

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

**School Name:** SKH. Kei Wing Primary School (English)

**Application No.:** B050 (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 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	IRTP	Total
No. of approved classes	4	4	4	4	4	4	1	25

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	IRTP	Total
No. of operating classes	4	4	4	4	4	4	3	27

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)
PLPR-W	P.1- P.3	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. The school principal is supportive.</li><li>2. Collaborative and sharing culture has developed through effective use of co-planning lesson time.</li><li>3. Co-planning meetings are held regularly for sharing teaching ideas.</li><li>4. The school-based PLP-R/W programme in P.1 – P.3 is well established.</li><li>5. Students are disciplined and willing to follow instructions.</li></ol>	<ol style="list-style-type: none"><li>1. PEEGS facilitates the development of school-based measures to strengthen the learning and teaching of English.</li><li>2. English-language rich environment will comprehensively support students' English learning</li><li>3. School-based learning and teaching materials that cater for the learning diversities of our students will be developed</li><li>4. Through adapting school-based curriculum, teachers' capacity and teaching effectiveness will be enhanced.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Teachers focus too much on teaching grammar, and do not spend much time on teaching reading and writing skills.</li><li>2. Students are generally weak in reading comprehension and they lack the skills to decode meaning from texts.</li><li>3. TSA results (reading and writing) of P.3 students are not satisfactory.</li><li>4. Students lack confidence to express themselves or communicate in English.</li><li>5. The linkage between KS1 and KS2 curriculum is not strong.</li></ol>	<ol style="list-style-type: none"><li>1. Students' performance in TSA is deteriorating.</li><li>2. Keen competitions with neighbouring schools.</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>
Developing vocabulary learning curriculum	Hire supply teachers to release space for core English team members to develop new vocabulary units to assist students' writings	P. 1 to P. 6

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

<b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	<b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	<b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	<b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<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><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”</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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* <del>or part-time*</del> teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-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 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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
Employ a full-time supply teacher to release the space for core team members to promote reading across the curriculum (RaC) at P.4-6					
<p>A full-time qualified supply teacher will be employed to create space for the core team members to promote reading across the curriculum at P.4-P.6. The existing school-based KS2 curriculum in our school is textbook-bounded with strong emphasis on grammar. However, students need exposure to authentic reading texts and use appropriate reading strategies to comprehend them.</p> <p>Moreover, about half of our students will study in an EMI secondary school after graduation. Hence, developing RaC in KS2 will facilitate students' transition to their studies in secondary schools.</p> <p>During the first year, the provision of PEEGS will be fully used to subsidize the funding of a supply teacher. During the second year, the school will utilize its own financial resources to hire the additional teacher and create space for the core team members to continue the development of RaC materials.</p> <p><b>Details of the substitution:</b>                      The supply teacher will take up 30 lessons, with breakdowns listed as follows:                      English Panel Chair (EPC) – 10 lessons (1 English class)                      3 level coordinators – 4 lessons x 3 (2 Music / Art / PE classes / 1 General Studies class)                      8 other P.4-P.6 teachers – 1 lesson x 8 (1 class teacher</p>	P. 4 - P. 6	Sept 2018 to Jul 2020  Sept 2018 Co-planning on the P. 5 RaC units (1 <sup>st</sup> term)  Oct 2018 to Dec 2018  Implementation of the P.5 RaC materials and lesson observations (1 <sup>st</sup> term)  Jan 2019 Evaluation of the P. 5 RaC materials (1 <sup>st</sup> term) and co-planning of P. 5 RaC materials (2 <sup>nd</sup>	12 sets of RaC materials developed (unit plans, co-planning records, lesson plans, worksheets, videos of lesson observations, student sample works and other teaching materials such as Powerpoint slides).  At least 60% of Primary 4 to 6 students will improve their confidence and skills in reading.  Test / exam results (reading comprehension) of at least 60% of Primary 4 to 6 students will improve by 10% or	Teachers will continue to use the developed RaC materials upon completion of the entire project.  A sharing session will be arranged at the end of the project so that the participating English teachers have a chance to share their experiences of developing and teaching the materials with other teachers.	The EPC monitor the progress of the implementation through chairing meetings, attending lesson observations and reviewing samples of student assignments, which will be collected once per term.  Students will complete a pre-test and a post-test on reading skills (using TSA / Pre-S1 papers) before and after the implementation period. Together with the test / exam scores of each term, these data will be analyzed to see if any improvement in reading skills is

