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

School Name: MA TAU CHUNG GOVERNMENT PRIMARY SCHOOL   (English)

Application No.: C028 (for official use)

(A)   General information:

1.   No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16

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	5	5	5	5	5	5	30

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)**
NIL			

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

Strengths	Opportunities
1. English teachers have been given full support from the principal. 2. English teachers are enthusiastic towards the new teaching strategies and strive to enhance teaching effectiveness as well as students' English proficiency. 3. Students are used to completing online learning tasks and feedback on peer's work. 4. As reflected in the Territory-wide System Assessment (TSA), students have been performing well in reading, listening, speaking and writing. 5. Students are provided with family support in English learning. 6. Parents are supportive for implementing new learning and teaching approaches.	1. Task-based Learning (TBL) has been adopted and implementing at all levels for 2 years. 2. Elements such as e-learning, catering for learner diversities have been incorporated in the core English Language curriculum. 3. Activities to broaden students' knowledge base and use English to learn about other subjects have been in place for P.3 and P.4 students.
Weaknesses	**Threats**
1. Students do not read a wide variety of text types. Other than stories, fictions and comics, they are unwilling to read other text types. 2. As revealed in TSA, students lack high-order reading skills.	1. Increasing learner diversity poses challenges in the teaching and learning process.

(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
1. Develop a systematic school-based progressive e-learning programme for P.1 to P.6	1. Hire a supply teacher 2. Hire professional consultant to conduct professional development workshop	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

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	☑ 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?

School Name: <u>Ma Tau Chung Government Primary School</u>　　　　　　　　P. 3

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 hire a full-time teaching assistant and purchase printed books for promoting Reading across the curriculum (RaC) at Primary 4 to Primary 6					
Objectives The purpose of hiring full-time teaching assistant and purchasing printed books is to promote RaC. Students will be exposed to a wide variety of text types and reading skills to extend their learning and broaden their knowledge base. The reading programme will connect students' learning experiences in other Key Learning Areas so that they can integrate and apply what they have learnt through completing the learning tasks in class and the extended tasks at home. Students' confidence in English learning and self-directed learning skills will then be enhanced. To cater for learner diversity, reading tasks and online companion (viz, an online platform which provides additional resources such as vocabulary quizzes, graded version of the reading passages and question bank) will be developed and a teaching assistant will be deployed to support the less able learners. Various generic skills and high-order thinking skills will be introduced. **Core Team** The core team members are the 3 English Panel Chairpersons, who are the teachers in charge of the project and the target level teachers. With the experience of developing Task-Based Learning (TBL) programme, core team members will co-plan and co-develop the reading programme, evaluate and refine the teaching strategies developed. They will also conduct sharing workshop for all the panel members. **Development of the RaC TBL**	P.4 – P.6	**1ˢᵗ Term RaC TBL** Planning Sept-Oct 2019 Development Nov-Dec 2019 Try-outs Jan-Feb 2020 Evaluation Feb 2020 **2nd Term RaC TBL** Planning Feb-Mar 2020 Development Apr-May 2020 Try-outs June-July 2020	A total of 6 sets of RaC TBL resource packages altogether with differentiated learning materials will be developed. Each set of RaC TBL will cover around 10 to 12 lessons. Each set will comprise of reading tasks for 2 readers and an online companion tasks with detailed lesson plans and teaching procedures. 70% of Primary 4 to 6 students will improve their confidence and skills in reading skills. Reading assessment results	2 sharing sessions by the core team and English teachers involved will be arranged per term after completion of each RaC TBL module. Records of meetings, resources and materials will be kept in the school server for future reference. Resource packages will be used and the RaC modules will be integrated into the school-based	The records of meetings will be kept for future reference. Focus group meetings, review/evaluation meetings and surveys will be conducted at the end of the term. Video-taping the lessons for sharing and evaluation.

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Co-planning Co-planning meetings between English panels and every target level English teacher will be held once a month. Teachers will discuss the lesson plans, design the learning and teaching resources and evaluate the lessons conducted. **Try-out / lesson observation and Evaluation** Peer lesson observation, try-outs and evaluation will be conducted 3 times for each target level per school term. After post-lesson evaluation meetings, core team will adjust and modify the lessons accordingly.		Evaluation July 2020	of over 50% of students at Primary 4 to 6 will improve by 10% in 2 years' time. 100% of the English teachers involved will enrich their knowledge in the teaching of reading skills to promote reading across the curriculum. 100% of P.4 to P.6 English teachers will apply RaC TBL to English teaching at Primary 4 to 6.	English curriculum. All the developed learning and teaching resources will be refined after each try-out and updated in the co-planning meetings from time to time. Lessons will be video-taped for dissemination of good practice.	

