

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

School Name: Oblate Primary School (English)

Application No.: C 025 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 17

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	4	4	4	5	5	4	26

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)
The Jockey Club “Giftedness Into Flourishing Talents” Project (Project GIFT)	P.5 (2017/2018) P.6 (2018/2019)	Support the development of gifted education in English	The Centre for University & School Partnership, Faculty of Education, Chinese University of Hong Kong

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Students are interested to learn English through various activities such as puppetry, drama and English Day. 2. Students have good listening and writing skills. 3. Tiered, self-learning worksheets help students learn high-order thinking skills. 4F-reflection (Future, Facts, Findings and Feelings) worksheets encourage students to reflect on their own learning. 4. Students are interested in e-learning and familiar with the use of tablets and apps like <i>Kahoot!</i>. 	<ol style="list-style-type: none"> 1. New English textbooks are designed in line with the latest curriculum development needs. 2. School-based literacy programme could be set up from the experience gained from Development Text Sets (DTS) programme with the support of the NET and advisory teacher. 3. The English panel can develop the pull-out programmes with the support of Project GIFT under the Jockey Club Gifted Education Programme. 4. School has completed the WiFi900 setup and purchased enough tablets and notebooks. e-Reading shall be promoted to develop a regular reading habit out of school for life-long learning.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Students are not motivated to read outside class time and limited vocabulary impedes communication. 	<ol style="list-style-type: none"> 1. Competition from neighbouring schools

(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
Development of the school-based curriculum	<ol style="list-style-type: none"> 1. Procurement of professional development workshops 2. Hiring of consultancy services 3. Purchase of learning and teaching resources. 4. Hiring a part-time supply teacher 	P.1-P.6

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

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ a full-time teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ a full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

(E) How to implement the proposed 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
<p>To employ a full-time supply teacher and purchase learning and teaching resources for KS2 to promote reading across the curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>					
<p>Objectives</p> <ul style="list-style-type: none"> ● Our school has a well-developed school-based curriculum and supporting resources. New instructional strategies (such as flipped classrooms) have also been integrated to supplement conventional teaching and promote self-regulated learning. ● To promote reading across the curriculum (RaC) in language classrooms, we would like to replace some of our existing outdated readers with updated e-Readers. A core team will also be set up and they will pilot run e-Reading scheme in KS2. ● The new programme aims to: <ul style="list-style-type: none"> - enhance students’ interests and knowledge in a wide spectrum of topics; - encourage them to use inquiry for learning, thinking, and communicating; - promote self-regulated learning; - cater for learners’ diversity; - build teachers’ professional capacity in implementing cross-curricular thematic instructions; - foster inter-departmental collaboration; and - prepare the school for the Bring-Your-Own-Device plan in the future. 	<p>P.4 - P.6</p>	<p>2019/20</p> <p><i>Contact e-book suppliers</i> July 2019</p> <p><i>Procurement</i> September 2019</p> <p><i>Planning</i> September 2019</p> <p><i>Implementation</i> October 2019 - May 2020</p> <p><i>Evaluation</i> June-July 2020</p>	<p>Materials including lesson plans, teaching and learning materials (e.g. PowerPoint slides, differentiated pre-learning tasks, inquiry tasks and post-reading tasks in print and in electronic format) for 18 e-readers will be developed by our teachers.</p> <p>80% of KS2 teachers agree that target level students are more willing to read and get involved in class activities.</p> <p>More than 70% of the students involved will agree that their reading interest has been</p>	<p>All the purchased e-Readers and newly developed resources will be reused in the future years.</p> <p>The newly developed RaC programme will be integrated as part of our core reading curriculum.</p> <p>Designing reading activities and exercises will empower teachers to conduct any modifications or develop additional exercises to meet our need</p>	<p>Students’ performance during lessons and in post-reading learning tasks will be reviewed at our panel meetings on a monthly basis.</p> <p>Lesson observation will be conducted during the implementation period.</p> <p>All co-planning meetings will be recorded.</p> <p>Reports of assessment data will be examined and generated regularly.</p> <p>Completion ratio reports will be generated</p>

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<p>The Core Team</p> <ul style="list-style-type: none"> The core team for this project will include our 2 English panel chairs and 2 level representatives. A full-time supply teacher will be hired to take up around 25 (English and non-English) lessons per week. Bi-weekly co-planning meetings will be conducted and the core team will co-develop lesson plans and materials that are closely aligned to our General English Curriculum. Target reading strategies, lesson activities and differentiated tasks for different groups will also be discussed and reviewed during the meetings. A total of 36 co-planning/review meetings will be conducted. Demonstration by the core team members will be conducted for the first 2 units and level teachers will be invited to observe the lessons. Teachers will then teach the e-Readers in class and lesson observations by our core team members will be organized on a regular basis. For each in-class e-Title, we will arrange ONE co-planning meeting, lesson observation and evaluation. After try-outs and lesson observations, our core team members will adjust the teaching plans, strategies and differentiated resources. <p>Implementation</p> <ul style="list-style-type: none"> Curriculum mapping will be conducted before the commencement of the 2019/20 school year. Readers related to General Studies, Values Education and STEM Education will be adopted so that students can explore a wealth of value-laden issues and stimuli for critical and imaginative responses. This will echo our school's mission: nurturing students' whole-persona development, 			<p>enhanced and reading exposure extended.</p> <p>All students involved will complete over 70% of the home reading tasks.</p> <p>50% of the target level students will make improvements in reading skills as evidenced by formative and summative assessments.</p> <p>100% of the teachers involved will use the resources and develop a better understanding of e-learning pedagogy for in-class teaching.</p>	in the future.	<p>regularly for monitoring students' progress.</p> <p>Stakeholder survey will be conducted.</p>

