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

School Name: __SAM SHUI NATIVES ASSOCIATION HUEN KING WING SCHOOL__ **(English)**

Application No.: A 085 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): __12__

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	3	4	4	5	5	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)
PLP-R/W	P. 1-P.3	Literacy	NET Section, EDB
English Language Learning Support Services	P. 4-P.6	Writing	Language Learning Support Section, EDB

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

Strengths	Opportunities
1. The English team is energetic, devoted and willing to implement new strategies to improve students' language ability in English. 2. The practice of co-planning meetings is well-established, and teachers can share their experience and ideas in the meetings to enhance teaching and learning in the English classrooms. 3. The school has different types of remedial groups to help students learn English.	1. We have joined the PLP-R/W literacy programme, which can help students lay a better foundation in English reading. 2. There will be external support from the EDB in 2017/2018 school year to help students enhance their English learning.
Weaknesses	**Threats**
1. Many students lack interest and motivation in learning English. 2. Most students are cross-border students who are weak in English and cannot express their ideas using the language. 3. Most students do not have the habit of reading English materials.	1. The new P. 1 intakes are mostly cross-border students, and the number is on the rise.

(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. To develop the school-based reading and writing curriculum for P.1-P.3	1. Employed a part-time NET assistant to amend the reading and writing worksheets and built a framework of reading text types.	P.1-P.3
2. To raise professionalism in the department: set up a core curriculum development team and implement appropriate teaching strategies to facilitate effective teaching	2. Employed an experienced assistant teacher to share her experiences and lead the co-planning meetings.	P.4
3. To construct efficient learning opportunities through effective teaching strategies and to enhance students' learning interest through different learning experiences	3. Set up a team of "Show Choir" and held different activities to enhance their interest	P.1-P.6

(D) 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 ☑ the appropriate box(es) below)	Proposed usage(s) of the Grant (Please ☑ the appropriate box(es) below)	Time scale (Please ☑ the appropriate box(es) below)	Grade level (Please ☑ the appropriate box(es) below)
☑ Enrich the English language environment in school through - conducting more English language activities*****; and/or - ~~developing more quality English language learning resources for students~~***** **(*Please delete as appropriate)** ☑ 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" **(*Please delete as appropriate)** ☑ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☐ 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" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☑ Purchase learning and teaching resources ☐ Employ full-time***** or part-time***** teacher **(*Please delete as appropriate)** ☐ Employ full-time***** or part-time***** teaching assistant **(*Please delete as appropriate)** ☑ Procure service for conducting English language activities	☑ 2017/18 (second term) to 2018/19 (first term) ☑ 2018/19 (second term)	☑ P.1 ☑ P.2 ☑ P.3 ☑ P.4 ☑ P.5 ☑ P.6 ☑ Others, please specify (e.g. P1-3, P5-6): <u>P.4 Drama Workshops</u> _____

(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] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
(1) To purchase learning and teaching resources (school-based e-Readers and Grammar in Context e-resources) to further promote reading across the curriculum (RaC), enhance e-learning for P.1 to P.6					
The purposes of purchasing the learning and teaching resources (school-based e-Readers) are to further promote reading across the curriculum and enhance e-Learning. This will also support our school's development plan to further improve students' motivation and self-directed learning skills. E-Readers will be chosen carefully to match our students' English levels, interests and the themes of our core curriculum. We will also select cross-curricular titles which are thematically linked to other KLAs to promote reading across the curriculum. For example, when we teach 'Our Country Our People' in the Thematic Week, reading of titles related to themes such as 'Chinese architecture' or 'Chinese festivals' will be assigned to students. Through the extended reading, students' world knowledge and their appreciation towards art works will be developed. Since e-Readers are thematically linked to our core curriculum, our teachers can incorporate them into the reading lessons, extensive reading scheme and reading activities conducted during the Thematic Week. The e-Readers proposed to be purchased will be used in the	P.1 to P.6	2017/18 (second term) to 2018/19 (first term) All year round Co-planning From Jan 2018 to Jul 2018 Co-planning and implementation of e-Readers in the school curriculum From Sep 2018 to Jan 2019 Co-planning and implementation of Grammar in Context e-resources in	Number of e-Reader titles to be purchased: 60 (10 titles per grade level) Each e-Reader title will contain vocabulary, grammar and reading comprehension learning tasks. 60% of students at P.1-6 will read at least 7 e-reader titles each year. 60% of students at P.1-6 will complete 80% of the grammar in context learning activities. 60% of students at P.1-6 will complete	The e-Readers and e-learning resources will be installed at the school server, and the school has the perpetual license right to use them upon completion of the scheme.	Surveys will be conducted to collect feedback from teachers, students and parents once every school term. Online reports will be available to evaluate students' progress. School TSS will prepare the reports.

