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

School Name: <u>Price Memorial Catholic Primary School</u>   (English)
Application No.: <u>B 120</u> (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher):   <u>11</u>

2. No. of approved classes in the 2017/18 school year:

	P.1	**P.2**	**P.3**	**P.4**	**P.5**	**P.6**	**Total**
No. of approved classes	4	3	3	3	3	2	18

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**	**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	P1 - 3	Reading and writing	NET Section, EDB

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

Strengths	Opportunities
1. Supportive school principal 2. Teachers' co-planning culture and peer observation have been in practice. 3. Reading programme PLP-R/W is well-established in KS1. 4. Students have e-Learning experience in English and other subjects. 5. The school is well-equipped with IT facilities to enhance the learning and teaching of English. 6. The school promotes reading through morning reading time and English home reading scheme.	1. PEEGS facilitates the development of school-based curriculum initiatives to further promote effective English learning and teaching. 2. Teachers adopt brain-based learning and apply cooperative learning strategies to encourage communications among students.
Weaknesses	**Threats**
1. Students are consistently weak in reading (TSA results 2013/14-2016/17). 2. As reflected in internal assessments, students are weak in reading comprehension. 3. Students are not interested in reading, resulting low borrowing rate of library resources. 4. Great learners' diversities in terms of motivation of learning English and language ability among students, especially in KS2. 5. Students have poor reading ability and are not motivated to read. 6. Students' self-study skills are not well-developed.	1. Students lack parental support in English learning and exposure. 2. New pedagogies are yet to integrate into our school-based English curriculum.

(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
To develop a holistic approach to curriculum planning to develop the school-based reading curriculum	1. Employ a supply teacher to release the core team members space to develop the reading curriculum; and 2. Purchase of books for the development of the school-based reading curriculum.	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* ~~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)*** ☑ 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	☑ 2018/19 school year ☐ 2019/20 school year	☐ P.1 ☐ P.2 ☐ P.3 ☑ P.4 ☑ P.5 ☑ P.6 ☐ Others, please specify (e.g. P1-3, P5-6): _____ _____ _____

(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 *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
(1) Employ a qualified full-time English supply teacher to create space for the 3 core team members to promote reading across the curriculum (RaC), enhance e-learning, and cater for learner diversity with equal emphasis on more able and less able students at P.4 to P.6					
✧ **Purposes** Develop RaC helps migrate our students from 'learning to read' to 'reading to learn' and prepare them for self-directed learning (SDL). The SWOT analysis reveals that students' English reading ability is in general not high and their motivations in learning English is also weak, not to mention SDL in the subject. When we review the library utilization rate and the existing readers we are currently using in class, printed books can hardly cultivate our students' reading interest and skills at both classroom and at home. Therefore, we want to build a school-based RaC that can cater for learners' diversity and increase teaching and learning effectiveness through applying e-learning pedagogies. ✧ **Core team** The 3 core team members will be the English panel chairperson and two English teachers of the target levels. 6 English lessons and 4 non-English lessons, a total of 10 lessons, will be released from each core team member. Therefore, the supply teacher will tentatively take up teaching 18 English lessons and 12 non-English lessons per week. ✧ **Duties of the core team teachers** After releasing core team's normal teaching duties, the core team teachers will: (a) design and implement school-based RaC programme which consist of graded classroom learning as well as teaching activities through intensive teaching of reading and graded	P.4-P.6	Sep 2018 Core team formation with the supply teacher employed Sep 2018 Co-planning Oct 2018 to Apr 2019 Development of classroom learning and teaching materials Dec 2018 to May 2019 Lesson try-out and peer lesson observations Oct 2018 to	School-based RaC programme with classroom learning and teaching as well as extended/home reading to enhance our school-based English-language curriculum for P.4-P.6. 18 sets (total 54 sets) of lesson plans and learning activities developed and implemented based on 4 e-books and 2 printed books (total 12 e-books and 6 printed books) per level for classroom	All the newly developed resources will be integrated into our school-based curriculum. As the lessons are recorded, reviewed, improved and shared. The newly developed resources will be used during and after this project period. In order to keep our	Records of meetings, i.e. initial co-planning meetings, video records of 18 lesson observation and evaluation, and area(s) for improvement suggestion will be kept for future reference. P.4-P.6 students' performance (i.e. participation rate and performance in class and reading activities of the 6 titles for in-class teaching, completion rate and performance of the 6

