SCHEDULE – APPROVED PROPOSAL

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

School Name: Shamshuipo Kaifong Welfare Association Primary School (English)

Application No.: C066 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): __8__

2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	2	2	2	2	2	2	12

3. No. of operating classes in the 2018/19 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:

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
PLP-R	P.1 - P.3	Reading	NET Section, EDB
Development of Text Sets (DTS) for Enriching the School-based English Language Curriculum at the Primary Level	P.5	Reading and Writing	NET Section, EDB
Quality School Improvement Project: Tracking Students' Learning through Comprehensive Enhancement of Assessment Literacy" (QSIP-CEAL)	P.4-P.6	Assessment Literacy	QSIP, CUHK

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

Strengths	Opportunities
1. English team has joined various curriculum development programmes supported by the EDB and CUHK to enhance curriculum development. 2. School-based English curriculum materials have been developed over the past few years and renewed every year. 3. The school is equipped with IT facilities to facilitate students' learning of English. 4. The school has developed a co-planning culture to support teachers' professional growth.	1. An Advisory teacher from the NET section gives us advice on curriculum planning and lesson observation. 2. The PEEGS facilitates school curriculum development to optimize our effectiveness of teaching and learning.
Weaknesses	**Threats**
1. Most students are generally weak in English as they lack a language-rich environment. 2. Students are in lack of family support for English learning.	1. Great learning diversity among students, especially among the non-Chinese speaking students and newly-arrived students. A school-based English curriculum should be developed to cater for the needs of students of different abilities and backgrounds.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area(s) of Development	Usage(s) of the grant	Grade Level
Reading	- Hiring a teaching assistant - Purchasing printed books - Procuring professional service for professional development workshops	P.4 – 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	Proposed usage(s) of the Grant	Time scale	Grade level
☐ Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* ☐ 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" ☐ 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 ☐ Employ full-time* or part-time* teaching assistant ☐ Procure service for conducting English language activities	☑ 2019/20 school year ☐ 2020/21 school year	☐ P.1 ☐ P.2 ☐ P.3 ☑ P.4 ☑ P.5 ☐ P.6

(E) 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 *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
To employ a full-time supply teacher to release core team members for developing a school-based writing programme to cater for learner diversity with equal emphasis on more able and less able students at P.4 and P.5					
Objectives	P.4 –	**Early Sept**	A total of 12 sets of	All unit plans,	Students' work will

Objectives
To cater for the needs of students with different abilities, a school-based writing programme will be developed. The refined curriculum will incorporate graded learning and teaching resources, differentiated instructions and leveled questions in assessment paper to support both the more able and less able students. A supply teacher will be hired to create space for core team members for the development and implementation of the curriculum.

Core team
The English Panel Chairperson and 3 teachers from the target levels will form a core team. Tentatively, a total of 28 lessons will be taken up by the supply teacher.

The core team will:
- conduct co-planning meetings weekly;
- co-develop the learning and teaching resources;
- try out the newly developed teaching resources;
- evaluate the lessons as well as the learning and teaching resources developed;
- conduct lesson observation twice a term; and
- conduct the sharing session.

Try-outs will be videotaped as peer lesson observations will be difficult to arranged with only two teachers teaching in the same level. Teachers will evaluate the effectiveness of the lessons though watching the videos and checking students' work.

Grade level: P.4 – P.5

Time scale:
Early Sept 2019
Curriculum review

Sept 2019 – May 2020
- co-planning
- developing learning and teaching resources
- try out
- lesson observation
- evaluation

Jun 2020
Sharing session

Aug 2020
Refinement of the

Expected outcomes/ Deliverables/ Success criteria:
A total of 12 sets of teaching resources will be developed for each level at P.4 and P.5. Each set of teaching materials, covering 8 lessons, consists of lessons plans, a graded writing booklet.

60% of P.4 to P.5 students' confidence in writing will be enhanced.

Assessment results of over 60% of students at P.4 to P.5 are expected to show around 5% improvement in writing skills by the end of the school year.

100% of P.4 to P.5 English Language teachers involved will acquire the skills in catering for learner's diversity.

Sustainability:
All unit plans, teaching resources and booklets developed will be saved on the server for teachers' reference and be utilized in the future years. These materials will be updated.

Lessons will be videotaped for sharing.

Sharing session will be conducted.

Methods of progress-monitoring and evaluation:
Students' work will be scrutinized.

Students' General English assessments will be analyzed to keep track of their progress.

Lesson observation will be conducted.

Evaluation meeting will be conducted.

Surveys to collect students' feedback will be conducted.

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Details of school-based curriculum

Tentative core and extended writing skills for P.4 and P.5 are tabulated below.