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[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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English reading lessons twice a month and the after-lunch reading activities four times a week, namely the 'Campus e-Reader worms' (KS1) and 'E-reading is fun!' (KS2). The e-Resources will also be used for conducting RaC activities during the Thematic Week in May 2018 and 2019. **Details about the purchase** The e-Readers will be chosen by referring to the recommended booklists for reading across the curriculum from the EDB. 60 e-Reader titles which are thematically aligned to our core curriculum will be purchased. Both fictional and non-fictional e-Readers of a broad range of text-types and related interactive learning materials are to be covered. <table><tr><td>*Level*</td><td>*Theme*</td></tr><tr><td>P.1</td><td>My family, Myself, Toys, Animals</td></tr><tr><td>P.2</td><td>My school, Rules, seasons and activities</td></tr><tr><td>P.3</td><td>Free time activities, food and drinks</td></tr><tr><td>P.4</td><td>Places in Hong Kong, Food, Hobby</td></tr><tr><td>P.5</td><td>Places and activities, Crimes, Injuries</td></tr><tr><td>P.6</td><td>Jobs, Festival and traditions, Growing up</td></tr></table> **Designing teaching and learning materials related to e-Readers** Different e-Readers will have different embedded activities designed by our English teachers. Our students can be exposed to these fun and engaging activities while reading. 2-3 sets of graded learning tasks on vocabulary, grammar, reading comprehension and critical thinking skills will be designed for each title. These tasks are embedded within the e-Readers to motivate students to read, explore the topics and consolidate their learning. These learning tasks also		the school curriculum	70% of the reading activities. Over 50 % of P.1 to P.6 students' confidence and skills in reading enhanced. Assessment results on reading of over 50% of P.1 to P.6 students will be improved by 5%. Over 50% of the existing English teachers will acquire knowledge/pedagogy of using e-Readers and e-resources. Over 50% of the existing English teachers will use e-Readers and e-resources to English teaching at P.1 to P.6.		

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serve as tools for checking students' progress. For example, vocabulary quizzes are already embedded within the e-Readers, students will be asked to complete them before they proceed with their reading. English teachers will also develop unit assessments based on the e-Readers to keep track of students' progress. The unit assessments will be conducted in class or assigned as homework. Our teachers will be able to review students' performance through the assessments and make adjustments to our teaching strategies accordingly. To further motivate students' interests in reading, e-Readers proposed to be purchased also have functions similar to those on social media platforms. Students can share their thoughts after reading a title and write online book reviews as a team. Teachers will be able to read and comment on students' work. These e-learning functions help engage students in understanding their own learning progress and participating in interactive and collaborative activities. The e-Learning functions also allow students to use the e-Learning resources to develop their creativity, collaboration and problem solving skills. Different sets of teaching and learning resources will be prepared by our teachers, and assigned to students of varying skills. Extended activities purchased will be assigned to more able students, and less able students will be provided with more basic tasks and work at their own pace. In addition, our teachers will have lesson plans adjustment for more able and less able students to adjust the teaching and learning, as the e-resources will be grouped into high/medium/easy levels, so that teachers will be able to apply different levels of e-resources in the lessons.					

