

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

**School Name:** Laichikok Catholic Primary School (English)

**Application No.:** B127 (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 2017/18 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 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)
School-based Curriculum Development 2015/2016	P.5	<ul style="list-style-type: none"> <li>• Writing, reading and speaking skills</li> <li>• Students' self-directed learning</li> </ul>	School-based Curriculum Development (Primary) Section, EDB
School-based Curriculum Development 2014/2015	P.4	<ul style="list-style-type: none"> <li>• Writing, reading and speaking skills</li> <li>• Enhancement of teachers' assessment literacy</li> </ul>	School-based Curriculum Development (Primary) Section, EDB
Development of school-based curriculum with school text books	P.1 – P.6	<ul style="list-style-type: none"> <li>• Refinement of reading and writing curriculum with authentic learning tasks</li> </ul>	Language Learning Support Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"> <li>1. Strong co-planning and sharing culture: level co-planning meetings are scheduled every cycle and sharing sessions are scheduled once every three weeks.</li> <li>2. School-based curriculum has already been refined and adapted with the support from Language Learning Support Section and School-based Curriculum Development Section. The refined curriculum has become assets of the department.</li> <li>3. English language-rich teaching and learning environment is highly encouraged and supported by the school as well as the Episcopal Delegate for Education of the Catholic Diocese of Hong Kong.</li> <li>4. All teachers of English including the NET, ELTAs communicate with students in English both inside and outside classrooms and it helps create a strong and natural language environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. PEEGS provides the school with funding to hire an extra teaching assistant to assist with the development of reading and writing curriculum.</li> <li>2. With the teaching assistant in the classroom, teacher-pupil ratio will become smaller. Hence, pupils' exposure to the English language will increase. Teachers will be able to cater for more able students and stretch their ability while more attention can be given to the less able students.</li> <li>3. More cooperative learning strategies and small group teaching in the English learning classroom can be adopted. This helps promote communication amongst students.</li> </ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"> <li>1. A wide range of learner diversity, especially in Key Stage 2.</li> <li>2. Some pupils lack family support and English learning motivation. They also lack high order thinking skills.</li> <li>3. Teachers are generally not strong in teaching language arts. They need more professional support and training.</li> </ol>	<ol style="list-style-type: none"> <li>1. The increasing number of SEN students lead to more diverse learner differences among pupils. Hence, more diversified curriculum is required.</li> </ol>

**(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.)**

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
Refine Reading and Writing curriculum to cater for diverse learning needs of students.	Employed a full-time qualified supply teacher for 2 years to create space for core team teachers to re-develop the school-based reading and writing curriculum.	P.2, P.5 (1 <sup>st</sup> year) P.3, P.6 (2 <sup>nd</sup> year)

