

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

School Name: Ma On Shan Methodist Primary School (English)

Application No.: C021 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 18

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	6	5	5	5	5	5	31

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 (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)
Jockey Club 'Giftedness into Flourishing Talents' Project	P.4 and P.5	Development of Gifted Education	Centre for University and School Partnership, Faculty of Education, The 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. Collaborative and sharing culture has been developed. 2. Effective deployment of English Language Teaching Assistant (ELTA) to support most of the shared reading lessons in Primary 5 and Primary 6. 3. PLP-R programme is well developed in Key Stage 1. 4. The I.T. team is supportive on e-Learning. Development of teaching platform of ‘e-class Power lesson’ has been in place to enhance teaching effectiveness. 5. Regular co-planning meetings and peer observations are conducted to review, reflect and refine teaching materials to ensure learning and teaching effectiveness. 6. English teachers are hardworking and co-operative. They are also receptive to new pedagogies. 	<ol style="list-style-type: none"> 1. The NET Section of the EDB has been providing school with curriculum support on the development of reading programme PLP-R. 2. The incorporation of technology into teaching is under way. Students are adapted to use electronic devices in learning. 3. Self-directed learning skills and abilities are promoted as it is one of the school major concerns. 4. Gifted education is being developed with the support of CUHK to cater for learners’ diversity.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. With the big class size, it is difficult for teachers to cater for individual learners’ difficulties. 2. Most of our students find it hard to improve their English proficiencies since they learn English as a second language. 3. Students’ English learning is quite limited to daily English lessons and the language environment is not rich for English learning. 4. Students are not reflective in English learning. 	<ol style="list-style-type: none"> 1. Significant learners’ differences exist in every class. 2. Curriculum development is confined to enhancing students’ assessment results. 3. Teachers are overwhelmed with various curriculum development initiatives.

(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
Development of e-reading platform for P.1 to P.6 and a school-based project learning programme for P.4 to P.5	<ul style="list-style-type: none"> - Procuring professional services for the development of e-platform. - Employing a supply teacher to release core team teachers 	P.1-P.6

(D) Focus(es) of the school’s proposed school-based 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</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> 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” <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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ 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 type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

(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
Employ a qualified full-time supply teacher to create space for the core team members to promote reading across the curriculum (RaC) at Primary 4 and Primary 6					
<p>Objectives</p> <p>In response to major concerns of the school, English Language teachers strive to enhance students’ creativity and inquiry skills to help them become self-directed and active learners; and enhance students’ motivation and learning effectiveness. A school-based reading programme will be developed and implemented at P.4 and P.6. Advanced reading skills will be introduced, and activities will be conducted to nurture students to become autonomous and independent readers through acquiring the reading strategies and skills of reading different text types of varied subject contents. P.4 is chosen because the PLP-R/W programme has been in place at Key Stage 1 and a school-based reading programme is crucial for smooth transition from Key Stage 1 to Key Stage 2. As for P.6, students should be well-equipped to support their learning in Key Stage 3 and Key Stage 4. An RaC programme is therefore necessary as it helps students to acquire the ‘read to learn’ skills.</p> <p>Core Team</p> <p>The core team will consist of two English Language teachers who will be responsible for developing, implementing and overseeing</p>	<p>P.4 & P.6</p>	<p>Sept 2019 Curriculum mapping of English and General Studies in P.4 and P.6 P.4 1st RaC module Oct 2019 Co-planning Dec 2019 Try-outs Evaluation Jan 2020</p>	<p>2 RaC modules, each covering around 20-22 lessons, will be developed per level per year. 4 – 6 reading materials (in-class and extended reading materials) will be covered in each module.</p> <p>60% of P.4 and P.6 students will improve their reading skills by showing the ability and confidence of independent reading.</p> <p>50% of P.4 and P.6</p>	<p>The developed school-based RaC programme will be integrated into the core English Language curriculum after the project.</p> <p>The programme will be extended to P.5.</p> <p>The core team</p>	<p>Pre-test and post-test will be conducted. The results of the two tests will be analyzed.</p> <p>Lesson observation and post-lesson evaluation after tryouts will be conducted.</p> <p>On-going monitoring of the programme.</p> <p>Programme evaluation meetings will be conducted at</p>

