

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

School Name: BUDDHIST CHI KING PRIMARY SCHOOL (English)

Application No.: A 009 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 14
2. No. of approved classes in the 2016/17 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 2016/17 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)
Space Town Literacy Programme for KS1	P.1-P.3	Reading and Writing programme	NET Section, EDB
Language Learning Support-English	P.3	e-Learning	Language Learning Support Section, EDB

Name of programme/project/support service	Grade level	Focus(es) of programme/project/support service	External support (if any)
Effective use of e-resources to enhance students' reading ability	P.4-P.6	To improve students' reading motivation and interest by creating a language-rich learning environment with the use of interactive readers and reading activities at school and home	QEF, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> Our principal is open-minded with clear vision on school's development and supports any reforms that can improve different aspects of students' learning. A more stable team has been established; thus, more room for excelling our current practice is available. 	<ol style="list-style-type: none"> Implement an e-reading programme in P.4-P.6 and incorporate the reading programme systematically into the core-curriculum P.1 curriculum reform has been implemented since 2016. No summative assessment is conducted in P.1 for giving room to promote parent-child English reading.
Weaknesses	Threats
<ol style="list-style-type: none"> Inadequate family support for learning Most teachers are inexperienced in trying out the plan towards "Reading across the Curriculum". 	<ol style="list-style-type: none"> The number of staff has increased these years. This requires stronger communication, transparency, and fairness of job allocation. In addition to management and staff affairs, more work towards building team spirit is also needed to maintain high morale. With the implementation of the school projects (e.g. eLearning, Green School, intervention programmes), the demand on the staff (e.g. advanced IT skills to tie in with the school future development, management skills) is high and a balance should be sought to allow for healthy and sustainable development.

**(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
1. Development of a systematic school-based progressive language enrichment programme for lower Primary students 【RWI】	1. Hiring educators to develop a school-based literacy programme based on synthetic phonics	P.1-P.3
2. Development of a systematic school-based progressive language enrichment programme for upper primary students 【e-learning】	2. Hiring e-learning consultants to teach teachers how to design and plan school-based learning and teaching materials, and create e-learning resources for our students, to develop tailor-made e-learning materials in line with the school's curriculum	P.4-P.6
3. Incorporation of Language Arts into the English curriculum for upper primary students 【Drama Class】	3. Hiring the language arts consultants to co-plan, co-design, co-teach with teachers and incorporate language arts components into the current school-based English curriculum	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>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</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p>(*Please delete as appropriate)</p> <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” (*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 full-time* 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"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)</p>	<p><input type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> <p>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 ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) To employ a qualified full-time supply teacher to create space for the core team members to promote reading across the curriculum at Primary 2 and Primary 4					
<ul style="list-style-type: none"> ● Modules designed for strengthening strategies on promoting “Reading Across the Curriculum” (RaC) at P.2 and P.4 - Since the curriculum reform in 2001, emphasis has been placed on motivating students to read and enhancing their learning capabilities through reading. Therefore, we should continue to set “Reading to Learn” as a sustainable key task while due emphasis should be placed on helping students establish links between concepts and ideas acquired in different KLAs and further enhance their interest in reading and ability to process reading text types in a more in-depth way. - The proposed initiative aims to promote RaC and develop students’ reading skills necessary for processing texts of different text types on themes related to non-language subjects and provide them with opportunities for application and consolidation in collaboration with other KLAs / subject panels. - P.2 and P.4 are chosen as the target levels. Since P.2 students have already experienced one-year primary school life, we hope to introduce the reading strategies for promoting RaC as early as possible. P.4 is the first year of the transition from Key Stage 1 to Key Stage 2. There is a gap in the curriculum between two stages in terms of language items, their communicative functions 	P.2 & P.4	2017/2018 (second term) to 2018/19 (first term) Jan 2018-Feb 2018 Co-planning Mar 2018 Development Apr to May 2018 Try-out and refinement, Lesson Observation	100% of students can experience reading across curriculum. A school-based reading across the curriculum programme, with one module of lesson plans, learning tasks/activities developed for Primary 2 and Primary 4 respectively. 80% of Primary 2 students are able to locate and access relevant	Based on the experience of taking forward the proposed initiative at P.2 and P.4, this initiative will be extended to other levels. The core team will take the lead to guide other teachers on developing learning and teaching resources for other levels and updating the existing teaching	Co-planning meeting records, lesson plans and lesson observation records as well as focus group meeting records will be kept for future reference. Questionnaire for teachers to monitor the progress of the plan and fine-tune the teaching strategies in different stages Students’ tasks/ projects Sharing sessions among teachers

