

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

School Name: HONG KONG AND MACAU LUTHERAN CHURCH PRIMARY SCHOOL (English)

Application No.: C032 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 21

2. No. of approved classes in the 2018/19school 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 2018/19school 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)
PLP-R/W	P.1-3	Reading and writing	NET section, EDB
Drama in education	P.4	Writing and drama skills	Shakespeare for All

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

Strengths	Opportunities
<ol style="list-style-type: none">1. A balanced and coherent school-based English Language curriculum has been developed which enhances students' four language skills. Reading workshops, school-based writing curriculum (Little Writers), e-teaching and learning resources as well as self-directed learning are the core components of the 6-year curriculum.2. In order to cater for learner diversity, intervention measures provide timely support for less able students are formulated. An enrichment curriculum such as Bright Sparks is designed for P.4 to P.6 more able students to enhance their English standard.3. Our annual programme, "English Week" provides students with opportunities to read some famous classic stories and engage in some language arts activities.4. PLP-R/W has been implemented in P.1 to P.3 since 2013. Both LETs and NET are familiar with the programme and adaptations have been made. In order to cater for learners' diversity, book leveling is conducted yearly so that students can read books according to their reading abilities.5. SCHOLASTIC e-library programme and PLP-R/W programme are implemented to facilitate the development of a reading culture and expose students to a wide range of text types for enhancing their reading proficiency.6. The established school-based drama curriculum is embedded into P.4 curriculum.7. Assessments for learning have been conducted in our school for years to identify students' strengths and weaknesses in order to give timely feedback.8. Workshops, lesson studies, and lesson-enrichment meetings are held to enhance teachers' professional development.	<ol style="list-style-type: none">1. In response to the curriculum update, teachers are required to set higher-order thinking questions and questions related to values education.2. Our school has promoted e-teaching and learning in KS2 since 2015. Teaching resources provided by the e-textbook like "flipped classroom" and "iBoard" have enhanced students' engagement in the lessons. In addition, teachers have been trying to use different apps for further enrichment of the lessons.3. Our school is encouraged to leverage information technology to enhance learning, teaching and assessment through e-learning, as well as promote information literacy to prepare students better for the challenges in the rapidly changing digital world.4. To continue with good practices of assessment as learning, the current writing checklists and peer evaluation forms for P.5 and P.6 presentation have been modified and will be gradually adopted in the coming three years.5. A peer evaluation form in P.4 drama will be adopted in the coming year to help students monitor, reflect on, and evaluate their own learning.
Weaknesses	Threats
<ol style="list-style-type: none">1. Our school has been promoting positive values and attitudes in Moral and Civic Education. However, values education is not the main focus in English Language.2. Life-wide English learning activities at Key Stage 2 lack variety due to the constraints of allocation of manpower and venues.	<ol style="list-style-type: none">1. Students lack authentic contexts to communicate in English outside classrooms.2. Some students have inadequate parental support in developing English reading habits. Teachers have to make extra effort in promoting a reading culture at school.3. Most of our English teachers are not familiar with STEM or advanced e-teaching and learning techniques.