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e-books and printed books for extended/home reading; (b) develop school-based learning and teaching resources for the e-books and printed books to be purchased to cater for students' learning diversity; and (c) try-out and share with other teachers on the newly developed teaching and learning materials as well as classroom teaching strategies. ✧ **Development of the school-based curriculum** ➤ <u>Planning</u> **September 2018** The core team members will conduct a cross-curricular co-planning meeting to identify some common themes for classroom teaching and extended/home reading. English teachers of the target level will draft the RaC framework for P.4-P.6 afterwards. ➤ <u>Implementation</u> **(I) Classroom Teaching** **October 2018** The core team will select 4 e-books and 2 printed books titles per level for P.4-P.6 (a total of 18 titles) for classroom learning and teaching for 4 lessons in December 2018 as well as January, February, March, April, and May 2019. **October 2018-April 2019** The core team will conduct bi-weekly meetings to design the lesson plans with learning objectives, teaching strategies, reading		Apr 2019 Develop post- reading resources for extended/ home reading Sep 2018 to Jul 2019 Evaluation	learning and teaching for P.4-P.6. 48 sets of post-reading exercises and tasks will be developed for P.4-P.6 and each P.4-P.6 student is assigned to read 6 or 7 titles, based on their reading ability, to read at library periods/morning reading sessions/home and finish the post-reading exercises to check for their understanding and some simple post-reading tasks to share their view point.	school-based RaC programme sustainable, the English panel chairperson will conduct a briefing for P.4-P.6 English teachers at the beginning of each school year and two evaluation meetings to review and discuss areas for improvement at the end of the first and second terms.	or 7 extended/home reading exercises and tasks) will be generated regularly and kept for at least 3 years for year-to-year comparison for performance evaluation. P.4-P.6 students' performance at school tests and examinations in reading will be kept for evaluation of the project. The collected data will be evaluated for future planning, programme improvement on RaC learning and teaching activities.

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strategies to be covered, teaching aids, and expected outcome(s) for each RaC reading lesson. The core team will develop 3 sets of materials and related activities for each title (one for less able students, one for general ability, and one for more able students). The focus will be on developing students' reading strategies, phonemic awareness, and grammar in context and language usage. There will be a total of 54 sets of resources to be developed (6 titles x 3 levels x 3 sets of learning and teaching resources). **December 2018, January, February, March, April, and May 2019** 4 lessons will be allocated to each title. The core team will try out the newly developed resources. Peer lesson observations will be conducted. The core team will review and modify the resources. Sharing sessions will be conducted for P.4-P.6 English teachers. ➢ Evaluation **September 2018 to July 2019** Lessons will be recorded and observed. Evaluation meeting and sharing session will be conducted. Teachers will provide feedback on classroom learning and extended/home-reading scheme. Records of the meetings will be kept for future planning. ✧ **Details of the school-based RaC programme** Themes The core team members will initiate a co-planning meeting with P.4-P.6 English teachers, teachers of General Studies, panel chairperson of STEM and Religious, curriculum development leader and IT team leader. The co-planning team will look into the themes to be taught in English and General Studies, STEM			The team blends classroom learning and teaching with extended/home reading to our school-based RaC programme, develop instructions and activities, assign extended/home reading to cater 3 levels of students' reading ability, aiming to develop students' interest in reading and helping them to form a reading habit, enhance their reading ability, and migrate them from 'learning to read' to 'reading to learn'.		

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education, value education (Religious Studies) of P.4-P.6. The co-planning meeting aims at identifying some common themes and drafting the RaC framework for P.4-P.6. Take P.6 for an example: *(see table below)* In selecting readers, English teachers will then map the themes with the themes of the readers. Students' reading levels will also be taken into account. The reading strategies, language items, vocabularies phrase and sentence structures will be defined for each level's RaC reading lessons. The focus of these RaC lesson is expose students to a wide range of text types with various themes related to other KLAs such as General Studies and STEM. Students will learn vocabulary and grammar items in context. Students' reading interest will be aroused through pre-reading, while-reading and post-reading activities.			For the extended/home reading portion of the project, it is expected that 75% of P.4-P.6 students will complete 100% of the assigned (6 or 7 titles) reading. 30% of less able students at P.4-P.6 will improve their assessment results on reading by at least 10%. 60% of average students at P.4-P.6 will improve their assessment results on reading by at least 20%. 70% of more able students at P.4-P.6 will improve their assessment results on reading by at least 25%.		