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<p>period / Bible class) Total: 30 lessons</p> <p><b>Development of the school-based RaC curriculum</b> The core working team comprises of 5 members, including the EPC, the NET and the 3 level coordinators. Other 8 English teachers of the target levels will also assist in the development of the RaC curriculum through lesson observations.</p> <p>The RaC will be primarily developed by English teachers, but PSM(CD) and the panel chair of General Studies will be invited to sit-in the co-planning meetings and contribute their opinions on the appropriateness of the themes during the development process.</p> <p>The EPC will monitor the progress of implementation of RaC in all three levels and provide directions for the team members on developing and evaluating the teaching materials. The English Panel Chair (EPC) will chair focused co-planning meetings with the level coordinators and other English teachers 4 weeks before teaching the unit. The English Panel Chair will guide the level coordinators to find the multi-modal texts as well as develop the unit plan, worksheets and other teaching materials related to the topic. The EPC will chair another focused co-planning meeting with the teachers when all the materials are ready and suggest amendments if necessary.</p> <p>The level coordinators, who are experienced English teachers, will be responsible for selecting RaC materials and developing worksheets. He/She will also invite other English teachers to observe his/her RaC lessons. The level</p>		<p>term) Feb to May 2019 Implementation of P. 5 RaC materials (2<sup>nd</sup> term)  Jun 2019 Evaluation of P.5 RaC materials (2<sup>nd</sup> term) and dissemination seminar to all English teachers  Sept 2019 to Jun 2020 Co-planning, implementation and evaluation of P. 4 and P. 6 RaC materials</p>	<p>more in 2 years' time.</p> <p>At least 80% of the participating English teachers will acquire knowledge/ pedagogy of RaC.</p> <p>At least 80% of the participating English teachers will apply reading strategies to English teaching at Primary 4 to 6.</p> <p>At least 80% of the participating English teachers believe that the RaC units can develop students' reading and writing skills and boost their motivation to learn English</p>		<p>evident. The findings will be disseminated to subject teachers during the year-end English panel meeting so that they can identify the weaknesses and inform future teaching.</p> <p>All participating teachers will also complete a survey to evaluate the entire project.</p>

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<p>coordinators will arrange peer lesson observation for P. 4 to P. 6 teachers to observe during the curriculum development cycle. Lesson observation forms will be completed. Teachers will receive feedback during post-lesson evaluating meetings.</p> <p>The NET will serve as a consultant and provide feedback on the appropriateness of the teaching materials and worksheets. She will also observe the lessons and provide feedback to the teachers concerned.</p> <p>At the end of the teaching cycle, the EPC will chair a meeting with P.4 to P.6 teachers to evaluate the entire project and suggest areas for improvements. All participating teachers will also complete a survey to evaluate the entire project.</p> <ul style="list-style-type: none"> <li>• <b>Collaboration among English teachers</b></li> </ul> <p>The EPC will chair co-planning meetings with P.4 to P.6 teachers twice a month to plan the upcoming lessons and evaluate the effectiveness of the previous lessons. The focus will be on the teaching of reading skills. PSM(CD) and the principal will sit in the meetings occasionally to monitor the progress of implementation.</p> <p>Peer lesson observations will be conducted by the core team members at least once per grade per term, and all English teachers, PSM(CD) and the principal will be invited to observe and provide feedback to the teachers concerned.</p> <p>A post-lesson observation conference will be held afterwards to help the teachers reflect on aspects like the</p>					

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<p>students' strengths and weaknesses, the flow of the lesson as well as the pedagogical strategies adopted, which can help to improve one's future teaching.</p> <ul style="list-style-type: none"> <li> <b>Implementation</b>            As this is the first year for our school to try out RaC and teachers do not have experiences in doing that, we plan to start and implement the initiative at P.5 first. P.5 is chosen because these students need to tackle the Hong Kong Attainment Test (HKAT) in 2020 and training their reading skills is of paramount importance. We will evaluate the effectiveness at the end of the 2018/19 school year to see how we should fine-tune it before implementing in P. 4 and P. 6 in 2019/2020.         </li> </ul> <p>The entire teaching cycle will last for 3 to 4 weeks. A unit plan will be developed to guide the teachers on the sequence of the lessons. The unit plan will follow the structure of a Task-Based Language Teaching framework (i.e. from pre-reading to post-writing).</p> <p>For each level, four RaC units will be developed during the two-year span (2018/19-2019/20), hence a total of 12 sets of RaC materials will be developed. Two lessons per week, 10 weeks per term, will be allocated to RaC (i.e. 2 x 10 x 2 = 40 lessons per year).</p> <p><b>Text types</b>            For each unit, ONE non-fiction reader together with a few multi-modal texts from various sources such as magazines, newspaper and the Internet will be used as inputs for the specific RaC topic.</p>					