(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
Developing 'Reading Workshops' and promote a reading culture	Hiring a supply teacher	P.1- P.6
Enhancing English Language teachers' professional development and creating English-rich environment	Hiring a teaching assistant	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>(*Please delete as appropriate)</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” (*Please delete as appropriate)</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 (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time*teaching assistant (*Please delete as appropriate)</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 school-based 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
Employing a full-time supply teacher to create space for the core team members to promote reading across the curriculum (RaC) at P.4 - P.6					
<p>Objectives</p> <p>The proposed school-based reading programme aims to promote reading across the curriculum and incorporate values education in the core English Language curriculum. Through reading various printed and multi-modal texts that thematically align with the text-book units, students will extend their knowledge base and learn various reading strategies.</p> <p>Core Team</p> <p>The core team will consist of 3 English panel heads and 2 experienced level teachers. They will be responsible for developing, implementing and monitoring the P.4 to P.6 school-based reading programme. Around 28 lessons per week will be released for the core team members. The supply teacher will also take up non-teaching duties.</p> <p>Development of RaC modules</p> <p>➤ Co-planning</p> <p>The core team members and P.4 to P.6 English teachers will have co-planning meetings every alternate week. They will discuss the lesson arrangements, contents, activities and assessment tasks. Lesson plans and reading activities will be designed to enhance students' capability of reading different materials and connecting their knowledge, skills and learning experiences of other learning areas.</p>	<p>P.4 - P.6</p>	<p>2019/2020</p> <p>Primary 4 Module 1 Planning Sep 2019</p> <p>Try-out Oct-Nov 2019</p> <p>Evaluation Mid-Nov 2019</p> <p>Module 2 Planning Dec 2019</p> <p>Try-out Jan 2020</p> <p>Evaluation Feb 2020</p> <p>Primary 5 Module 1</p>	<p>A total of 6 sets of school-based RaC teaching packs, with lesson plans, PowerPoint slides, activity sheets and teaching aids will be developed for all levels. Each set of materials will cover 12-13 lessons.</p> <p>70% of P.4 to P.6 students will enhance their reading skills</p> <p>70% of P.4 to P.6 students will agree with the positive attitudes and values they learn from different modules</p> <p>80% of teachers involved will master effective RaC teaching strategies and use of multi-modal</p>	<p>The newly-developed curriculum will be adopted and integrated into the core curriculum after this project.</p> <p>The developed lesson plans, learning and teaching resources will be saved in the school server for sharing and for teaching. The English teachers will acquire knowledge of developing students' reading skills through print</p>	<p>Minutes of the co-planning meetings for the RaC programme will be kept as records for reference.</p> <p>Survey will be conducted. Questionnaires will be distributed to both teachers and students and the data will be analyzed to evaluate the effectiveness of each module.</p> <p>Lessons of each level will be video-taped. Students' performance in formative reading assessment will be analysed.</p>

<p>➤ Try-out, lesson observation and evaluation The core members will try out the materials and peer lesson observation will be arranged at least once per title. Feedback will be given to the core team after lesson observation.</p> <p>The core team will observe lessons of level teachers once per term. An evaluation meeting will be held after the try-out of each title. The core team members will adjust the lesson plan and materials. Two RaC modules will be supplemented by tailor-made learning materials developed by teachers of each level.</p> <p>➤ Dissemination of good practices Lessons will be video-taped as well as the core team will share their experience and the use of new pedagogies during English panel meetings.</p> <p><u>Details of the school-based RaC programme</u> Print or non-print reading materials will be chosen for P.4-P.6. For each level, there will be 2 RaC modules and each covers about 12-13 lessons. The selected themes are linked to the core curriculum and closely related to those of other Key Learning Areas (KLAs).</p> <p>➤ Tentative themes</p> <table border="1" data-bbox="125 1157 981 1458"> <thead> <tr> <th>Level</th> <th>Theme</th> <th>Related KLA</th> </tr> </thead> <tbody> <tr> <td rowspan="2">P.4</td> <td>Now and then</td> <td>General Studies</td> </tr> <tr> <td>Places in Hong Kong</td> <td>General Studies</td> </tr> <tr> <td rowspan="2">P.5</td> <td>Fantastic people around the world</td> <td>Chinese Language</td> </tr> <tr> <td>Healthy life</td> <td>General Studies</td> </tr> </tbody> </table>	Level	Theme	Related KLA	P.4	Now and then	General Studies	Places in Hong Kong	General Studies	P.5	Fantastic people around the world	Chinese Language	Healthy life	General Studies		<p>Planning Sep-Oct 2019</p> <p>Try-out Nov-Dec 2019</p> <p>Evaluation Jan 2020</p> <p>Module 2 Planning Jan-Feb 2020</p> <p>Try-out Mar-Apr 2020</p> <p>Evaluation May 2020</p> <p>Primary 6 Module 1 Planning Sep-Oct 2019</p> <p>Try-out Oct-Nov 2019</p>	<p>texts.</p>	<p>and non-print texts.</p> <p>Sharing session(s) will be conducted.</p>	
Level	Theme	Related KLA																
P.4	Now and then	General Studies																
	Places in Hong Kong	General Studies																
P.5	Fantastic people around the world	Chinese Language																
	Healthy life	General Studies																