Take P.6 for an example:

	English textbook	STEM	GS	Value Education	e-Book
P.6	Theme: Jobs-astronaut Topic: What do you want to be when you grow up?	balloon rocket	Explore the Outer Space	Co-operation Respect each other	Outer Space

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Text types The text types to be covered include: 	Fiction	Non-fiction
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story, rhyme, conversation, poems, recipe, letter, journal, diary	news, reports, journal, biography, diagrams, email, timeline, leaflet | Reading strategies The reading strategies to be learnt will include scanning, skimming, identifying cause and effect, sequencing, identifying supporting ideas, predicting, classification, etc. Strategies to cater for learner diversity a. Differentiated Instruction (DI) As the learning diversity in terms of reading ability is big within each class, DI will be used to tackle the issue with reference to the existing resources. Class teachers will divide their students into 3 groups: the less able group, average ability group, and the more able group, according to students' reading ability. The core team members will design and develop 3 sets of instructions and learning activities at varying levels of difficulty matching the 3 groups of students for each title for classroom learning and teaching. The less able group will be arranged to sit closer to the screen so that they can be more engaged though the teacher will walk around the class to help any student in need. The class teacher projects the content of the readers to the screen so that every student can focus and pay attention. The teacher will conduct a shared reading lesson. Although all students from the same class are reading the same book, they are taking part in learning activities at varying levels of difficulty that match their reading ability. Therefore, students will have mix ability collaborative learning activities with classmates and pair / group			All of the P.4-P.6 English teachers will acquire knowledge of developing, conducting, and evaluating RaC learning and teaching lesson instructions and related activities and monitoring students' extended/home reading to cater for P.4-P.6 students' learning diversity and step forward in SDL within one year.		

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works with students of similar ability. b. Graded Materials with varying inputs The 3 sets of learning activities will cover pre-reading, while-reading and post-reading activities. These learning activities will include discussion in pairs or groups, concept map construction, reading strategies or skills practice, worksheets on labeling pictures, vocabulary or grammar usage practice and further application, reading comprehension exercises, etc. for learning consolidation. <u>More able students</u> The set of learning activities for more able students, which are designed with reference to Bloom's Taxonomy, will include more vocabulary items and comprehension questions require students to use more higher order thinking (HOT) skills such as inference, extend activities can be on analyze, evaluation and creativity on what has been read, etc. High flyers will focus on tasks which require students to apply, analyze, evaluate, and create such as classifying things with a Venn diagram, construct a concept map for the reading content, and further investigate the topics / issues by searching the keywords on the world wide web. <u>Less able students</u> The set of learning activities designed for less able students will include basic vocabulary items to learn and remember, discussion or comprehension questions which require students to answer more direct question such as asking factual question, etc. Less able students are required to complete tasks focus on					

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the lower levels suggested by Bloom's Taxonomy: remembering and understanding such as matching vocabulary words to definitions and ask the meaning of a word on page 4. These students are allowed to finish some of the tasks with a longer period or spend more time on the tasks. Average ability The set of learning activities designed for students with average ability will include essential vocabulary items to learn and apply, discussion or comprehension questions will require them to answer direct questions and additional questions that require HOT skills, extend activities can be on apply and analyze on what has been read etc. Students with general ability will be asked some remembering, understanding, applying, and analyzing tasks such as applying the vocabulary learnt to another context and differentiate fact from opinion. c. Multi-modal learning for different learning styles Multi-modal learning will be adopted as the classroom and assessment strategies to accommodate students of different learning styles. Multi-modal texts will be used in the learning and teaching activities and assessment. d. Assessment strategies to cater for learner diversity For reading assessments, the questions set will cover different levels of difficulties for both more able and less able students. To stretch high flyer's potential, challenging questions will be included. For low achievers, some simple questions will be set. ✧ **Rundown of RaC lessons**					