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<p>their critical thinking and inquiry learning ability.</p> <ul style="list-style-type: none"> A wide range of information (academic non-fiction) texts on the following cross-curricular themes will be introduced: <table border="1" data-bbox="129 411 943 852"> <thead> <tr> <th data-bbox="129 411 322 469">Grade Level</th> <th data-bbox="322 411 943 469">Tentative Themes</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 469 322 596">P.4</td> <td data-bbox="322 469 943 596"><i>Amazing Things; The Magic of Nature; Relationships; Changes; Food and Drink; Happy Days</i></td> </tr> <tr> <td data-bbox="129 596 322 724">P.5</td> <td data-bbox="322 596 943 724"><i>The Magic of Nature; Relationships; Changes; Caring for Others; We Love Our World</i></td> </tr> <tr> <td data-bbox="129 724 322 852">P.6</td> <td data-bbox="322 724 943 852"><i>The Magic of Nature; Relationships; Changes; Food and Drink; Happy Days; We Love Our World</i></td> </tr> </tbody> </table> <ul style="list-style-type: none"> e-Readers to be purchased will cover the text types below: <i>Play scripts, songs, short stories, diaries, poems, maps and legends, biography, pamphlets, procedures, recipes, emails, formal letters, news report, explanations of how and why, book review and expositions</i> A total of 12 e-Readers will be purchased for each KS2 level. We will put the following criteria into our consideration when choosing e-books <ul style="list-style-type: none"> - alignment with the core English Language curriculum - reading levels of students - language use - typicality of the texts used - level of difficulty of the texts - built-in interactive as well as audio and visual features - reading pace 	Grade Level	Tentative Themes	P.4	<i>Amazing Things; The Magic of Nature; Relationships; Changes; Food and Drink; Happy Days</i>	P.5	<i>The Magic of Nature; Relationships; Changes; Caring for Others; We Love Our World</i>	P.6	<i>The Magic of Nature; Relationships; Changes; Food and Drink; Happy Days; We Love Our World</i>					
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<ul style="list-style-type: none"> - support for independent and further reading - terms and conditions on using the e-books after the project period. (We will have the license to use the e-books after the project period.) ● Various text structures such as description, sequence, problem-solution, compare-contrast and cause-effect will be covered. ● Learning targets <ul style="list-style-type: none"> - Reading skills <ul style="list-style-type: none"> ❖ Predicting the likely development of a topic by recognizing key words, using personal experiences, and making use of the context and knowledge of the world ❖ Skimming a text and scanning to locate specific information with the use of strategies such as looking at special style of words and repeated words ❖ Working out the approximate meaning of an unknown word or phrase by using context or visual clues ❖ Understanding attitudes, feelings and intention conveyed in a text by recognizing features like choice of words and use of language ❖ Self-proofreading by checking understanding against predictions, re-reading and reading to clarify - Other subject specific skills/values (General Studies, Religious Studies, and Values Education). 					

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<i>Subject</i>	<i>Skills/Values</i>					
General Studies	<input type="checkbox"/> Collaborative problem solving skills <input type="checkbox"/> Holistic thinking skills <input type="checkbox"/> Scientific inquiry skills <input type="checkbox"/> Global civics					
Values education	<input type="checkbox"/> Student's understanding of values essential to whole person development (e.g. love, family, trust, honesty)					
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Classroom and Home Activities</div> <ul style="list-style-type: none"> ● 6 e-Readers will be covered in class for each level and 4 lessons will be allocated to a wide variety of activities (pre-reading, while-reading and post-reading) for each e-Reader. ● Teachers will design lead-in activities which help students relate their prior life experience to the learning topics and subjects. In such way, they will understand the subject matter better. Teachers will also design tasks for students after the reading class so that students can apply their newly-acquired thematic knowledge or language. <ul style="list-style-type: none"> - <i>Pre-reading Activities</i> Predicting contents of the book using the cover and images; pre-teaching the key vocabulary; pre-discussion tasks related to the theme with aid of resources like video clips - <i>While-reading Activities</i> Reading aloud; scanning for specific information; 						