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Use of e-Readers ➢ **Reading lessons** The e-Readers will be used in different stages of the reading lessons and flipped classrooms will be introduced. Stage 1: Pre-reading Home reading and flipped classrooms activities will be assigned. Teachers will set pre-reading guiding questions and design tasks for each e-reader. Students will finish e-Readers at home and complete related tasks. Stage 2: While-reading To go through the e-Readers in class, teachers will use various teaching strategies. • Teachers will ask questions about the e-Readers to arouse students' motivation and help them understand the content. • Teachers will also use some features such as reading aloud and the interactive games of the e-Readers to enhance students' motivation and their language skills. Multimedia resources, for example, the audio and visual aids of the e-Readers will be used to facilitate students' reading. • A variety of reading tasks such as discussions and role plays will be conducted with the support of teachers. Stage 3: Post-reading Follow-up activities including oral or written book reports, sharing among peers and reading journals will be conducted to extend students' learning. Peer reviews will also be introduced. Students' comments or videos will be uploaded onto the e-learning platform of the school. ➢ **Home Reading Scheme** We will use the e-Readers for the Home Reading Scheme. Students will be encouraged to read outside the classroom to improve their self-directed learning skills. 7 e-Readers will be assigned to students throughout the year. Students will write book reviews, share their reading or complete					

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e-Reading exercises. Teacher-librarian will collaborate with English teachers by introducing the e-Readers, conducting reading activities and teaching some reading skills. ➢ **Lunch Activities** Both the 'Campus e-Reader worms' (KS1) and 'E-reading is fun!' (KS2) are conducted by the teacher-librarian at the school computer room. Each after-lunch session will last for 20 minutes. "E-reading is fun!' (KS1) will be conducted on Mondays and Wednesdays for P.1-P.3 students while "Computer e-Reader worms" will be conducted on Tuesdays and Thursdays for P.4-P.6 students. Students will be arranged to join the activities on rotation basis as only 20 students can be entertained for each session. For each session, the teacher-librarian will read an e-Reader with the students and conduct follow-up reading activities such as games simple fun quizzes. **License of the e-Readers proposed to be purchased** The school will have a school site license to allow all students to access the e-Readers via login through the school's intranet (these accounts already exist). We also need to protect the publishers' intellectual property and teach our students to respect others' intellectual properties. Only students and teachers with our school's intranet accounts will be allowed to access the e-Readers. Cross-border students are also able to access to the e-Readers at home through the intranet. Students can read the e-Readers at the same time and teachers will monitor students' progress by checking their performance online. Our schools reserve the perpetual rights to use the e-Readers to be purchased after the project period and the impacts of the above-mentioned plans and activities can be sustained when the funding is no longer available. There will be no extra cost to use the e-resources					

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upon the completion of the project. No other extra cost will be incurred on the provision of online reports during the project period and upon completion of the project. These resources will be purchased after proper procurement exercises.					
(2) To procure professional services to conduct co-curricular activities to promote reading across the curriculum at P.1 - P.6					
Objectives The objectives of the reading activities are to promote reading across the curriculum, develop new teaching strategies in reading as well as maximizing the use of the e-Readers to be purchased. **Details of the Reading Activities** Reading activities will be conducted during the Thematic Week in May 2018 and May 2019 by our English teachers and the e-learning instructors. There will be one 1.5 sessions for each class in May 2018 and May 2019, of which 12 sessions are demonstrations by the e-learning instructors and 40 sessions will be co-taught by the e-learning instructors and the English teachers. The reading strategies covered include skimming and scanning, inferring meaning of unfamiliar words, summarizing main ideas, interpreting writer's feeling, recognizing the language features of both fiction and non-fiction texts, using different reading skills for different text types, etc. The text types of the e-Readers to be covered include both fictional and non-fictional texts. The themes for reading activities are based on the themes chosen for each level and a wide variety of topics related to students' daily lives are to	P.1-P.6	May 2018, May 2019 April 2018, April 2019 Co-planning May 2018, April 2019 Co-teaching Demonstration June 2018, June 2019 Evaluation	52 sessions of reading activities will be conducted at P.1-P.6 throughout the project period. 6 teaching packages on conducting reading activities will be developed. 50% of P.1 to P.6 students will enhance their confidence and skills in reading. Assessment results on reading of 50% of P.1 to P.6 students will be improved by 5%. 60% of the existing English teachers will acquire knowledge/pedagogy of conducting reading	The materials developed will be used after completion of the project. The knowledge of conducting reading activities acquired during the project will be disseminated/ transferred to the other English teachers in school for sustainability. Some of the reading activities will be video-taped for sharing.	The records of meetings will be kept for future reference. The school will conduct reviews/evaluation meetings; surveys to collect feedback from teachers, students. The activities will be video- taped for sharing and evaluation among panel members. The collected data will be used for future planning/ improvement on learning and teaching of English.