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Other teachers will follow the lesson plans developed by the core team members. Take the first RaC lesson in P6 on 'Outer Space' as an example. **Pre-reading:** 1. Activating students' schemata Teacher will ask questions to arouse students' curiosity and engage them in the learning that follows. *'What is the name of the planet we are living in?'* *'Besides the Earth that we are now living in, there are 7 other planets in our Solar System. Can you name any one of them?'* Teacher will then project a photo of the Earth with a perspective of looking from the moon and ask questions to elicit students' prior knowledge or knowledge learned in other subjects. *'What is the blue marble?'* *'From where can you have this view of our Earth?'* *'Who took this photo?'* *'There are astronauts in Russia and United States of America.* *'Does Hong Kong have any astronaut?'* *'Do you want to become an astronaut? And why?'* Teacher will introduce the e-Book by projecting the cover page to the screen. *'What is this man? Where is he now? Why does he dress like this?' 'What is the sub-title of this chapter of the book?'* 2. Discussion Students will assign some tasks related to the topic and present their findings to the whole class. *'In pairs, discuss, write down, and share later what you think you need to learn before you can become an astronaut. And what you think an astronaut does besides going up into the space.'*					

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3. <u>Vocabulary teaching</u> Teacher will teach vocabulary items related to the theme. Students will then complete a matching worksheet. More able students will have the longest list to match, average ability group will work on a shorter list, and less able group work on the shortest list that contains the basic vocabularies. **<u>While-reading:</u>** Teacher will guide the students to skim the passage and ask them questions. Students should answer the questions on their own, then share their answers with a partner or with the class. Teacher can read the text to the class and read the text together with the class. Teacher will ask questions that provoke high order thinking skills. **<u>Post-reading:</u>** Tasks such as designing the helmet astronauts wear in space with labeling the functions of each item will be assigned. Less able students will focus on remembering factual and understanding the usage of the helmet. Students with general ability will extend to applying, e.g. search on internet for the other technology used in other helmets that can be incorporate to the space helmet, and analyzing, e.g. compare the requirements for astronauts and pilots, level of questions. More able students will be asked to criticize the design of the helmet and create a new design for astronauts to use in space. **(II) Extended/Home reading Scheme** **September 2018** P.4-P.6 class English teachers will assign students to groups of different reading abilities (more able (H), general (C), and less able (L)) according to the students' reading ability. A (LL) level					

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is set to cope with those students with extra low reading ability. **October 2018** The core team will select 28 e-books and 20 printed books (for <u>6 reading levels</u>) according to the RaC framework. **October 2018-April 2019** The core team will co-design and develop extended reading exercises and tasks for each title so as to extend students' reading interest, develop their reading habit, and enhance the learning outcomes. These extended reading exercises and tasks will include multiple choices, fill-in-the-blanks, matching, open-ended, etc questions. Teachers will keep checking students' progress in extended/home reading and tasks completion. **October 2018-May 2019** Each student is basically required to read 6 or 9 titles (4 or 5 e-books and 2 or 4 printed books) according to their reading ability (read 3 or 4 titles for first term and 3 for second term) and complete 6 or 7 post-reading exercises and tasks for each school year.					

Grade/ Level	1	2	3	4	5	6
P4	4LL	4L	4C	4H		
P5		5LL	5L	5C	5H	
P6			6LL	6L	6C	6H
Core e-books	4	4	5	5	5	5
Core printed books	2	2	2	2	2	2
Extra printed books	-	-	2	2	2	2

(H=more able students, C=students with general ability, L=less able students, and LL=students with more than one level reading ability behind their average peers)

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Online placement tests will be conducted at the beginning of first and second term so that appropriate learning tasks can be timely assigned to the student(s) concerned. An online reading ability test will be conducted at the end of the school year to review the progress of individual student. **March 2019** A 'level-up system' will be implemented to help those students who are able to and willing to read more readers (when their average scoring of the first 4 titles reaches 75% or more, they can read 2 titles more during Easter holiday).					
(2) Purchase e-books and printed books to promote reading across the curriculum (RaC), enhance e-learning, and cater for learner diversity with equal emphasis on more able and less able students for Primary 4 to 6					
✧ **Purposes** A range of quality graded readers (i.e. e-books and printed books) will be purchased to promote RaC in helping students migrate from 'learning to read' to 'reading to learn' that pave the way for SDL. These reading materials will be integrated into our school-based curriculum with particular focus on enhancing our students' reading interest, reading habits, and reading ability. **Information literacy of students:** All students are computer literate and welcome e-Learning and mobile-Learning. Our survey in 2016 found out that only less than 10% of P.4-P.6 students don't have PC connected to internet at home. We will open our computer room for these less than 10% P.4-P.6 students to access all the PCs and 80 iPads during lunch time and after school to finsish their extended/home reading, post reading exercises and tasks. ✧ **Resources to be purchased** It is planned to purchase 12 titles of e-book and 6 titles of printed	P.4-P.6	Sep to Oct 2018 Conduct procurement exercise Oct 2018 Purchase the readers (e-books and printed books)	40 graded e-books and 26 graded printed books will be chosen for the RaC programme and be integrated into our school-based English curriculum for P.4-P.6. A newly developed RaC programme for P.4-P.6 will be	The newly acquired resources together with the learning and teaching resources developed by teachers are well integrated into our school-based English	The meetings related to the project are documented. All P.4-P.6 English teachers will be involved to select the titles (classroom learning and teaching and extended/home reading), try-out the lesson instructions and related activities,

