嘉諾撒聖家學校
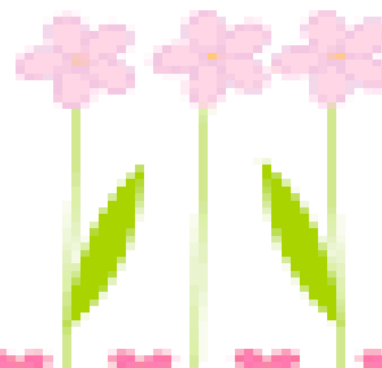## Holy Family Canossian School

Grant Scheme on Promoting Effective

English Language Learning in Primary Schools

2018-2019

English is Fun

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

School Name: Holy Family Canossian School (English)

Application No.: A 022 (for official use)

(A)   General information:

1.   No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher):   11 (2017/2018)

2.   No. of approved classes in the 2016/17 school year:

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

3.   No. of operating classes in the 2016/17 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 support service 2009-2012	P.1-6	School-based writing curriculum	EDB
Gifted Education Teachers' Network 2012-2016	P.5 (2012/13 school year) P.4 (2013/14 school year) P.3 & 5 (2014/15 school year) P.5 (2015/16 school year)	(2012/13 school year) Reading (P.5) (2013/14 school year) Writing (P.4) (2014/15 school year) Reading (P.3) (2014/15 school year) Writing (P.5)	EDB

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
		(2015/16 school year) Reading (P.5)	

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

Strengths	Opportunities
1. Co-planning sessions for sharing are centralised. 2. English Newsletter 'Holy Family Sun' provides a good opportunity for learners to share and publish their work. 3. Peer and self-assessment in process writing and project learning are developed. 4. Regularly undertake projects to improve learning and teaching	1. Professional support from EDB language learning support services (English Language) will be received on designing the school-based reading curriculum. 2. Support from PEEGS funding to develop school-based reading curriculum

Weaknesses	Threats
1. Some passive learners lack initiative and interest in learning while some lack confidence. 2. Some capable learners are not confident in using English. 3. Lack of organised reading curriculum 4. Lack of opportunities, manpower and time to develop a reading curriculum.	1. Some parents are not able to provide effective assistance to learners.

(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 build a school-based writing curriculum.	To employ a supply teacher for releasing the two English panel heads' teaching duties to develop the writing curriculum.	P.1-6

(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
		☑ 2017/18 (second term) to 2018/19 (first term)
		
		☑ 2018/19 (second term) to 2019/20 (first term)
			☐ P.1
			
			☐ P.2
			
			☑ P.3
			
			☑ P.4
			
			☐ P.5
			
			☐ P.6
			
			☐ Others, please specify (e.g. P.1-3, P.5-6):
			_____
			_____
			_____

(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[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
(1) Employing a full-time teaching assistant who is proficient in English to assist existing English language teachers in developing P.3 - P.4 school-based reading curriculum to promote reading across the curriculum					
• Primary 4 school-based reading curriculum to promote reading across the curriculum will be developed. After having the experience of developing Primary 4 reading curriculum, the school will then start to develop Primary 3 school-based reading curriculum to promote reading across the curriculum in the first term of 2019/20. We have already developed our P.1, 2, 5 and 6 reading curriculum. • Students will be learning to read different text types of cross-curricular content. Through the effective use of a variety of texts, with a core structure of grammar skills taught in context, it will encourage students' deep reading, connect their learning experience and broaden their knowledge base. Each school-based reading module offers a multi-layered approach to develop comprehension, vocabulary, critical thinking,	P.3 - P.4	2017/18 (second term) to 2019/20 (first term) From Jan 2018 to Dec 2019 Co-planning once every two weeks throughout the project period *(1 module lasts for 3 months, 1.5 month for fiction and 1.5 month for non-fiction) *For Primary 4 (From 2018 Jan to 2019 Jan)	• School-based reading curriculum to promote reading across the curriculum, with lesson plans, learning tasks/activities developed for P.3 - P.4. • Details of the learning and teaching resources: Purposes: 1. Through the effective use of a variety of texts, with a core structure of grammar skills taught in context, it will encourage students' deep reading, connect their learning experience and broaden their knowledge base. It will also help improve students' English proficiency, with the focus on reading. 2. Allow more opportunities for students to use English	• The newly developed school-based reading curriculum will be implemented every year after the completion of the project. • The learning and teaching resources developed will be updated/utilised every year after completion of the project. Co-planning sessions will be arranged and held once every two weeks. • The knowledge and pedagogy acquired during	• Records of meetings will be kept for future reference. • In order to monitor the progress and evaluate the effectiveness of the newly designed school-based curriculum, there will be observation of lessons and activities, focus group meetings, review and evaluation meetings in the co-planning sessions once every two