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<p>pausing and predicting; identifying topic sentences; supporting sentence or concluding sentence; asking questions for encouraging deeper reflection; connecting the text to personal experience and assisting students to constantly interrogate the text</p> <ul style="list-style-type: none"> - <i>Post-reading Activities</i> <p>Summarizing the text; analysing the writer’s intent or message; text reconstruction; cloze activities; explaining text-type structures and language use.</p> <ul style="list-style-type: none"> ● Home reading activities <p>Apart from using the e-readers in classroom, students will have to finish the remaining 6 e-Readers through mobile devices at home. They will be thematically linked to our core curriculum and students can:</p> <ul style="list-style-type: none"> - pre-learn some factual information, topic or subject vocabularies and establish the connection between the knowledge or issues to be introduced with their personal experience; - perform reinforced learning at home for consolidation and further inquiry; and - perform extended learning activities at home and contribute their reflection and learning output. <p>Catering for learning diversity</p> <ul style="list-style-type: none"> ● To cater for learners’ diversity, graded in-class tasks and different sets of questions will be developed for students of various ability levels and learning styles. More able learners will work on more challenging critical reading tasks (e.g. finding the argument and questioning the text). 					

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<p>Struggling learners will be provided with more scaffolding, simpler tasks and allowed more time. Visual and verbal learners can share their reflection through using pictures or performative means.</p> <p>Sharing of learning outcomes</p> <ul style="list-style-type: none"> ● Our school has a common practice of having students share and showcase their learning outcomes with the other peers using different means. Thus, we will create a zone to display students' work such as their writing, an inquiry processes, drawing or oral presentations. All home extended readers serve the purpose of connecting students' learning experience within and outside the school's English curriculum and re-enforce proper values in their real life. <p>Monitoring of students' progress</p> <ul style="list-style-type: none"> ● Reports will be generated regularly to keep track of students' learning as well as provide due support. Completion ratio will be closely examined for gauging the effectiveness of home reading programmes. Follow-up measures (such as covering common errors in class and offering support outside class time) will be taken. <p>Materials to develop</p> <ul style="list-style-type: none"> ● Teacher will develop materials to cover 4 teaching periods for each reader: <ul style="list-style-type: none"> - Unit and lesson plans - PowerPoints - Teachers' notes - While reading task sheets - Home reading learning tasks 					

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<p>Descriptions of a sample P.6 module</p> <ul style="list-style-type: none"> ● Themes: Animal habitats ● Target text types <ul style="list-style-type: none"> - Informational reports ● Target structures <ul style="list-style-type: none"> - Description - Cause and effect ● Core values <ul style="list-style-type: none"> - The idea of the world as one and the message to cherish our planet and all life forms. ● Learning and teaching activities <ul style="list-style-type: none"> - Pre-reading <ul style="list-style-type: none"> ❖ Students watch a video to learn about important concepts and pertinent lexical sets: <ul style="list-style-type: none"> <input type="checkbox"/> definitions of a habitat <input type="checkbox"/> the five things animals need to survive in its habitat (<i>food, water, air, shelter and a place to raise its young ones</i>) <input type="checkbox"/> different types of habitats (<i>a nest, burrow, hole, cobweb, hive, den, shed, kennel, stable and coop</i>) <p><i>Animal Habitats Animal Homes Animals video for kids</i></p> <p>https://www.youtube.com/watch?v=Xj1ASC-TIsI</p> <ul style="list-style-type: none"> ❖ A knowledge check quiz (in the form of <i>Kahoot!</i> or <i>Google Form</i>) will be designed. - While-reading <ul style="list-style-type: none"> ❖ Prediction activities using the book cover and blurb ❖ Shared reading activities <ul style="list-style-type: none"> Teacher models target reading strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Confirming predictions <input type="checkbox"/> Inferring the meanings of new words using contextual (e.g. synonyms and antonyms) 					

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<ul style="list-style-type: none"> and visual (e.g. picture and captions) <input type="checkbox"/> Locating topic sentences <input type="checkbox"/> Understanding writers' intention (the importance of protecting animals' habitats) ❖ Identify the connectors to see how they link within the text ❖ Read aloud ❖ Introduce the text type features, text structures, lexical and grammar sets - Post-reading <ul style="list-style-type: none"> ❖ Students get into groups of 4 and prepare a habitat display in classroom. Each group will work on one of the animal habitats: <ul style="list-style-type: none"> <input type="checkbox"/> Rainforest <input type="checkbox"/> Polar <input type="checkbox"/> Desert <input type="checkbox"/> Marine <input type="checkbox"/> Wetlands <input type="checkbox"/> Grasslands ❖ They then get engaged in research work and prepare a habitat poster with the following information: <ul style="list-style-type: none"> <input type="checkbox"/> Locations <input type="checkbox"/> Climate <input type="checkbox"/> Animals and plants found in this habitat with examples of their adaptations <input type="checkbox"/> Interesting facts about those plants and animals <input type="checkbox"/> A heading along with some pictures and photographs ❖ Groups give presentations on their findings and have a discussion about the impact of mankind on animals' habitat. 					

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<p>Plans ahead</p> <ul style="list-style-type: none"> ● After the pilot run, school will consider using its own funding or appeal for parents' support for extending the programme to other levels. 					