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books (6 titles per level for P.4-P.6) for classroom learning and teaching (teach reading intensively) and 48 graded (at least 6 graded levels) readers titles for extended/home reading (each student read 6 or 9 titles each school year). **Text types** The readers to be purchased for this project should cover a wide range of text types include: -fictions: story. rhyme, conversation, poems, recipe, letter, journal, diary, etc -non-fictions: news, reports, journal, biography, diagrams, timeline, email, leaflet, table of contents, etc ✧ **Using the readers** The resources purchased will be used in classroom learning and teaching and for extended/home reading. All the readers will be re-used after completion of this project without any extra cost. At initial planning stage, P.4-P.6 General Studies teachers, STEM and Religious subject panel chairpersons will be invited to identify some topics for each level of P.4-P.6 cross-curricular reading. With mapping, relevant readers (used in class and for extended/home reading) will be selected. The 40 e-books to be selected are expected to run on PC/Mac and tablets (iPad and Android tablet) with quality contents that meet our RaC framework, attractive and meaningful illustrations (fictions) or photos (non-fictions), video for non-fiction titles a plus, read aloud the content, and recording function a plus during and after the project period. 6 readers (use in December 2018 as well as January, February, March, April, and May 2019) will be selected for P.4-P.6 for classroom learning and teaching. Three core team members, experienced English-language teachers, will develop 3 sets of			implemented, tried-out, and evaluated. 3 sets (a total of 54 sets) of teaching materials will be developed for each title for class teaching. 48 sets of post-reading exercises and tasks will be developed to support extended/home reading and be used to cater for learners' diversity. Students' interest in reading is increased, reading habits are formed, and their reading ability is	curriculum and will be evaluated and improved on a yearly basis for continuous usage.	attend evaluation meetings for further project improvement. Regular bi-weekly co-planning meetings by the 3 core team members to plan, develop, try-out, and evaluate resources. First title (6 lesson observations) of each level (a total of 1 x 6 x 3 = 18 lessons) will be recorded in 2018/19 and review for improvement right after the try-out. Students' works, participation rate (for extended/home reading), and performance

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teaching and learning materials to cater for learners' diversity with equal emphasis on more able and less able students. Other readers that will be used for extended/home reading for more able students to help develop students' skills for self-directed learning while less able students will be benefited from using technology by learning with multi-modal texts. <u>Measures to maximize the use of purchased e-books:</u> The 4 e-book titles purchased for each level of P.4-P.6 for classroom learning and teaching will be kept available for the students to access anywhere and anytime after completion of the learning and teaching until the end of the school year. For the 4 or 5 e-books assigned to each student for extended/home reading, they will be available for students to access anywhere and anytime until the end of the school year. Students are encouraged to re-read the e-books or repeat listening to the reading of the e-books. To gauge the effectiveness of the proposed home reading programme, completion ratio will be taken into consideration and reports should be generated regularly for tracking students' progress. Common errors will be covered in class and support outside class will be provided by the teachers. **Procurement exercises** ✓ Clear criteria on e-book selection will be adopted: - Alignment with the core curriculum - Accuracy of language used - Typicality of the texts used - Level of difficulty of the texts - Built-in interactive features			improved. English teachers of P.4-P.6 are able to develop lesson plans and related activities to cater for more able and less able students.		(classroom learning and teaching and extended/home reading) are kept and monitored for further evaluation. An overall evaluation meeting will be held twice per year (by end of first and second terms) to collect teachers' overall feedback, experience sharing, comment on the newly-developed materials and purchased resources, students' participation and performance at this project and test and exam results in reading comprehension, and suggestion for project

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- Support for independent and further reading ✓ Careful inspection of e-books to be purchased will be conducted by the teachers. The resources will be purchased after proper procurement exercises.					improvement.