P.6	Caring for others	Chinese Language	Evaluation Dec 2019			
	Environmental protection	General Studies				
<p>➤ Tentative text types to be covered</p> <p>A wide range of texts will be covered. E-books and/or learning apps for learning will be adopted. Multimodal texts related to the readers; for example, video clips on the Internet will be used. Readers will be chosen for students. Online reading materials will be used.</p>			<p>Module 2 Planning Jan-Feb 2020</p> <p>Try-out Mar-Apr 2020</p> <p>Evaluation May 2020</p>			
Level	Text type					
P.4	illustrations, signs, webpages					
P.5	biographies, charts, leaflets, illustrations, captions					
P.6	leaflets, personal descriptions, news articles, photo captions, posters					
<p>➤ Tentative reading skills to be covered</p>						
Level	Reading Skills					
P.4	<ul style="list-style-type: none"> - recognizing the format and language features of a text type - understanding the information provided on the book cover - scanning a text to locate specific information such as looking at headings - understanding the connection between ideas by identifying cohesive devices (e.g. because, so that, therefore, etc.) - working out the meaning of an unknown word or expression by using visual clues and context 					
P.5	- recognizing the format and language features of a					

	<p>text type</p> <ul style="list-style-type: none"> - skimming a text to obtain the gist or main ideas - understanding attitudes and feelings conveyed in a text - recognising the presentation of ideas through heading, paragraphing, spacing, italics, bold print and underlined words. - working out meanings using pictorial clues and context 					
P.6	<ul style="list-style-type: none"> - recognizing the format and language features of a text type - identifying details that support the gist or main ideas - working out meanings of unknown words/phrases by using context, parts of words and knowledge of the world - making prediction of the likely development of a topic by making use of the context and knowledge of the world - relate facts, opinions and information from a variety of print and non-print sources 					

➤ Sample Module

Target level	Primary 5
Related KLA	Chinese Language
Related GE Module	Famous people around the world
Positive value	Perseverance
Proposed title	Nick Vujicic
Text type	biographies, captions

Text features	captions, headings and sub-headings				
Text structures	chronological order				
Target reading skills	<ul style="list-style-type: none"> - getting the main idea - understanding attitudes and feelings in a text - working out meanings using pictorial clues and context 				
<p>Learning and teaching activities:</p> <p>➤ Pre-reading:</p> <p><u>Connecting students' learning experience in Chinese Language</u> Students will learn about Helen Keller during Chinese Language lessons and Nick Vujicic during English Language lessons. These two famous people showed great perseverance in the face of difficulty.</p> <p>Before reading the Nick's biography, teacher will ask students to talk about a famous person and how he/she overcame adversity.</p> <p><u>Activating students' schemata</u> Photos of Nick Vujicic will be shown to students. Then, teacher will ask students to write their names on a piece of paper by any means but not using their hands to let students experience how difficult it is for a physically impaired person to write.</p> <p>➤ While-reading:</p> <p><u>Text feature — heading and subheading</u> Teacher will ask students to conduct a matching activity. The subheadings and different paragraphs of a biography will be cut out. Students need to match the subheadings with the related</p>					

<p>paragraphs. After that, teacher will highlight the functions of subheadings.</p> <p><u>Text structure — chronological order</u></p> <p>Teacher will then ask students to put the different sections in the order that they think is the most appropriate. Teacher will go through the original biography with students and highlight the transition words and dates to show how events are organized in a biography.</p> <p><u>Reading skills</u></p> <p>Guided reading will be conducted. During the reading time, teachers will ask different types of questions such as literal, inferential, and affective questions to check students' understanding of the text.</p> <p><u>Feature of biography</u></p> <p>Teacher gives out a short story to students and asks them to compare the differences between a story and a biography in groups. Teacher guides students to summarize what the feature of a biography is.</p> <p><u>Connecting the core English Language curriculum</u></p> <p>Teacher will ask students to identify the tenses used in a biography. Relevant tenses will be covered in the GE lessons when the RaC module is implemented.</p> <p>➤ Post-reading</p> <p>After reading the biography, students learn about significant events in Nick's life. They will be asked to fill in a timeline with the important events in chronological order by referring to the times or dates.</p>					
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<p>Students will watch two video clips about Nick Vujicic to learn more about how Nick overcomes his disabilities. Students will give a short presentation about their own experience of overcoming difficulties.</p> <p>Co-curricular activities</p> <p>An outing to the Dialogue In The Dark will be arranged for students to experience the life of a visually impaired. After the outing, students will write a reflective journal about the visit and their learning experiences.</p>					
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