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

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

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

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<p>and generic skills as well as variety of text types. Therefore, P.4 is chosen as a starting point to enhance students' reading skills.</p> <p>Implementation Details:</p> <p>1. Two English Panel Heads and Curriculum Developer (CD) will be the core members. 24 lessons will be released and taken up by the supply teacher. One class (10 lessons per cycle) of each panel head will be released. 1 class of General Studies (4 lessons per cycle) of CD will be released. In total, 24 lessons will be taken up by the supply teacher.</p> <p>Two English Panel Heads and CD will arrange cross-subject meetings around once a month. In addition, meetings with members of English panel will be held twice a month. CD leads different meetings to collaborate with teachers of other KLAs such as General Studies, Mathematics, Visual Arts and P.E depending the theme chosen for reading to work out a meaningful and holistic plan for the implementation of RaC. Other duties of the two English Panel Heads and CD are as follows:</p> <p>i) setting out the schedule preparation meetings for P.2 and P.4 levels teachers with CD</p> <p>ii) identifying the reading skills and strategies necessary for understanding language features</p> <p>iii) designing all the lessons plans for reading lessons including lessons activities, choices of reading materials, and worksheets</p> <p>vi) arranging the cross-curricular meetings with other subjects such as General Studies and non-language subjects such as P.E and Visual Arts. Reading activities are then designed to help students to integrate the knowledge, skills and learning experiences gained in other KLAs</p>		<p>May 2018 Evaluation meeting after trying out for refining some details for the plan wherever necessary</p> <p>June 2018 Experience sharing session at school</p> <p>August 2018 Refining, planning meeting. (The scheme will be refined and run again in 2018/2019)</p> <p>September 2018 Co-planning</p>	<p>information.</p> <p>80% of Primary 4 students are able to extract, organize information and create new ideas.</p> <p>85% of Primary 2 and Primary 4 students' confidence and skills in presentation enhanced after implementing the initiative for 2 years.</p> <p>80 % of the existing English teachers will acquire and apply pedagogy of teaching "Reading across curriculum" per year.</p>	<p>resources.</p> <p>Video-taping for all lessons being observed will be available for sharing</p>	<p>Evaluation forms to evaluate the effectiveness of the plan for future reference.</p>

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<p>v) purchasing reading materials including fiction and non-fiction of different subject contents</p> <p>vi) co-planning with P.2 and P.4 English teachers</p> <p>vii) trying out the plan for other English teachers of P.2 and P.4</p> <p>viii) conducting lesson observations with CD in P.2 and P.4. Lesson observation will also be carried out in other subjects to evaluate the implementation of the cross-curricular elements</p> <p>ix) conducting evaluation meetings with English teachers after the lesson observation and towards the end of this project</p> <p>x) conducting experience sharing session at school at the end of the term</p> <p>xi) conducting meetings for planning RaC of the next year</p> <p>2. The objectives of each module for P.2 and P.4 that are going to be attained through RaC are as follows:</p> <p>i) Reading as a fundamental mode of learning</p> <p>-Reading helps develop thinking skills, enriches knowledge, enhances language proficiency and broadens life experience. These skills can support students to read at all levels they need to succeed. The strategies vary according to the needs of students, their levels, the subject area and the kinds of texts they are expected to read.</p> <p>ii) Explicit teaching of reading strategies to be integrated with teaching the curriculum</p> <p>-The reading strategies support all students to read different text types on topics related to other KLAs to facilitate their learning.</p>		<p>October to Nov 2018</p> <p>Lesson observation</p> <p>December 2018</p> <p>Evaluation</p>			

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<p>-Collaborate with teachers of other KLAs to identify entry points, set realistic goals, draw up a plan or schedule of work and develop and evaluate the learning, teaching and assessment materials and activities.</p> <p>iii) Students learn to read the subject matter and the associated language patterns</p> <p>-Develop students’ reading skills necessary for processing academic texts on themes related to non-language subjects and provide opportunities for application and consolidation in collaboration with other KLAs or subject panels</p> <p>-Highlight the vocabulary used and provide scaffolding for students to retain and use these words</p> <p>-Language learning activities or tasks are to be implemented in non-language subjects with due emphasis on particular grammar items and structures, communicative functions or language skills.</p> <p>iv) Effective use of variety of text types (e.g. information texts, STEM-related reading materials) to encourage students’ deep reading, connect their learning experience and broaden their knowledge base</p> <p>-Develop students’ skills in ‘Reading to Learn’ through providing exposure to a wide range of materials with different themes and text types conducive to knowledge building and language learning</p> <p>-The learning and teaching of a particular topic (e.g. Science) may require input of a combination of language items and structures. To maximize learning that integrates language and content, cross-curricular collaboration could focus on appropriate entry points such as features of certain text types (e.g. argumentative writing), rhetorical functions (e.g., defining, making suggestions),</p>					