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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<p>the P.4 and P.6 school-based reading across the curriculum programme. Ten lessons per cycle will be tentatively released for each member and about 20 lessons per cycle will be taken up by the supply teacher.</p> <p><u>Development of the RaC programme</u></p> <p>✧ <i>Support by other KLAs</i></p> <p>The PSM(CD) will coordinate the cross-curriculum collaboration and mapping. Teachers of other Key Learning Areas (KLAs) will support the programme by adjusting the teaching schedule so that relevant topics covered in the RaC programme will be introduced in other KLAs prior to the implementation of RaC modules.</p> <p>✧ <i>Co-planning</i></p> <p>The core team members will have 2 to 3 co-planning meetings every week. They will plan the RaC modules and develop relevant learning and teaching resources. They will also evaluate the RaC lessons conducted in the meetings after the try-outs.</p> <p>The core team members as well as P.4 and P.6 teachers will have regular co-planning meeting once a month for planning, evaluation, and adjustment of the RaC modules developed. One or two extra meetings may be arranged during the try-out stages. Teaching arrangements and resources will be modified if deemed necessary.</p>		<p>P.4</p> <p>2nd RaC module</p> <p>Nov 2019 Co-planning</p> <p>Jan 2020 Try-outs</p> <p>Feb 2020 Evaluation</p> <p>P.6</p> <p>1st RaC module</p> <p>Jan 2019 Co-planning</p> <p>Mar 2019 Try-outs</p> <p>Apr 2019 Evaluation</p> <p>P.6</p>	<p>students are expected to show improvement in the post-test.</p> <p>100% of teachers involved will acquire the pedagogy of promoting reading across the curriculum, as well as applying the pedagogy to teaching in P.4 to P.6.</p> <p>80% of the teachers involved agree that the teaching of reading strategies is effective to equip students for reading to learn.</p>	<p>members and the target level teachers will be strategically deployed to support the development and refinement of the RaC programme upon completion of the programme.</p> <p>Selected RaC lessons will be videotaped for sharing and reference.</p> <p>Sharing sessions will be conducted for dissemination of good</p>	<p>the end of the term.</p> <p>Students' and teachers' survey will be conducted to gauge the effectiveness of the programme.</p>

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<p>✧ <i>Try-out and lesson observation</i> The core team and the related level teachers will try out the materials and peer lesson observations will be arranged at least once per module. Feedback will be given after lesson observation. After trying out the refined lesson plans and teaching materials in class, level teachers will give feedback and comments. The core team will observe around 6 - 8 lessons conducted by other level teachers of the target levels for each module. A total of 24 - 32 RaC lessons will be observed.</p> <p>✧ <i>Evaluation and sharing</i> Evaluation meetings will be conducted after the lesson observations and at the end of the term. The core team members will review and refine the RaC programme. Some of the RaC lessons will be videotaped for sharing with other levels.</p> <p><u>Details of the school-based RaC programme</u></p> <p>✧ <i>Connection learning experiences of other KLAs</i> Two RaC modules will be developed for P.4 and P.6 respectively throughout the school year. Both fiction and non-fiction reading texts, which are thematically linked with other subjects, will be included in the programme. Content knowledge, values, and attitudes will be taught first in General Studies.</p> <p>✧ <i>Tentative themes to be covered</i> Themes of RaC are chosen to align with the topics covered in the textbooks as well as in other KLAs. Since students will be well-equipped with the relevant content knowledge of the topic, they will be prepared and motivated to learn about the topic in English.</p>		<p>2nd RaC module</p> <p>Feb 2020 Co-planning</p> <p>Apr 2020 Try-outs</p> <p>May 2020 Evaluation</p>		practices.	

