reading across the curriculum (RaC)					
Implementation details of (1) Objectives <ul style="list-style-type: none"> A qualified part-time teacher who is proficient in English will be hired in the 2018/2020 school years to: <ul style="list-style-type: none"> promote reading across the curriculum with the introduction of Science readers; develop quality school-based English teaching and learning resources including lesson plans, worksheets and activity booklets with core team teachers; and help provide P.4-6 students with more opportunities to use English in authentic contexts through organising co-curricular activities such as Science experiments (e.g. growing plants from seeds in P4) and other e-learning games/quizzes/competitions. The initiative will enrich our school-based curriculum with STEM elements. The theme of the adopted readers will match the content of our existing 	P. 4-6	<u>2018/2019</u> P.4-5 Module 1 Planning Aug-Oct 2018 <u>Try-out</u> Sep-Nov 2018 <u>Lesson Observation</u> Nov 2018 <u>Evaluation</u> Jan 2019 Module 2 Planning Nov 2018 <u>Try-out</u> Dec 2018-Jan	<ul style="list-style-type: none"> School-based RaC teaching packs, with lesson plans, activity booklets and teaching aids, will be developed. 70% of P.4-6 students are interested in learning Science in English reading lessons. 70% of P.4-6 students will enhance their reading skills as 	<ul style="list-style-type: none"> The newly developed curriculum will be adopted and the subject year plan will be updated accordingly to align the purpose of the programme The co-developed lesson plans, learning and teaching resources will 	<ul style="list-style-type: none"> Relevant minutes of the co-planning meetings with evaluation will be kept as records for reference. Relevant questionnaires will be distributed to stakeholders and the data will be analyzed to evaluate the effectiveness of

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<p>textbooks. Students can gain extra knowledge and language skills from the programme.</p> <p><u>Expected qualifications and requirements of the part-time teacher</u></p> <ul style="list-style-type: none"> The teacher proposed to be hired should be proficient in English and is expected to have a recognized university degree in Education/English/Science. He/She should have solid teaching experience in primary school(s). The final selection of the teacher will also be based on the interview performance. <p><u>Proposed deployment of the part-time teacher</u></p> <ul style="list-style-type: none"> Co-developing P.4-6 teaching and learning resources to enhance the development of our school-based English language curriculum in line with the Science readers/articles in the 2018/2020 school years for promoting reading across the curriculum Co-planning RaC lessons with English teachers in weekly meetings The core team coordinators and P.4-6 English teachers will attend relevant co-planning meetings. To make sure the additional teacher and our LETs can co-teach collaboratively on an equal basis, their roles and their teaching parts will be detailed in the lesson plans. Co-teaching 8 lessons per week (i.e. 1 lesson for each class per week and 7 lessons for each module) with our P.4-6 LETs who will take up at least half of the teaching 		<p>2019</p> <p><u>Lesson Observation</u> Dec 2018-Jan 2019</p> <p><u>Evaluation</u> Jan 2019</p> <p>Module 3 <u>Planning</u> Jan-Apr 2019</p> <p><u>Try-outs</u> Feb-May 2019</p> <p><u>Lesson Observation</u> Mar 2019</p> <p><u>Evaluation</u> May 2019</p> <p>Module 4 <u>Co-planning</u> Apr 2019</p> <p><u>Try-out</u> Jun 2019</p> <p><u>Lesson Observation</u></p>	<p>evidenced by formative assessment data.</p> <ul style="list-style-type: none"> 80% of KS2 teachers will master effective RaC teaching strategies and use of multi-modal texts. 	<p>be kept in school server for sharing and for teaching Science readers in the future.</p> <ul style="list-style-type: none"> The English teachers will acquire knowledge of developing students' reading skills through multi-modal texts. Lessons will be videotaped and the core teachers will share their experience and 	<p>each module.</p> <ul style="list-style-type: none"> At least two lessons of each level will be videotaped for teachers' professional development. Formative assessment data will also be analysed.