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<p>vocabulary commonly used or vocabulary building strategies such as understanding collocations and word parts.</p> <p>v) Strengthen value education elements such as respect for others, care for others and responsibility in the process of conducting the plan</p> <p>vi) Integrative use of generic skills such as thinking skills, critical thinking skills, creativity, collaboration skills</p> <p>3.To achieve the above objectives: the following will be implemented:</p> <p>i) CD and the English Panel will conduct briefing sessions for subject teachers of target levels before implementation</p> <p>ii) English teachers will design all the lessons plans for reading lessons including lessons activities, reading materials, and worksheets.</p> <p>iii) Arrange cross-curricular meetings with other subjects such as General Studies and non-language subjects such as P.E and Visual Arts. Reading activities are designed to reinforce students' ability to integrate the knowledge, skills and learning experiences gained in other KLAs.</p> <p>iv) Co-plan with P.2 and P.4 English teachers</p> <p>v) Two panel heads will have a try-out for other English teachers of P.2 and P.4.</p> <p>vi) Lesson observation with CD will be carried out in all English classes of P.2 and P.4. Lesson observation will also be carried out in other subjects to evaluate the effectiveness the cross-curricular elements.</p> <p>vii) Evaluation meetings will be arranged with English teachers after the lesson observation and at the end of the plan.</p>					

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<p>viii) Experience sharing session at school will be arranged at the end of the term.</p> <p>4. Design tasks, activities and projects or work out innovative solutions to problems (e.g. a project on Healthy Diet)</p> <p>i) 4 English lessons per cycle will be allocated to the teaching of reading strategies such as skimming and scanning, inferring meaning of unfamiliar words, summarizing the main ideas, interpreting writer’s feeling by using different teaching strategies such as reading aloud, shared reading, storytelling, supported reading and independent reading. In order to attain those objectives, students are encouraged to read a wide range of materials with different subject content and text types to facilitate the development of a culture of ‘reading to learn’ and RaC.</p> <p>ii) “Me, my friends and my family” and “People helping us in the community” (P.2) and “Food and Drinks, Healthy Eating” and “Healthy Habits” (P.4) are chosen for a collaboration initiative with the General Studies Department. Other non-language subjects such as Visual Arts, Music and P.E will design reading activities that integrate the knowledge, skills and learning experiences.</p> <p>iii) Both fictions and non-fictions will be used in the plan. For P.2, narrative texts such as stories and comics and posters, advertisements will be used. For P.4, stories or plays and some information texts such as recipes, pamphlets, procedures will be used. Students will be guided to use different reading skills and strategies in reading different materials. For examples:</p> <p>-Skimming and scanning: Students will learn how to locate specific information quickly from reading materials.</p> <p>-Making connection: Students will be able to make connections</p>					

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<p>between what they know and feel and what is in the text.</p> <p>-Inferring: Students will learn about making an intelligent guess when reading. They need to use the clues in the text and their prior knowledge.</p> <p>iv) After reading different text types, learning activities and tasks as well as projects will be assigned to students to extend their learning in authentic contexts. Some planned ones are set out below:</p> <ul style="list-style-type: none"> ❖ story-telling and reader’s theatre on books or texts about interpersonal relationships ❖ writing critically on the theme of a short story or report ❖ discussions and debates on the controversial issues raised in an editorial ❖ designing pamphlets and posters which introduce the cultures and traditions of different countries ❖ writing an alternative ending, a possible sequel or an imaginary dialogue based on a story or a film <p>5. CD and two English Panels are in the core team. For doing a theme-based project, students are able to use language skills, language learning strategies and the knowledge acquired in different subjects in an integrated way through the process of planning, information search, note-taking, interviewing, data analysis and drafting and re-drafting, discussion and presentation. At the same time, various generic skills such as critical thinking skills, self-learning skills, problem-solving skills, collaboration skills, communication skills are enhanced.</p>					

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(2) To purchase printed readers for promoting reading across curriculum at P.2 and P.4					
<ul style="list-style-type: none"> To purchase printed readers of different text types and topics <ul style="list-style-type: none"> -Identify reading materials (e.g. texts/readers) with suitable entry points (e.g. themes, text types and language items and structures, vocabulary) for connecting students’ learning experiences in different KLAs or prompting values education -Help students develop the reading skills and strategies necessary for understanding and analyzing language use in English texts written for general or academic purposes (e.g. text structures, rhetorical functions, vocabulary) -Collaborate with teachers of other KLAs to develop learning activities that provide students with opportunities to consolidate the knowledge and skills gained across KLAs <p>Purchase of readers in hard copy</p> <ul style="list-style-type: none"> - P.2: 3 titles x 60 copies - P.4:3 titles X 60 copies <p>All the readers will be purchased after proper procurement exercises.</p>	P.2 & P.4	From Jan 2018 to Aug 2018 Conduct procurement exercises for purchasing books and then purchase the books	100% of students at Primary 2 and 4 read 2 titles per year 80 % of the existing English teachers use the resources at Primary 2 and 4 each year.	After completing the project, all the readers will be kept at school and used in future.	<ul style="list-style-type: none"> -Readers chosen, generic skills and reading strategies used will be recorded in co-planning meeting records for future reference. -Survey to collect feedback from teachers and students to evaluate the effectiveness of the plan -Some reading strategies will be included in the summative assessments to better understand the effectiveness of the measure.