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[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.

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]
spoken language and explicit guidance for teaching grammar skills. • Professional support from the officer of EDB Language Learning Support Services (English Language) will be received on designing the school-based reading curriculum. They will have co-planning sessions with the core team (English Panel, P.4 English teachers and the teaching assistant proposed to be employed under PEEGS) once every two weeks. In the co-planning sessions, modules on reading across the curriculum, alongside with lesson plans and teaching resources will be designed together. The planned modules will be tried out, evaluation will be carried out and the modules will be clarified. The participated teachers will learn and develop their teaching strategies on reading across the curriculum from this. Teachers are trained to help students learn to read and read to learn. The other existing English teachers will also learn from the teachers who have received professional support through their sharing in the English panel meetings as		*After having the experience to develop Primary 4 reading curriculum, development of Primary 3 reading curriculum will take place from Feb 2019 to Dec 2019 while the Primary 4 reading curriculum will be modified and polished at the same time.	as well as to enjoy English for pleasure. (The reading texts include complete stories, poems, play scripts and non-fiction texts. A range of reading, writing, speaking and listening as well as drama activities will be developed to facilitate further understanding/application of the knowledge acquired from different text types covering topics of other KLAs. Students will compose their own work through planning, oral rehearsing, drafting and editing stages. 3. Cultivate the love and enjoyment of learning English, to read and to interact in English. 4. Strategically modify the school-based reading curriculum. 5. English curriculum will be enhanced. Quantities: 1. For Primary 4: 5 modules (3 modules for the first year and 2 modules for the second year) will be designed. The reading texts include fiction and non-	the project will be transferred and sustained after completion of the project. There will be video-taping of lessons/activities for sharing as professional development.	weeks. • In order to assess students' performance during the lessons/try-out, lessons will be video-taped for sharing and evaluation among panel members in English panel meetings or on teachers' professional development day. • The collected data will be used for future planning on school-based reading curriculum for other levels.

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]
professional development. • Two lessons per class will be allocated each week for the newly developed school-based reading curriculum. All the plans and activities will be tried out every week in the doubled lesson. • The duties of the full-time teaching assistant who is a degree/higher diploma holder and proficient in English are to assist with preparing the lesson plans, learning tasks/activities and to help prepare teaching resources. The teaching assistant will also support teachers on improving lesson plans and teaching resources. Besides, he/she will be offering clerical support, making teaching aids and supporting reading activities in the classroom. (The purpose of having the TA in the classroom while having the reading activities is that a lot of group work will be assigned to the students. If the TA is in the classroom to support the activities, the teacher-student ratio will be smaller and we can better cater for learners' individual differences. Sometimes students will be			fiction and they are related in themes, complete stories, poems, play scripts and different non-fiction texts, followed by various reading activities, pair work, group work, presentation, drama activities and writing logs to record the responses of what students have read, thought and talked about; to experiment with vocabulary and text structures, make notes, mind and story maps, diagrams and plans and to collect and paste related artefacts, like tickets, photos, leaflets and drawings from home. Teaching package for each module will include: Lesson plans, worksheets, teaching aids and suggestions for wider reading: e-reading resources with multimodal features will be used to facilitate understanding and enjoyment. After each module, e-readers with related themes/text types will be used as extended reading, some will be sent home as home readers in the weekends or long holidays.		