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<p>The genres of the materials for reading input will mainly be articles, but stories that fit the RaC themes (see below) may also be included. The readers will be kept in school and circulated between different classes of the same level while the multi-modal texts will be distributed to students.</p> <p><b>Themes</b> The tentative RaC topics (with similar themes in English and General Studies textbooks) are as follows (subject to amendments as the school has not decided the textbook publishers in 2018/19 to 2019/2020 yet).</p> <p>First Year (2018/2019)</p> <table border="1" data-bbox="129 767 869 986"> <thead> <tr> <th>Level</th> <th>Term</th> <th colspan="2">Themes (English + General Studies)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">P.5</td> <td>1st</td> <td>Healthy Eating</td> <td>Mental Health</td> </tr> <tr> <td>2nd</td> <td>Friendships</td> <td>Pollution</td> </tr> </tbody> </table> <p>Second Year (2019/2020)</p> <table border="1" data-bbox="129 1061 869 1449"> <thead> <tr> <th>Level</th> <th>Term</th> <th colspan="2">Themes (English + General Studies)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">P.4</td> <td>1st</td> <td>Cuisine</td> <td>Festivals</td> </tr> <tr> <td>2nd</td> <td>Digital Age (Technology)</td> <td>Digital Age (Ethics)</td> </tr> <tr> <td rowspan="2">P.6</td> <td>1st</td> <td>Solar System</td> <td>Endangered Species</td> </tr> <tr> <td>2nd</td> <td>Inventing Machines</td> <td>Historical Figures</td> </tr> </tbody> </table>	Level	Term	Themes (English + General Studies)		P.5	1st	Healthy Eating	Mental Health	2nd	Friendships	Pollution	Level	Term	Themes (English + General Studies)		P.4	1st	Cuisine	Festivals	2nd	Digital Age (Technology)	Digital Age (Ethics)	P.6	1st	Solar System	Endangered Species	2nd	Inventing Machines	Historical Figures					
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<p><b>Teaching Strategies</b>            Storytelling, shared reading, reading aloud, supported reading and independent reading will be adopted in RaC lessons. Teachers will also adopt cooperative learning strategies such as mixed-ability grouping and jigsaw reading approach to exploit the text with students. Students in weaker classes will also be given simplified version of the texts to read. Teachers also encourage students to carry out self-directed learning by keeping a vocabulary logbook which include their newly learnt vocabulary items and organize them into meaningful categories.</p> <p><b>Reading Skills</b></p> <table border="1" data-bbox="129 804 889 1505"> <tbody> <tr> <td data-bbox="129 804 241 991">P.4</td> <td data-bbox="241 804 889 991"> <ul style="list-style-type: none"> <li>• skimming and scanning</li> <li>• summarizing key ideas</li> <li>• inferring meaning</li> <li>• guessing meaning of unfamiliar words from contexts</li> </ul> </td> </tr> <tr> <td data-bbox="129 991 241 1362">P.5</td> <td data-bbox="241 991 889 1362"> <ul style="list-style-type: none"> <li>• skimming and scanning</li> <li>• summarizing key ideas</li> <li>• inferring meaning</li> <li>• guessing meaning of unfamiliar words from contexts</li> <li>• identifying details that support the gist or main ideas</li> <li>• understanding writer’s intention</li> <li>• understanding the information provided on the book cover and index</li> </ul> </td> </tr> <tr> <td data-bbox="129 1362 241 1505">P.6</td> <td data-bbox="241 1362 889 1505"> <ul style="list-style-type: none"> <li>• skimming and scanning</li> <li>• summarizing key ideas</li> <li>• inferring meaning</li> <li>• guessing meaning of unfamiliar words from</li> </ul> </td> </tr> </tbody> </table>	P.4	<ul style="list-style-type: none"> <li>• skimming and scanning</li> <li>• summarizing key ideas</li> <li>• inferring meaning</li> <li>• guessing meaning of unfamiliar words from contexts</li> </ul>	P.5	<ul style="list-style-type: none"> <li>• skimming and scanning</li> <li>• summarizing key ideas</li> <li>• inferring meaning</li> <li>• guessing meaning of unfamiliar words from contexts</li> <li>• identifying details that support the gist or main ideas</li> <li>• understanding writer’s intention</li> <li>• understanding the information provided on the book cover and index</li> </ul>	P.6	<ul style="list-style-type: none"> <li>• skimming and scanning</li> <li>• summarizing key ideas</li> <li>• inferring meaning</li> <li>• guessing meaning of unfamiliar words from</li> </ul>					
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