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Levels	Tentative themes	Connection with General Studies															
P.4	- In the old days	- Hong Kong History															
	- We love Hong Kong	- Our environment - Travel around Hong Kong															
P.6	- Taking care of our Earth	- Eyes on our world - Environmental problems															
	- Changes	- Experience changes - Interpersonal relationship															
<p>✧ <i>Tentative text types to be covered</i></p> <p>Suitable e-books or printed books will be chosen for the RaC programme. Other multi-modal texts will also be included.</p> <table border="1"> <thead> <tr> <th>Levels</th> <th>Text types to be covered</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>leaflets, letters, journals, stories, pamphlets, songs and lyrics, maps, letters</td> </tr> <tr> <td>P.6</td> <td>newspaper articles, stories, survey reports, webpage, documentaries, letters</td> </tr> </tbody> </table> <p>✧ <i>Tentative reading skills to be covered</i></p> <table border="1"> <thead> <tr> <th>Levels</th> <th>Reading skills to be covered</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>- understanding the information provided on the book cover - scanning to identify specific information - working out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world</td> </tr> </tbody> </table>								Levels	Text types to be covered	P.4	leaflets, letters, journals, stories, pamphlets, songs and lyrics, maps, letters	P.6	newspaper articles, stories, survey reports, webpage, documentaries, letters	Levels	Reading skills to be covered	P.4	- understanding the information provided on the book cover - scanning to identify specific information - working out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world
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	<ul style="list-style-type: none"> - predicting the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world - integrating, organizing, and relating old information with new knowledge acquired while reading the text into new insights. 													
P.6	<ul style="list-style-type: none"> - understanding the information provided on the book cover - identifying cause and effect - understanding intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images - determining the content focus of a text in order to understand the message conveyed. - integrating, organizing, and relating old information with new knowledge acquired while reading the text into new insights. 													
<p>✧ <i>Sample RaC module</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><i>Target level</i></td> <td>Primary 6</td> </tr> <tr> <td><i>Relevant module</i></td> <td>English Language: Taking care of our Earth General Studies: Eyes on our world</td> </tr> <tr> <td><i>Text Types</i></td> <td>informational report, survey reports, map, graph/chart, poster</td> </tr> <tr> <td><i>Reader</i></td> <td>The Trouble with Trash</td> </tr> </table>							<i>Target level</i>	Primary 6	<i>Relevant module</i>	English Language: Taking care of our Earth General Studies: Eyes on our world	<i>Text Types</i>	informational report, survey reports, map, graph/chart, poster	<i>Reader</i>	The Trouble with Trash
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<i>Text structures</i>	problems and solutions, compare and contrast, cause and effect					
<i>Text features</i>	captions, footnotes, table of content					
<i>Target language structure</i>	<ul style="list-style-type: none"> - conjunction: therefore, unless - quantifier: so many, so much - sentence structure: We should stop + gerund - sentence structure: If we keep + gerund 					
<i>Reading skills</i>	<ul style="list-style-type: none"> - understanding the information provided on the book cover - prediction - identifying cause and effect - organizing reading materials effectively - summarization 					
<p>✧ <i>Learning and teaching activities</i></p> <p><u>Pre-reading:</u></p> <p><i>Activating the schemata</i></p> <p>Teacher will show photos and charts of waste produced in different countries, for example Hong Kong, Taiwan and Korea. As students have learned about the issues in General Studies, teachers will elicit students' prior knowledge and ask them to share about land pollution. Teacher will also show a video about garbage mountains in different countries. Teacher will then revisit the vocabulary items covered in GE lessons and some of target vocabulary items in the book. Students will be familiarized with the topic-related vocabulary. Teacher will also show Google Map and guide students to look for Pacific Ocean</p>						

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<p>and introduce the “Great Pacific Garbage Patch”.</p> <p><i>Prediction</i> Teacher will show the cover of the reader and ask the students to predict the content by the book title, the subheadings, and the photo.</p> <p><i>KWL chart and table of content</i> Students will be guided to complete a KWL chart before reading. They will write down what they know about the topic and what they want to know about the topic. Then teacher will ask students to read the table of content and find out where they could get the information they want. Students will have to write down what they learn and when they read the book.</p> <p><i>Reading skills: Get the gist of the reading materials</i> Teacher will ask students to read pages 3 to 7 by themselves to scan the main idea. Teacher will remind students not to read the passage thoroughly and focus on headings and subheadings.</p> <p><i>Text feature: captions and footnote</i> Students will be asked to identify the words underneath or beside photographs. Teacher will elaborate the functions of captions. Students are also asked to read the photos and captions from page 3 to 7.</p> <p><i>Text structure: cause and effect</i> Teacher and students go through page 3 to 7 in detail and distribute a worksheet on cause and effect. Students will be</p>					

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<p>asked to complete a fishbone diagram to work out the relationship of different events. For less able and average students, they will be provided with a list of events and they will have to identify the causes and the effects. For more able students, they will be asked to locate the causes and effects themselves. Students will use the target language structures covered in the GE lessons.</p> <p><i>Reading skill: summarization</i></p> <p>Students will read pages 8 to 9. Students will be asked to write down key words when they read about the solutions for the garbage island. Students will then discuss with their partners about the key words they have written down and summarize the ideas using their own words.</p> <p><i>Text feature: footnote</i></p> <p>Teacher will ask students to read page 7 to page 9 again and look for notes of text placed at the bottom of a page. Teacher will highlight the function of the footnote (that is, to provide additional information).</p> <p><i>Extended reading</i></p> <p><i>Text type: poster</i></p> <p>A poster from Keep Hong Kong Clean Organization will be shown to students. Teacher will highlight the text features and text structures of a poster.</p> <p><i>Post-reading</i></p> <p><i>Group Discussion and presentation</i></p> <p>Students will discuss effective ways to reduce waste and land</p>					

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<p>pollution other than those suggested in the reading materials. Students will then give a presentation on waste reduction in class.</p> <p><i>Poster Design</i></p> <p>Students will be asked to prepare a poster to arouse public awareness on garbage problem using the target sentence structures covered in GE lessons (We should stop + gerund; If we keep + gerund; so many/so much). Students will also be asked to create a slogan. The poster will be displayed in the school campus.</p>					