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]
doing different activities at the same time in the same classroom. If we have the TA in the classroom to support the activities, they will run smoothly.) • There will be peer lesson observation on the try-out of the newly developed plans/strategies conducted by the core team twice a year for teachers' professional development. • Evaluations with the officer of EDB language learning support services (English Language) will be conducted once every two weeks. Besides, there will be adjustment of the teaching strategies, lesson plans and teaching resources by the core team after the lesson observations and weekly try-outs. Furthermore, sharing sessions will be held among English teachers in the English panel meetings in January and June/ Teachers' Professional Development Day in May.			In order to cater for learner diversity, readers with different levels of difficulty will be chosen. 2. For Primary 3: 2 modules will be designed. The reading texts are fiction and non-fiction, including complete stories, poems, play scripts and different non-fiction texts, followed by various reading activities, pair work, group work, presentation, drama activities and writing logs to record the responses of what students have read, thought and talked about; to experiment with vocabulary and text structures, make notes, mind and story maps, diagrams and plans and to collect and paste related artefacts, like tickets, photos, leaflets and drawings from home. Teaching package for each module will include: Lesson plans, worksheets, teaching aids and suggestions for wider reading: e-reading resources with multimodal features will be used to facilitate		

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]
			understanding and enjoyment. After each module, e-readers with related themes/text types will be used for extended reading, some will be sent home as home readers in the weekends or long holidays. In order to cater for learner diversity, readers with different levels of difficulty will be chosen. • 70% of Primary 3 and 4 students will complete over 70% of the developed programme/materials per year. • 70% of Primary 3 and 4 students' confidence and skills in reading different text types with cross-curricular content enhanced per year. • 25% of the existing English teachers will acquire the knowledge/pedagogy of promoting reading across the curriculum per year (3 teachers each year).		

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]
(2) Purchase of teachers' references for the P.3 and P.4 school-based reading curriculum to promote reading across the curriculum					
• The resources to be purchased will be Pupils' Book, Anthology, Homework Book, Teachers' Handbook and CD ROM. Teachers will use these resources for co-planning and teaching every year. • The resources will be used to promote reading across the curriculum in respect of the Updated English Language Curriculum (Primary) since teacher modelling is provided in the teaching notes, software and the pupils' book, supporting teachers' teaching different texts effectively. With a core structure of grammar skills taught in context, it will encourage students' deep reading, connect their learning experience and broaden their knowledge base. • 5 copies will be purchased (3 copies for level teachers, 1 copy for the teaching assistant and 1 copy for the English Panel chair who will co-plan with P.3 teachers). • The resources will be purchased after proper procurement exercises.	P.3 - P.4	2017/18 (second term) to 2019/20 (first term) From Jan 2018 to Dec 2019 From January 2018 to March 2018 (Contacting book publishers, completing the procurement exercises and then Purchasing books/resources) *(1 module lasts for 3 months, 1.5 months for fiction and 1.5 months for non-fiction, the first module will start in January 2018) *For Primary 4 (From 2018 Jan to 2019 Jan) *After having the experience to develop Primary 4	• School-based reading across the curriculum implemented **more effectively** for P.3-P.4. • 80% of the existing English teachers use the resources at Primary 3 to 4 each year.	• The newly acquired resources will be used every year after completion of the project. The adopted readers will become one of the textbooks.	• Co-planning will be held once every two weeks and co-planning records will be kept. • Teachers have co-planning once every two weeks to evaluate the effectiveness of the lesson plans.

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]
		reading curriculum, development of Primary 3 reading curriculum will take place from Feb 2019 to Dec 2019 while the Primary 4 reading curriculum will be modified and polished at the same time.			