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<div><div><ul style="list-style-type: none">- 2018/19 school year: The part-time teacher will teach all P.4 and P.5 classes.- 2019/20 school year (1st term): The part-time teacher will teach two P.4 classes (4A and 4C), two P.5 classes (5A and 5C) and all P.6 classes.- 2019/20 school year (2nd term): The part-time teacher will teach two P.4 classes (4B and 4D), two P.5 classes (5B and 5D) and all P.6 classes.</div><div><div>Working hours of the part-time teacher</div><ul style="list-style-type: none">● The part-time teacher will work 4 half days per week and 4 hours per half day.● The part-time teacher will teach 8 lessons per week and spend 1 lesson co-planning with P.4-6 LETs respectively.</div><div><div>Weekly Deployment in 2018/19</div><table><tr><th>Level</th><th>No. of lessons per class per week</th><th>No. of co-taught lessons with LETs per week*</th><th>No. of co-planning sessions with LETs per week</th></tr><tr><td>P.4</td><td>1</td><td>4</td><td>1</td></tr><tr><td>P.5</td><td>1</td><td>4</td><td>1</td></tr></table></div><div><div>Weekly Deployment in 2019/20 school</div><table><tr><th>Level / Class</th><th>No. of lessons per class per Week</th><th>No. of co-taught lessons with LETs per week</th><th>No. of co-planning sessions with LETs per week</th></tr></table></div></div>	Level	No. of lessons per class per week	No. of co-taught lessons with LETs per week*	No. of co-planning sessions with LETs per week	P.4	1	4	1	P.5	1	4	1	Level / Class	No. of lessons per class per Week	No. of co-taught lessons with LETs per week	No. of co-planning sessions with LETs per week		<div><div>Jun 2019</div><div><div>Evaluation</div><div>Jul 2019</div></div><div><div>2019/2020</div><div>P.4-6</div><div>Module 1</div><div><div>Planning</div><div>Aug-Oct 2019</div></div></div><div><div>Try-out</div><div>Sep-Nov 2019</div></div><div><div>Lesson</div><div>Observation</div><div>Nov 2019</div></div><div><div>Evaluation</div><div>Dec 2019</div></div><div><div>Module 2</div><div>Planning</div><div>Nov 2019-Jan 2020</div></div><div><div>Try-out</div><div>Dec 2019-Jan 2020</div></div><div><div>Lesson</div><div>Observation</div><div>Dec 2019-Jan</div></div></div>		<div>understanding of new pedagogies during subject meetings.</div>	
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*4A, 4C / 4B, 4D	1	2	1	*Module-based co-teaching lessons About 7 lessons per module Two modules per term <u>The core team</u> <ul style="list-style-type: none"> There will be 5-7 members in the core team. It will be comprised of the English Language Consultant (a senior teacher), three English panel chairpersons, the part-time teacher who is proficient in English and the target level English coordinators. In the first term, the part-time teacher will be the main teacher/facilitator so as to maximize students' exposure to native English. The local subject teachers will focus on helping weaker students complete the tasks during the lesson. In the second term, existing teachers will try out the materials in class and the part-time teacher will provide them with feedback on implementation. One lesson in each grade level will be video-taped for observation and evaluation. Lesson plans will be reviewed after lesson observation and evaluation. 	2020			
*5A, 5C/ 5B ,5D	1	2	1		<u>Evaluation</u> Jan 2020 Module 3 <u>Planning</u> Jan-Apr 2020 <u>Try-out</u> Jan-May 2020 <u>Lesson</u> <u>Observation</u> Apr 2020 <u>Evaluation</u> June 2020 Module 4 <u>Planning</u> Apr 2020 <u>Try-out</u> Jun 2020 <u>Lesson</u> <u>Observation</u> Jun 2020 <u>Evaluation</u> Jul 2020			
P.6	1	4	1					

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<p><u>The RaC programme</u></p> <ul style="list-style-type: none"> ● For each level, there will be 4 RaC modules and each covers 7 lessons. Upon completion of the school-based project, materials covering a total of 84 lessons will be developed. ● 2018/19 school year <ul style="list-style-type: none"> - All P. 4-5 classes will have one co-taught reading lesson per week to acquire Science knowledge through reading Science books or articles for the whole year. ● 2019/20 school year <ul style="list-style-type: none"> - For refinement of the RaC programme, 4A, 4C and 5A, 5C classes will have one co-taught reading lesson per week in the first term; while 4B, 4D and 5B, 5D classes will have one co-taught reading lesson per week in the second term. For classes not having co-taught lessons, the RaC programme will be implemented by the subject teachers. - All P.6 classes will have one co-taught reading lesson per week to acquire Science knowledge through reading Science readers or articles for the whole year. ● A wide range of texts will be employed for the programme: <ul style="list-style-type: none"> - Multi-modal texts related to the readers e.g. video clips on the Internet will be used. - E-learning e-books and/or learning apps for 					