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be covered.
 	
Various activities and tasks will be conducted with reference to the themes of e-Readers. Two types of reading activities, problem-solving tasks (P) and drama activities (D), will be conducted and tabled below.
 	
<table><tr><td>*Level*</td><td>*Activities*</td><td>*e-Reader Themes*</td></tr><tr><td>P.1</td><td>Guessing Game (D)</td><td>Animals</td></tr><tr><td>P.2</td><td>Reader's Theatre (D)</td><td>My School and Rules</td></tr><tr><td>P.3</td><td>Designing Menu (P)</td><td>Food and Drinks</td></tr><tr><td>P.4</td><td>Designing Itinerary (P)</td><td>Places in Hong Kong</td></tr><tr><td>P.5</td><td>Crime Solving Game (P)</td><td>Crimes and Injuries</td></tr><tr><td>P.6</td><td>Mini Drama Competition (D)</td><td>Growing up</td></tr></table>
 	
Tentative details of RaC activities are highlighted below:
➢ Problem solving tasks
  • Designing Menu (On e-Readers about food and health)
    Students can apply what they have learnt from e-Readers to a real life situation. Students will be introduced to an authentic context, designing a menu for the school tuck shop, after reading different e-Readers on foods and drinks.
  • Designing Itinerary (On e-Readers about travelling)
    Students can read e-Readers about travelling and design itineraries for tourists with different preferences or needs.
			activities using e-Readers and e-resources.
			
			60% of the existing English teachers will conduct reading activities using e-Readers and e-resources to English teaching at P.1 to P.6		

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• Crime Solving Game (On crime) Graphic organizers can be introduced for crime e-Readers and a crime solving game can be conducted. ⮞ Drama Activities • Guessing Games Students can take up different characters in the stories and other students can ask questions about character traits. • Reader's Theatre Students can put up a skit on the most interesting part of the e-Readers they read. As the theme is related to students' school lives, students can further extend their reading. • Mini Drama Competition Students read e-Readers and perform the endings in class. For more able students, students can create their own endings. Each class can choose one group to perform in the drama competition. **Expected qualifications and experiences of the e-learning instructors** We expect the instructors to have a degree in IT in Education or relevant disciplines, and have over 5 years of experience developing and applying e-resources for schools in Hong Kong. **Collaboration between the Local English Teachers (LETs) and the e-learning instructors** English teachers will work with the instructors in co-planning, designing and delivering e-reading activities. The instructors will demonstrate how to conduct reading activities with the use of the e-resources effectively. For					

