

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

School Name: CENTRAL & WESTERN DISTRICT ST. ANTHONY'S SCHOOL (English)

Application No.: C113 (for official use)

(A) General information:

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

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	3	3	3	3	3	3	18

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)
NIL			

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

Strengths	Opportunities
1. Teachers' co-planning /observation culture has been established. 2. Some enthusiastic subject teachers, including the NET (EDB).	1. Students are streamed for English Language lesson according to their English proficiency.
Weaknesses	Threats
1. Students are in lack of family support. 2. Some teachers are not experienced in dealing with SEN students.	1. Great learning diversities among students.

(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
Speaking and Writing	1. Hiring a NET 2. Hire professional services to conduct workshops for teachers	P.3 - P.5

(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	Proposed usage(s) of the Grant	Time scale	Grade level
<ul style="list-style-type: none"> <input type="checkbox"/> Enrich the English language environment in school through <ul style="list-style-type: none"> - conducting more English language activities*[*]; and/or - developing more quality English language learning resources for students* <input 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” <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” <input checked="" 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” <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” 	<ul style="list-style-type: none"> <input type="checkbox"/> Purchase learning and teaching resources <input type="checkbox"/> Employ full-time*[*] or part-time*[*] teacher <input checked="" type="checkbox"/> Employ full-time*[*] or part-time*[*] teaching assistant <input type="checkbox"/> Procure service for conducting English language activities 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 2019/20 school year <input checked="" type="checkbox"/> 2020/21 school year 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input type="checkbox"/> P.3 <input type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6

(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 teaching assistant to assist teachers on catering for learner diversity with equal emphasis on more able and less able students in respect of the school-based writing curriculum under the Updated English Language Curriculum (Primary) at Primary 1, Primary 2, Primary 5 and Primary 6					
<p>Objective</p> <p>A school-based writing programme that serves to cater for learner diversity with equal emphasis on more able and less able students at P.1, P.2, P.5 and P.6 is proposed to be developed with the grant under PEEGS. A full-time teaching assistant (TA) will be hired to assist teachers for the development and implementation of the writing programme. Other than providing graded learning and teaching materials as well as adopting differentiated instructions, students will be streamed into different groups during the English Language lessons according to their General English competencies. With the application of appropriate teaching strategies, it is expected that both high fliers and struggling learners will be able to stretch their potentials.</p> <p>Core team Composition</p> <p>Led by the English Panel Chairperson and the vice English Panel Chairperson, a core team consists of the level coordinators of the target levels (P.1, P.2, P.5 and P.6) and the EDB NET will be formed.</p> <p>Duties of the core team</p> <ul style="list-style-type: none"> ✓ conducting weekly-co-planning with the level English teachers ✓ co-developing the learning and teaching resources for the school-based writing programme 	<p>P.1, P.2, P.5 & P.6</p>	<p>Sept 2019 – Jun 2020</p> <p>P.2 and P.6</p> <p>Sept 2019: Pre-test</p> <p>All year round: - Co-planning - Developing the learning and teaching resources - Trying out the resources developed</p> <p>Jun 2020: Post-test</p> <p>Jan & Jun 2020: Evaluation</p>	<p>1 set of school-based writing materials, covering around 48 – 60 lessons, will be co-developed per level at P.1, P.2, P.5 & P.6. The resource packages of include lesson plans, graded writing tasks, worksheets and teaching aids.</p> <p>100% of the students involved will benefit from the programme.</p> <p>Students will have more opportunities to interact in class, more confidence in English learning and their writing skills will be improved.</p> <p>Around 70% of students of the target levels involved will show improvement in the post-test.</p> <p>Around 70% of the target level students</p>	<p>The developed teaching plans and materials will be kept and used after the project.</p> <p>After the completion of the project, teachers will refine the teaching packages.</p> <p>The videos of the lessons will be used for professional sharing.</p>	<p>All records of meetings will be kept.</p> <p>1 lesson observation will be conducted and video-taped per term for evaluation.</p> <p>An evaluation meeting will be conducted once per term.</p> <p>A survey will be conducted.</p> <p>A pre-test and a post-test will be conducted. The data collected from the survey and the tests will be analyzed and used for fine-tuning the resource packages as appropriate.</p>