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

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; <del>and/or</del> <del>—developing more quality English language learning resources for students*</del> <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* <del>or literacy*</del> 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 type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ full-time* or <del>part-time*</del> 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"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" 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> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____</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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>Employ a full-time teaching assistant who is proficient in English (TA) for 2 years to</p> <ul style="list-style-type: none"> <li>assist existing teachers to promote reading across the curriculum (RaC) in P.2 to P.5; and</li> <li>help provide students with more opportunities to use English in authentic context for P.1 to P.6</li> </ul>					
<p><b>Objectives</b> Since P.1 students are new to school, English teachers need time to understand their abilities and learning styles. Teachers have a better understanding of P.2 and P.3 students' learning while students are more ready for RaC as they are equipped with basic reading skills. In KS2, it is impossible to conduct guided reading to promote RaC because of the lack of human resources. With the support of TA, it would be a good opportunity to implement RaC in P.4 and P.5 to expose students to varied text types. The implementation also aims to enrich students' vocabulary load and stretch their vocabulary skills to facilitate their learning in KS3.</p> <p>Other than promoting RaC, the TA will also help provide students with the opportunities to use English in authentic contexts. He/She will assist the existing English teachers to conduct various English activities during the morning assemblies, recesses as well as lunch breaks.</p> <p><b>Expected qualifications and experience of the TA</b> The TA is expected to be:</p> <ul style="list-style-type: none"> <li>a bachelor's degree holder;</li> <li>preferably a PGDE (Postgraduate Diploma in Education) holder in primary English;</li> <li>familiar with information technology and multimedia tools; and</li> <li>preferably possess near native English proficiency.</li> </ul>	<p>P.1 to P.6</p>	<p>Recruitment of TA: July/August 2018</p> <p>Co-planning: All year round in 2018/19 and 2019/2020</p> <p>Preparing teaching and learning materials: All year round</p> <p>Conducting English activities: All year round</p> <p>Evaluation:</p>	<p><u>On RaC,</u> 6 sets of learning and teaching resources (lesson plans, learning activities /tasks) to be developed per level for P.2 to P.5 per year.</p> <p>70% of P.2 to P.5 students' reading skills in a variety of text types on different subject contents enhanced per year.</p> <p>Over 20% of students at P.2 to P.5 will improve their assessment results on reading by 30% in one year's time.</p> <p>Over 50% of students at P.2 to P.5 will improve their assessment results on reading by 10% in one year's time.</p> <p>80% of existing</p>	<p>The newly developed curriculum for P.2 to P.5 become an asset of the school which can be implemented or further refined or developed by all related teachers.</p> <p>Teachers will still be able to refine Reading workshops in other levels i.e. P.1 and P.6 based on the experience from working in P.2, to P. 5.</p> <p>The developed reading materials will be used in the</p>	<p>Records of co-planning sessions will be kept by level coordinating teacher.</p> <p>Meeting records will be kept.</p> <p>Observations of the lessons, evaluation meetings records, surveys for respective stakeholders including teachers, students, parents.</p> <p>Analysis of students' performance in summative assessments will be used to evaluate the effectiveness of the initiative. They will be conducted at the end of each school year.</p> <p>After the lesson</p>