Details of RaC TBL
✓ Tentative text types

Levels	Text Types
P.4	diagram, magazine article, interview, leaflet, letters, menu, poem, poster, recipe,
P.5	advertisement, article, biography, dialogues, graph, interview, journal, leaflet, letter poster, speech,
P.6	advertisement, article, diagram, graph, interview, leaflet, speech, table

✓ Tentative modules and themes
All the proposed themes are aligned with the themes covered in the text books.

Levels	Module	Theme
P.4	Food & Drink	Food Science
	Happy Days	Healthy Body
P.5	The Magic of Nature	Living World
	We love Hong Kong	The City of Hong Kong
P.6	The Magic of Nature	Animals and Plants

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Environmental Problems					

✓ Tentative reading skills

Levels	Related details
P.4	- locating specific information from the text - reading for main ideas - recognising the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation - summarising information - understanding the purpose of a text - understanding the sequence of events
P.5	- locating specific information from the text - reading for main ideas - summarising information - understanding the information provided on the book cover, spine or blurb, index and glossary - understanding the purpose of a text - using known parts of words or word association to work out the meaning of unknown words
P.6	- locating specific information from the text - reading for main ideas - summarising information - understanding the purpose of a text - understanding the sequence of events - working out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world

✓ Incorporation of e-learning tools
An online companion for the readers including the features and functions such as vocabulary explanations, grammar exercise

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highlights will be developed by the school English teachers and the TA. Besides, the TA will assist teachers to develop an online peer-sharing platform for peer learning and teachers' supervision.					

✧ **Sample Module**

Level	Primary 6
Module	The Magic of Nature
Theme	Animals and Plants
Target reading skills	- understanding the purpose of a text - locating specific information from the text - reading for main ideas - summarising information - working out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world
Text types	interview, article, leaflet, speech
Text features	heading and subheading, glossary, photographs and illustrations
Text structures	compare and contrast, description, cause and effect

✓ Pre-task

Teacher will show a video clip in class to activate their schemata. Students then watch two to three more video clips about endangered species or special animals or plants.   Students will read a book (The Extended Family of An Elephant).   Graded versions will be provided according to students' reading levels.   An online companion of the reader will be developed to support students' reading.   Students will also complete the online learning tasks developed by the TA and school English teachers.

✓ Reading task

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- Pre-reading
  • Students complete worksheets to consolidate their understanding of relevant concepts and core vocabulary. Students will be asked to review their answers in the pre-task and teacher will focus on elaborating on those relating to questions that most students fail to get the correct answers.
- While-reading
  • Students read another reader "Whose Earth?" under the guidance of the teacher. Teacher will introduce the reading skills, text features and text structures.
  • Reading skills will be taught explicitly in the lessons. For example, teacher will guide students to work out the meaning of unknown words by using visual clues.
  • Text features such as glossary, headings and subheadings will be highlighted. Students will be asked to look for the meaning of the key terms listed in the glossary and predict the main ideas of the paragraphs by reading the subheadings.
  • Graphic organizers such as Venn diagram and fishbone diagram will be introduced to help students understand the text structures. For this module, compare and contrast as well as cause and effect will be the focus. Students will identify the different causes for the pollution problems.
- Post-reading
  • News sharing and mini debate
  Students will take turns to share news about biodiversity with teacher's support. Other students will be asked to respond to the news and discuss about the topic in the form of a mini-debate. Teacher will provide feedback to students on making persuasive arguments.
  • Co-curricular activities					

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A visit to Hong Kong Wetland Park, Kadoorie Farm or Botanic Garden will be organized for students to learn more about biodiversity. • Assessment task Students give an individual presentation on the topic. Teacher will help students prepare for the presentation by giving advice on their presentation scripts. It will be conducted before the lesson through the peer sharing platform developed by the teaching assistant. Peer review will also be conducted for the presentation. **Employment of the full-time teaching assistant** **Expected qualifications and experience of the teaching assistant to be hired** The full-time teaching assistant (TA) to be hired should be at least a diploma holder and proficient in English, preferably possess working knowledge about cloud-based applications or platform such as Google Classroom. **Duties of the TA** ✧ Assisting the core team for the development of the RaC programme The TA will attend the co-planning meetings conducted for each target level. He/She will then assist the core team teachers to prepare the learning and teaching materials for both the RaC modules and the online companions of the readers. Based on teachers' feedback, the TA will refine the materials developed and organize them properly for classroom use. ✧ Developing an online companion of readers Guided by the core team., the TA will support the development of the online companion for readers by:					