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
<ul style="list-style-type: none"> ✓ conducting lesson observation ✓ evaluating the writing programme ✓ conducting sharing sessions ✓ Attending workshops on teaching strategies to cater for learner diversity conducted by the EDB NET and the Advisory Teacher of NET Section, EDB <p>Expected qualifications of the full-time TA The full-time teaching assistant is expected to be proficient in English and is at least an associate degree holder.</p> <p>Duties of the full-time teaching assistant</p> <ul style="list-style-type: none"> ✓ assisting English teachers to develop graded learning and teaching resources ✓ assisting English teachers to implement the writing programme ✓ providing support to the less able students while the English teachers will provide support to other students ✓ preparing teaching aids for the writing programme ✓ reporting to school English teachers on students' progress <p>Implementation of the school-based writing programme 2 lessons per class per level per week will be allocated to the writing programme.</p> <p>Strategies to cater for learner diversity</p> <ul style="list-style-type: none"> ❖ <i>Varying inputs</i> ✓ Graded materials Teachers will develop graded materials for students of different abilities. Simplified versions of samples texts will be provided to the less able students so that these students can identify the language features easily. 		<p>Sept 2020 – Jun 2021 P.1 and P.5</p> <p>Sept 2020: Pre-test</p> <p>All year round: - Co-planning - Developing learning and teaching resources - Trying out the resources developed</p> <p>Jun 2021: Post-test Jan & Jun 2021: Evaluation</p>	<p>will improve their confidence and writing skills.</p> <p>100% of the English teachers involved will enrich their knowledge in the teaching of writing skills.</p> <p>100% of English teachers involved learn more about the teaching strategies on catering for learners' differences and gain more experience in class on how to assist the less able groups through observation and planning.</p> <p>100% of the English teachers involved will apply the new teaching strategies to English teaching at P.1, P.2, P.5 and P.6.</p> <p>100% of the target level English teachers involved will use the resources developed to cater for learner diversity.</p>		

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
<ul style="list-style-type: none"> ✓ Wide variety of text types and topics A wide variety of text types on different topics will be covered. The text types chosen will be the text types covered in the textbook units. The topics chosen will be closely connected to students’ daily experience. ✓ Multi-modal input for writing Multi-modal texts such as videos, photographs or songs will be used as input for writing. Students will be provided with support during the pre-writing, while-writing and post-writing stages. ✓ Use of visual tools Visual tools such as mind maps, concept map or other graphic organizers will used to help students brainstorm and organize the ideas. ❖ <i>Streaming and flexible grouping</i> ✓ Streaming for English Language lessons P.1 to P.3 students are to be streamed into five groups while P.5 and P.6 students will be divided into three groups according to their English proficiencies. Other than streaming, students will also work in pairs and groups for some of the learning and teaching activities. Different grouping strategies will be adopted by teachers to allow cooperative learning. ❖ <i>Support to students</i> The teaching assistant will assist English teachers during the weekly writing lessons and provide support to struggling students. He/She will provide more visual aids and prompts for the writing tasks. Writing conferencing will be conducted. 					

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>Sample module</p> <p>Target Level: P.5 Module: Food and drink Unit: International Cuisine</p> <p>Task: Writing an email about an dining experience in a restaurant</p> <hr/> <table border="1" data-bbox="114 644 880 1426"> <tr> <td data-bbox="114 644 304 986">Writing skills</td> <td data-bbox="304 644 600 986"> <u>Core</u> - present information, ideas and feelings clearly and coherently - write paragraphs which develop main ideas </td> <td data-bbox="600 644 880 986"> <u>Extended</u> - presenting main and supporting ideas with elaboration - use appropriate cohesive device </td> </tr> <tr> <td data-bbox="114 986 304 1426">Vocabulary items</td> <td data-bbox="304 986 600 1426"> <u>Core</u> - tastes and textures of food - different cuisines - adjectives for describing a dish - adjectives for describing the quality of service </td> <td data-bbox="600 986 880 1426"> <u>Extended</u> - signature dish of different cuisines - adjectives for describing a restaurant </td> </tr> </table>	Writing skills	<u>Core</u> - present information, ideas and feelings clearly and coherently - write paragraphs which develop main ideas	<u>Extended</u> - presenting main and supporting ideas with elaboration - use appropriate cohesive device	Vocabulary items	<u>Core</u> - tastes and textures of food - different cuisines - adjectives for describing a dish - adjectives for describing the quality of service	<u>Extended</u> - signature dish of different cuisines - adjectives for describing a restaurant					
Writing skills	<u>Core</u> - present information, ideas and feelings clearly and coherently - write paragraphs which develop main ideas	<u>Extended</u> - presenting main and supporting ideas with elaboration - use appropriate cohesive device									
Vocabulary items	<u>Core</u> - tastes and textures of food - different cuisines - adjectives for describing a dish - adjectives for describing the quality of service	<u>Extended</u> - signature dish of different cuisines - adjectives for describing a restaurant									