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example, techniques and good practices on conducting e-reading activities, using various e-tools to facilitate group interactions as well as other pedagogies on promoting reading across the curriculum and e-learning. Other than co-teaching with our English teachers, the e-learning instructors will also evaluate the reading activities conducted and make recommendations on how we can adjust the teaching and learning strategies. During co-teaching, LETs will take up at least half of the teaching parts. After co-teaching, teachers will evaluate the lessons and adjust the teaching strategies and share the experiences with the other English teachers so that they can plan their sessions effectively. The materials be owned and used by school after the contract period.					
(3) To procure professional services to conduct Drama Workshops and Reader's Theatre to provide P.4 students opportunities to use English in authentic context					
School-based drama workshops will also be delivered for P.4 students to them with opportunities to use English in an authentic context. **Expected qualification and experiences** The Language Arts consultant should have a bachelor's degree in English Language teaching or relevant subjects, and should have more than 3 years of experience teaching drama or have a degree or diploma in Teaching English through Drama. English teachers will work with the Language Arts consultant to co-plan and incorporate drama components (with a focus on improving students' speaking and listening	P.4	2018/19 (first term) to 2018/19 (second term) All year round Co-planning Sep to Nov 2018: Teaching Demonstration Nov to Dec: Co-teach and lesson	Drama Workshops and Reader's Theatre conducted for P. 4 students per year Drama activities infused into English teaching at P. 4 4 sets of resource materials on drama activities for P.4 co-developed by the consultant and the	This measure is for P.4, and we can add or make modifications to the curriculum developed to implement in other levels in the future. We will have soft copies of all files for ease of	Records of meetings will be kept for future reference. Regular progress review meetings with all teachers involved to monitor progress and evaluate the effectiveness of the programme.

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skills) into the current school-based English curriculum. Learning and teaching materials (the script, scheme of work, syllabus, lesson plans, and teaching notes) will be co-designed and co-developed based on students' varying abilities and needs. Our curriculum does not have enough drama components, and we want to infuse drama activities into English teaching at P.4. Through dramatic activities, students' fluency and confidence in articulating English can be dramatically improved. More importantly, drama provides cultural and language enrichment by revealing insights into the target culture. Imaginary texts include short stories and dramas will be used. The English team will incorporate "language Foci" in each stage of the Drama Programme in line with the school's English curriculum and develop different sets of teaching materials to cater for students' different abilities. We want to start with P.4 and the Language Arts consultant will help design drama components in our school-based curriculum. We also want to establish a solid foundation for our students entering KS2. Our teachers will then be able to extend this to P.5 and P.6 upon completion of the project. The target language skills will be speaking and listening skills, as well as generic skills including collaboration, critical thinking and problem solving skills. 10 lessons per school year will be allocated for the drama workshops (including teaching demonstration, co-teaching and observations). All our English teachers will work with the Language Arts consultants to co-plan and incorporate Language Arts		observations Jan 2019: Evaluation Meetings Feb to Mar 2019: Teaching Demonstration Apr to Jun: Co-teach and lesson observations Jul: Evaluation Meetings	existing English teachers. Over 50% of P.4 students' confidence and skills in speaking enhanced Over 50 % of P. 4 students use English in daily communication. Assessment results on speaking of over 50 % of P.4 students will be improved by 10 % in 2 years' time. Over 50 % of the existing English teachers will acquire knowledge / pedagogy of conducting drama activities for P. 4. Over 50% of the existing English teachers will apply	future adaptation and use as needed to meet learners' needs. Demonstrations will be video-taped for future reference. All teaching materials and notes used in the evaluation meetings will be documented and video-taped for future training.	

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components into the current school-based English curriculum. We will use the e-Readers purchased under the PEEGS scheme, and students will perform in "Show Choir" or Reader's Theatre. Different activities will be held to enhance students' interests. One third of the lessons will be demonstrated by the consultants, then one third will be co-taught and one third will be taught by our English teachers and consultant will give us feedback. Based on the feedback given by the consultants after lesson observations, our English teachers will make adjustments to the teaching strategies and lesson plans. We will also share the experiences among the English teachers during the evaluation meetings. Learning and teaching materials (schemes of work, syllabus, lesson plans, and teaching notes with exercises) will be co-designed and co-developed based on students' varying abilities and needs. The school will have the rights to use the materials after the contact period with no extra cost.			drama activities to English teaching at P. 4. Surveys of teachers indicted that 80% of the teachers are more confident in teaching drama workshops after the programme.		