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<p><b>Duties of the TA</b></p> <p><b>1. <u>Assist in the development and implementation of reading across curriculum</u></b></p> <p><b>a. Details of the RaC programme</b></p> <p>The reading materials, teaching activities and learning tasks of the RaC programme will focus on developing students' reading skills and strategies for understanding language features of the reading materials and reinforcing students' ability to integrate the knowledge, skills and learning experience gained in General Studies.</p> <p><u>Themes</u></p> <p>Working collaboratively with teachers of General Studies (GS), English teachers select themes which are covered in both English and GS curriculum. The themes to be covered are tabulated below.</p> <table border="1" data-bbox="129 842 846 1034"> <thead> <tr> <th></th> <th>Themes</th> </tr> </thead> <tbody> <tr> <td>P.2</td> <td>Changes / Caring and Sharing</td> </tr> <tr> <td>P.3</td> <td>Happy Days / Relationships</td> </tr> <tr> <td>P.4</td> <td>Relationships</td> </tr> <tr> <td>P.5</td> <td>We love Hong Kong</td> </tr> </tbody> </table> <p><u>Text type</u></p> <p>3 fictions and 3 non-fictions will be covered. The text types to be covered are tabulated below.</p> <table border="1" data-bbox="129 1184 880 1380"> <thead> <tr> <th></th> <th>Fiction</th> <th>Non-fiction</th> </tr> </thead> <tbody> <tr> <td>P.2</td> <td>diaries, comics</td> <td>rules, signs</td> </tr> <tr> <td>P.3</td> <td>stories</td> <td>rules</td> </tr> <tr> <td>P.4</td> <td>stories</td> <td>captions</td> </tr> <tr> <td>P.5</td> <td>plays</td> <td>biographies</td> </tr> </tbody> </table>		Themes	P.2	Changes / Caring and Sharing	P.3	Happy Days / Relationships	P.4	Relationships	P.5	We love Hong Kong		Fiction	Non-fiction	P.2	diaries, comics	rules, signs	P.3	stories	rules	P.4	stories	captions	P.5	plays	biographies		<p>All year round</p>	<p>English teachers will acquire knowledge / pedagogy of promoting reading across curriculum per year.</p> <p>70% of existing English teachers will apply teaching various reading skills to promote reading across the curriculum at P.2 to P.5 per year.</p> <p><u>On enriching English language environment.</u></p> <p>60% of P.1 to P.6 students use English in daily communication</p> <p>60% of students will improve their confidence and skills in conversational English.</p> <p>100% of P.5 students will participate in at least one reading buddies session where they will use different</p>	<p>subsequent years.</p> <p>Sharing meetings will be scheduled once every 3 weeks to disseminate successful lesson teaching plans, strategies and good practices.</p> <p>Teachers still need to adapt the learning materials based pupils' learning needs and abilities.</p> <p>Language-Rich Team, NET, TA will share their experience during regular sharing sessions; so other teachers will also</p>	<p>observation, each teacher has to prepare a lesson observation report. The strengths of the lesson and the areas to be improved in the lesson will be recorded for follow-up.</p> <p>Reading buddies sessions will be video-taped to allow teachers and students to review their performance and for self-evaluation.</p> <p>P.5 English teachers and the teaching assistant will supervise all Reading Buddies Session.</p> <p>Videos and photos will be taken as a record.</p> <p>P.5 students' skills and strategies of storytelling and reading aloud will be noted and will be</p>
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<u>Reading skills</u>					
	Reading Skills				
P.2	<ul style="list-style-type: none"> <li>- using phonological strategies to decode words</li> <li>- understanding the information on the book cover and contents page</li> <li>- skimming and scanning to locate information and ideas</li> </ul>		<p>teaching strategies of reading and various reading strategies they learnt to interact with P.1 students.</p> <p>100% of P.1 students will attend at least two reading buddies sessions delivered by P.5 students.</p>	<p>acquire the knowledge of planning and conducting the activities.</p> <p>Morning assemblies would be video-taped. These videos will be broadcasted on Campus TV. This will serve as a video bank for all students to watch.</p>	<p>evaluated with the students in class.</p> <p>Survey to P.1 students</p> <p>Number of stickers collected by students will be recorded.</p>
P.3	<ul style="list-style-type: none"> <li>- understanding the basic conventions of written English</li> <li>- constructing meaning from texts</li> </ul>		<p>At least 50% of the P.3 to P.6 students will be the student hosts for morning assemblies at least once a year.</p>		<p>A survey will be conducted on students' feedback about their willingness and confidence in using English during chit-chat sessions.</p>
P.4	<ul style="list-style-type: none"> <li>- skimming and scanning to locate information and ideas</li> <li>- understanding the basic conventions of written English</li> <li>- constructing meaning from texts</li> <li>- inferring meaning of unfamiliar words</li> <li>- summarizing main ideas</li> </ul>		<p>More than 70% of students will take part in chit-chat sessions with the TA.</p>		
P.5	<ul style="list-style-type: none"> <li>- inferring meaning of unfamiliar words</li> <li>- summarizing main ideas</li> <li>- interpreting writer's feeling</li> <li>- making predictions</li> <li>- understanding intention, attitudes and feelings conveyed in a text</li> </ul>				
<u>Post-reading activities</u>					
<p>Post-reading activities such as reading worksheets, Readers' Theatre (more suitable for KS1), written book reports, extended writing tasks, sharing among peers (more suitable for KS2) will be conducted to promote RaC.</p>					

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<p><b>b. Development of the RaC programme</b></p> <p><u>Co-planning meetings</u> Co-planning meetings will be held once a month for each level. Teachers involved will plan learning tasks and activities to integrate their learning in General Studies into English. Teaching strategies, reading skills and strategies, teaching activities, learning tasks, assessment methods and lesson procedures will be discussed in the co-planning meetings. English teachers will also set the questions for the guided reading in order to provide opportunities for students to learn and practise reading strategies (semantic, syntactic and graphophonic strategies). Evaluations will be conducted in each co-planning meeting to keep track on the progress of students' learning.</p> <p><b>c. Implementation of RaC</b></p> <p><u>RaC lesson</u> English teachers conduct whole class activity before Guided Reading session. During guided reading session, English teachers will conduct guided reading and other reading activities with a group of students of similar reading ability. During post-guided reading session, English teachers have activities with the students as a whole class again.</p> <p><u>Lesson observations and evaluations</u> Lesson observation will be conducted once a month. Teachers from the same level will be invited to observe the lesson. Follow-up actions such as adjustment of teaching strategies, modification of learning tasks and activities will be discussed in each co-planning meeting. English teachers will disseminate good practices at English Sharing Meetings regularly once every 3 weeks.</p>					