Core	Extended
- Draft, revise and edit written texts with peer support by using a range of techniques such as combining ideas and adding details	- Draft, revise and edit written texts with peer support by using a range of techniques by rearranging the order of ideas
- Draft, revise and edit written texts with teacher and/ or peer	- Gather and share information and ideas by using strategies such as interviewing
- Use story structure that comprises setting, characters, problems, events and solutions	- Use a wide range of language patterns
- Write paragraphs which develop main ideas	- Use appropriate cohesive devices
- Re-reading the draft and correcting spelling, punctuation, grammar and vocabulary (P.5)	- Use appropriate formats, conventions and language features when writing a variety of text types
- Gather and share information and ideas by using strategies such as brainstorming and interviewing (P.5)	
- Plan and organise information, and express	

Time scale (month/ year): learning and teaching resources

Expected outcomes/ Deliverables/ Success criteria: 100% of P.4 to P.5 English Language teachers involved will apply the skills in catering for learner's diversity in their teaching at P.4 and P.5.

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own ideas by deciding on the sequence of content (P.5) - Present main and supporting ideas, and where appropriate with elaboration (P.5) - Use a small range of language patterns - Use a wide range of language patterns (P.5) - Use appropriate cohesive devices (P.5) - Use appropriate formats, conventions and language features when writing a variety of text types (P.5)						

Strategies to cater for learner diversities
Graded learning and teaching materials
Graded reading texts and worksheets will be provided to students as input for writing. Questions required high order thinking will be incorporated as challenging questions. Graphic organizers will be used to assist students in preparing the draft.

Flexible grouping strategies (pair and group)
Students will work in pairs and groups for completing the learning tasks. Mixed ability groupings will be adopted to promote peer learning. Both more able and less able students

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will be assigned a role for the tasks and they will take turn to be the leader of the group. **Setting personalized goals and providing differentiated support** Teacher will spell out the expectations for students and students will set their own goals for the learning and teaching tasks. For example, teachers will spell out the minimum number of words to be written for a writing task. Students will be given guidelines for writing and they will be encouraged to write above the word limit. Teachers will provide support and guide students to achieve the goals. The reading and writing tasks will also be divided into manageable tasks. Feedback will be given to students on their learning progress. **Various tasks** Teachers will assist students with different abilities to showcase their mastery of content in various ways. It could be a writing task, a presentation or a voice recording. **Design of assessment** In designing the assessment paper, questions with three levels of difficulties will be included. Around 30% of the questions will be about basic understanding of the content which all students, including the less able students will be able to complete. Another 30% will be on application of the skills learned in a familiar context and rest of the questions will involve high order thinking skills and integration of the skills in a less familiar context.					

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Sample Writing Module

Level	P.5
Target writing skills	✓ Use a wide range of language patterns ✓ Use appropriate cohesive devices ✓ Use appropriate formats, conventions and language features when writing a variety of text types ✓ Use story structure that comprises setting, characters, problems, events and solutions
Text type	Story
GE Unit	The New Cinderella
Task	Rewriting a classic story

Learning and teaching activities

Pre-writing **Strategies used:** ✓ use of multi-modal texts ✓ flexible groupings ✓ differentiated learning	Teacher will show pictures of "Little Red Riding Hood" and elicit students' prior knowledge about the story. Teacher will show a video clip of the story so that students will have a brief idea about the plot. https://www.youtube.com/watch?v=6U2WkA0nODE Teacher will show students the story plot diagram and introduce the different parts of the plot diagram.

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materials	Students will work in groups to fill in the plot diagram according to the original version of the story.					
	Teacher will go over the plot diagram with students.					
	Teacher will show a video clip about the revolting rhyme about the "Little Red Riding Hood" by Roald Dahl. https://www.youtube.com/watch?v=Y3uVQIhSYfY					
	Teacher will guide students to complete the story plot diagram based on the video clip.					
	For more able students, guiding questions will be provided. For less able student, guiding questions and key words will be provided.					
	After that, students will then work in pairs to compare the story plot diagrams of the original version of the story and the one they just watch.					
	Teacher will then highlight the different ways that Roald Dahl used to retell the story with dramatic effects.					
	Teacher will then ask students search on some classic stories for the writing tasks.					
While-writing	Teacher will give students graded writing worksheets for the writing task.					

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Strategies used: ✓ Setting personalized goals ✓ Varying support ✓ Peer learning	Basic task requirement: Students rewrite the story with a new ending. Other parts of the story can follow the original plot and students need to write other parts using their own words. Additional requirement: Students rewrite the plot and the ending. Students may add new character(s). Students will first draft the story using the plot diagram and invite their partners to give feedback. Teachers will also provide feedback to the plot diagram. For more able students, guiding questions will be provided. For less able student, guiding questions and key words will be provided. Teacher will introduce a writing checklist to students and go through the rubrics with students. Teacher will ask students to pick two items from the checklist that they will focus on, for example, the correct use of pronoun and cohesive device. Students will highlight the items so that their partners will pay special attention to the items when reviewing their work. Students will complete the writing task and peer review will be conducted using the checklist. Students will then revise the draft accordingly for					

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	submission.					
Post-writing	Students will be asked to tell stories they have written to their groupmates. Students will use various visual aids to help with their storytelling.					