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<p>learning will be adopted.</p> <p>- Science experiments related to the reading materials will be conducted by students.</p> <p>● For each term, two RaC modules will be supplemented by teacher-created learning materials. All materials will involve authentic use of the language and practical application of scientific knowledge.</p> <p>P.4 RaC Programme (2018/19)</p> <table><tr><td>Modules</td><td>Text Types /Activities</td><td>Book Adopted</td></tr><tr><td>1</td><td>Contents page, procedures and articles</td><td rowspan="2">Food Science FAQs*</td></tr><tr><td>2</td><td>Experiment</td></tr><tr><td>3</td><td>Flow charts, diagrams and articles</td><td rowspan="2">The Life Cycle of Plants*</td></tr><tr><td>4</td><td>e-Learning</td></tr></table> <p><u>Reading skills to be covered:</u></p> <p>P.4: Scanning a text to locate specific information by using strategies such as looking at headings; working out the meanings of unknown words/phrases by using context, parts of words and knowledge of the world; recognizing the format and language features of text types such as procedures, contents page, flow charts, diagrams and explanation of how and why from the adopted Science readers</p> <p>P.5 RaC Programme (2018/19)</p> <table><tr><td>Modules</td><td>Text types/Activities</td><td>Book Adopted</td></tr></table>	Modules	Text Types /Activities	Book Adopted	1	Contents page, procedures and articles	Food Science FAQs*	2	Experiment	3	Flow charts, diagrams and articles	The Life Cycle of Plants*	4	e-Learning	Modules	Text types/Activities	Book Adopted					
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1	Photo captions, charts, maps and articles	Holidays Around the World																			
2	Multi-modal texts																				
3	Letters and mind-maps	Persuasive Letters																			
4	e-learning																				
<p><u>Reading skills to be covered:</u></p> <p>P.5: Skimming a text to obtain a general impression and the gist or main ideas; predicting the likely development of a topic by recognizing key words and making use of context and knowledge of the world; recognizing the format and language features of text types such as photo captions, maps, mind-maps and letters from the adopted Science readers</p> <p>P.6 RaC Programme (2019/20)</p> <table><tr><td>Modules</td><td>Text Types/Activities</td><td>Book Adopted</td></tr><tr><td>1</td><td>Recounts, maps, captions, glossary and index</td><td rowspan="2">Natural Disasters</td></tr><tr><td>2</td><td>Multi-modal texts</td></tr><tr><td>3</td><td>Articles and flow charts</td><td rowspan="2">Solids</td></tr><tr><td>4</td><td>Experiment</td></tr></table> <p><u>Reading skills to be covered:</u></p> <p>P.6: Understanding the connection between ideas by identifying cohesive devices (e.g. because, so that,</p>				Modules	Text Types/Activities	Book Adopted	1	Recounts, maps, captions, glossary and index	Natural Disasters	2	Multi-modal texts	3	Articles and flow charts	Solids	4	Experiment					
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<p>since, Therefore, etc.); recognizing the presentation of ideas through headings, paragraphing, spacing, italics, bold print and underlined words; recognizing the format and language features of text types such as recounts, articles, flow charts and explanation of how and why from the adopted Science readers</p> <ul style="list-style-type: none"> ● Classroom strategies will include shared reading, small group teaching, group discussions and other collaborative tasks. Students will work with each other in producing learning outcomes, e.g. posters, leaflets, letters, and carrying out Science experiments and writing reports. <p><u>Co-curricular activities</u></p> <ul style="list-style-type: none"> ● One co-curricular activity aligned with the RaC programme will be organised to enrich students' knowledge of English literacy and develop their skills in STEM. Science experiments and e-Learning tasks (such as trivia quizzes on selected readers with the use <i>Kahoot!</i>) can arouse the learning motivation of kinesthetic learners. ● The target students are P.4-6 students. All students will take part in the activities during the scheduled English lessons. The activities will be conducted solely in English and students will be exposed to authentic language learning materials such as videos taken from YouTube and brochures. ● Key features of the target text types such as brochures, persuasive letters and Science experiment reports will also be delved into. ● Students will have one activity booklet per module which includes reading comprehension, learning 					

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tasks, scientific experiments, peer and self-evaluation forms. <ul style="list-style-type: none">● The existing teachers will co-plan and co-conduct the activities with the part-time teacher twice a month. The existing English teacher will take up at least half of the related English reading lessons.● The EDB NET will act as a consultant and provide pedagogical support to teachers.● There will be adjustment of the teaching strategies, sharing among the existing English teachers and modification of materials after lesson observations and evaluation.																	
2) To purchase Science readers for P.4-6 Science reading programme for promoting reading across the curriculum (RaC)																	
Implementation details of (2) <ul style="list-style-type: none">● The books will be purchased for students for use in the English lessons aiming to enhance their reading skills and Science knowledge.● Use of readers to be purchased for the implementation of the RaC programme has been mentioned under the first proposed initiative above.● The printed books to be purchased are as follows: P.4 RaC Programme (2018/19) <table><tr><th>Modules</th><th>Book Adopted</th><th>Quantities</th></tr><tr><td>1</td><td>Food Science</td><td rowspan="2">80 copies for 2 classes</td></tr><tr><td>2</td><td>FAQs</td></tr><tr><td>3</td><td rowspan="2">The Life Cycle of Plants</td><td rowspan="2">80 copies for 2 classes</td></tr><tr><td>4</td></tr></table>	Modules	Book Adopted	Quantities	1	Food Science	80 copies for 2 classes	2	FAQs	3	The Life Cycle of Plants	80 copies for 2 classes	4	P.4-6	<u>Contacting publishers</u> Aug 2018 <u>Procurement exercises</u> Sep 2018	<ul style="list-style-type: none">● 80% of P.4-6 students will read the assigned printed books per year.● 100% of the existing English teachers use the resource at P.4-6 per year.	Please refer to Item (1).	Please refer to Item (1).
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