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- liaising with the publishers and getting source materials for production of the online companions; - coordinating the production of supplementary materials; and - incorporating various functions and features such as links to glossary and explanations of grammar structure. ✧ Developing and managing an online peer sharing platform The TA will support the core team members for the development and management of an online peer sharing platform through: - developing and tailor-making an online peer sharing platform using various tools; - managing the online platform so that students can share their work and comment on others'; and - facilitating teachers to keep track of students learning progress to provide comments and feedback accordingly. ✧ Giving support to cater for learner diversity In catering for the diverse needs of students, the TA will assist core team teachers to develop graded learning and teaching materials. The TA will provide support to the less able students while the English teachers will take care of other students. During the RaC lessons, he/she will guide the less able students to complete the learning tasks and follow-up tasks.					
Reading materials proposed to be purchased ✧ Tentative text types <table><tr><td>**Level**</td><td>**Theme**</td><td>**Tentative Text Types**</td></tr><tr><td rowspan="2">**P.4**</td><td>Food Science</td><td rowspan="2">diagram, letters, magazine article, menu, recipe</td></tr><tr><td>Healthy Body</td></tr><tr><td>**P.5**</td><td>Living World</td><td></td></tr></table>	P.4 – P.6	Conduct procurement exercise before purchasing books June 2019 to July 2020	70 % of involved teachers agree that the purchased reading materials are effective in promoting RaC.	All the reading materials purchased are kept in school and will be used in KS2 after the	The core team of the RaC programme will follow the Plan-Implementation-Evaluation model in implementing and developing the reading resources of the programme.

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P.6	The City of Hong Kong	advertisement, biography, dialogues ,graph, journal, letter		Purchase of books September 2019 to August 2020	100 % of English teachers involved will acquire knowledge /pedagogy of promoting reading across the curriculum.	implementation of the programme.	Analysis of students' performance on RaC TBL module.
	Animals and Plants	diagram, graph, interview, speech, table				Teachers will share their pedagogy acquired in the co-planning meetings and panel meetings.	Focus group interviews of targeted students will be conducted at the end of the programme to evaluate its effectiveness.
	Environmental Problems				70% of Primary 4 to 6 students agree that the purchased reading materials are effective in widening their knowledge base.		Survey to collect feedback from teachers, students and parents at the end of second term.

✧ Number of copies to be purchased:
Graded versions of the same titles will be purchased. 60 copies will be purchased for each version because of the following reasons:

Catering for learning diversity
We assume more able, average and less able students use appropriate versions of reading materials for the benefits of their learning. Since we have approximately 150 students in a grade level, procuring 60 copies for each reader can ensure that students can read the books according to their reading level at the same time.

Sustainability
With enormous efforts and considerable financial resources to be required for the production of resource packages and online companion materials on the readers proposed to be procured, sustainability is one of our prime objectives. Shortages of readers due to damage and loss will impede the continuity of the programme and undermine the expected outcomes. Besides, there is concern about the infeasibility of stock replenishment in the following years. Therefore, reasonable copies of readers are essential for the success of the programme.

✧ Total number of copies to be purchased:
2 themes per grade level x 2 readers per theme x 3 grade levels x 3 different versions = 36 titles.

100% of Primary 4 to 6 students can complete RaC TBL with the help of the purchased reading materials.

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Total number of copies: 36 titles x 60 copies = 2160 copies. We assume each grade level will have one third students using each of the 3 versions, i.e. 60 copies for each reader. ✧ Proper procurement procedures Proper procurement exercises will be conducted before purchasing the books. In the procurement documents, the rights of using the graphics and other features of the printed books for producing on-line exercises will be stated. Besides, permanent usage rights including the rights to reuse all texts and graphic elements as well as develop e-version and supplementary materials for usage will be set out in the procurement documents.			100% of Primary 4 to 6 students read four titles per year. 100% of KS2 students' reading skills are enhanced.		