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<p><b>d. Roles and involvement of the TA</b></p> <p><u>RaC lesson</u>  TA will assist English teachers during RaC lessons for P.2-P.4 in 2018/19 and P.2, P.3 and P.5 in 2019/20. The TA will assist 1 RaC lesson per class per cycle. English teachers will be responsible for teaching students the reading skills and strategies to promote RaC for the whole class. English teachers will conduct guided reading with a group of students while the TA supports the English teachers during the pre-reading session and post-guided reading session. He/She will support other groups of students to complete the reading tasks.</p> <p>The TA will also assist teachers in identifying the needs of the students and assign students to different ability groups for guided reading sessions according to their reading levels.</p> <p><u>Preparing teaching and learning materials</u>  TA will attend the co-planning meetings. He/She will prepare materials and resources needed for the lessons according to the decisions made in the co-planning meetings. After the reading lessons, each student will be given a book to take home. Students can keep the book for a week and then return it to their English teachers and read a new book afterwards. TA will also assist in setting up and maintaining the home reading programme. He/ She will be responsible for the lending and returning of the home reading books.</p> <p><b><u>2. Assisting in conducting English activities</u></b>  The TA will assist in conducting the school-based English Language-rich Environment Programme. He/She will support the NET and Language-Rich Team in planning activities and providing authentic language exposure to all students. The targeted language skills to be boosted will be</p>					



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<p>reading and speaking skills.</p> <p><u>Reading Buddies Programme for P.1 and P.5</u>  The TA will conduct Reading Buddies sessions during lunch breaks 2 times per cycle from April to May each year. P.5 students will be trained to use various strategies to help P.1 students to read. To prepare students to be the reading buddies, P.5 English teachers will introduce various skills such as skills in reading aloud, story-telling. Other reading strategies such as understanding cover page, relating pictures to words, phonics and making predictions. Students will set questions according to the books they are going to read with the P.1 students with the support of the TA and practise the questioning techniques with their group members.</p> <p>P.5 students will take turn to be the Reading Buddies for P.1 students. They will use the skills they have learnt from the lessons to share-read story books with P.1 students. Each P.5 student will help at least one Reading Buddies session per term.</p> <p>For each Reading Buddies session, one P.1 class will go to the Reading Room. The whole class will be divided into four groups and there will be four P.5 groups. One P.5 group will work with one P.1 group. The P.1 students will listen to the story and interact with the P.5 reading buddies.</p> <p><u>English morning assemblies for P.3 to P.6 students</u>  The TA will host the English morning assemblies once a week. Students from different classes of P.3 to P.6 will take turns to be the host of the morning assemblies according to a set theme. During the assemblies, these students will be the main presenters and facilitators. They will interact with the other students on the floor by interviewing, inviting opinions, Q &amp; A etc. This is to involve more participation</p>					

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<p>and encourage more student-student interaction. Other than being the host, students will also lead the prayer in English, sing English hymns or interacting with the floor, etc.</p> <p>To prepare for the assemblies, students need to discuss with their English teacher and TA the content of the assemblies. Then, they need to search information either online, from books, magazines or newspaper. They are required to write the script under the guidance from TA.</p> <p><u>Chitchat sessions during lunch breaks and recesses for P.1 to P.6</u></p> <p>The TA will chitchat with the students during lunch breaks and recesses 5 times a week. The chitchat sessions will be for the whole school. As school runs a 6-day cycle timetable so students will be arranged to join the chitchat session by levels. Day 1 will be for P.1 students, Day 2 for P.2 students and so on. Teachers will discuss with the TA about the topic for each month. During the chitchat session, the TA will adjust the language use according to students' age, experience and interests. Students will be able to use English in authentic context and practise using vocabulary items related to the topic.</p> <p>To encourage students to join the chitchat session, students will receive stickers if they join the session and they can keep the stickers in their sticker album. Students can redeem gifts at the end of the school year if they have certain number of stickers.</p>					