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>Learning and teaching activities</p> <p><u>Lesson 1</u></p> <p>Teacher will revisit the core vocabulary items with students by asking students to write a mind map.</p> <ul style="list-style-type: none"> → For more able students, teacher will introduce other related vocabulary items when going through the mind map with students. → For less able students, teacher will provide more visual clues to help students associate the meaning of the vocabulary items with the photographs. <p><u>Lesson 2</u></p> <p>Students will be asked to collect a photograph of their favourite restaurant before the lesson.</p> <p>Teacher will show photographs of different restaurants and ask students to describe the restaurant. Students will talk about different cuisines the restaurants offer.</p> <ul style="list-style-type: none"> → For less able students, photographs of common types of restaurant (e.g. fast food chain, Chinese teahouse) will be shown. → For more able students, a more variety of restaurants, including those that are less common in Hong Kong, will be shown. <p>Students will then work in pair and share their favourite restaurant with their partners.</p> <p>Teacher will then introduce the composition of a full course meal (e.g. starter, salad, main course, dessert).</p> <p>Students will be asked to gather information about the common dishes of different cuisines.</p>					

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>→ For less able students, they will work on dishes of one cuisine in groups.</p> <p>→ For more able students, they will work on dishes of one cuisine individually.</p> <p><u>Lesson 3</u></p> <p>Teacher will ask students to present the dishes with their classmates. Teacher will ask students to describe the dishes using the vocabulary items learnt.</p> <p>Students will be introduced to the task: writing an email to a friend about the dining experience at a restaurant.</p> <p>Teacher will show a Vlog (a short video clip) about a dining experience. Teacher will pause and highlight the content that should be covered in talking about a dining experience.</p> <p>Teacher will brainstorm the ideas and guide students to draw a mind map about a dining experience.</p> <p>→ For less able students, teacher will provide prompts to students such as some guiding questions.</p> <p>→ For more able students, teacher will provide headings.</p> <p><u>Lesson 4</u></p> <p>Different samples of emails will be provided. Students will work in groups to identify the language features of an email (e.g. subject line, salutation, closing).</p> <p>→ For less able students, simplified versions will be provided so that students can focus on identification of the language feature.</p> <p>After that, teacher will go through the language features of an email.</p>					

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>→ Graded worksheets on writing email will be provided for consolidation.</p> <p><u>Lesson 5</u></p> <p>Teacher will recap what students have learnt in the previous lessons and ask students to work in pairs to provide his/her partner with feedback on mind map drawn.</p> <p>Teacher will then use different visual tools to help students organize their ideas.</p> <p>→ For more able students, teacher will guide students to further elaborate their ideas and use appropriate cohesive device.</p> <p>→ For less able students, teacher will help students to organize their ideas in a systematic manner and guide students to eliminate irrelevant ideas.</p> <p><u>Lesson 6</u></p> <p>Teacher will go through the rubrics of a self-assessment checklist and ask students to review their work with reference to the checklist.</p> <p>Graded versions of the checklist will be prepared for different groups of students.</p> <p>→ For more able students, they will be asked to reflect on the areas they need to improve and add one more item on the checklist. For example, if a student uses commas instead of full-stop in writing, he or she will write down “I should use full-stop appropriately.”</p> <p>→ For less able students, they will focus on the core requirement of writing an email.</p> <p>Students will complete the writing and the self-assessment checklist.</p>					