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

Out of COVID-19 pandemic, our school was approved the deferral of the commencement of the Grant Scheme

on Promoting Effective English Language Learning in Primary Schools from September 2020 to September 2021.

School Name: _St. Mary's Canossian School_ **(English)**

Application No.: D 073 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>14</u>

2. No. of approved classes in the 2019/20 school year:

	P.1	**P.2**	**P.3**	**P.4**	**P.5**	**P.6**	**Total**
No. of approved classes	4	4	4	4	4	4	24

3. No. of operating classes in the 2019/20 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) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus(es) of the programme/project/ support service	External support (if any)
Development of Text Sets	P.1-2	Reading	NET Section, Education Bureau

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

Strengths	Opportunities
1. Teachers' co-planning and lesson observation culture has been established. 2. Reading workshops in P.1-P.4 are well-established. 3. A language-rich environment has been created with English being used as the medium of instruction in Science and Geography lessons for helping students build a solid English foundation. 4. Most pupils show interest in learning English.	1. The PEEGS helps to develop school-based measures to strengthen the learning and teaching of English.
Weaknesses	**Threats**
1. Internal assessments and TSA results show there is room for improving students' higher order thinking and reading skills. 2. The existing reading curriculum for P.5-P.6 has been in place for certain years and updating is needed.	1. With the through-train mode, P.6 students will be promoted to St. Mary's Canossian College, which is an EMI school and requires students to have a high standard of English. 2. 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:

Area of Development	Usage of the grant	Grade Level
Development of the school-based writing curriculum	Employing a supply teacher	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 a 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	☑ 2020/21 school year ☐ 2021/22 school year	☐ P.1 ☐ P.2 ☐ P.3 ☐ P.4 ☑ P.5 ☑ 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	Sustainability	Methods of progress-monitoring and evaluation
Employing a full-time supply teacher to create space for the core team to promote literacy across the curriculum (LaC) in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" at P.5-6					
Background and objectives ● School is currently in the reading curriculum review process. Supported by the EDB NET Section, we have produced Development of Text Sets (DTS) materials to build P.1-2 students' basic reading skills. New reading packages for facilitating the transition between KS1 and KS2 are well used. Building upon the momentum created, school will develop a P.5-6 LaC programme to: ♦ equip students with academic literacy skills necessary for KS3; ♦ facilitate their learning of more complex concepts covered in other subjects (such as Science and Geography); ♦ extend their knowledge base; ♦ develop lifelong reading habits; ♦ improve the overall coherence of the reading and writing curriculum; and ♦ enhance teachers' understanding of cross-curricular literacy instruction and their ability to incorporate it into the core English Language curriculum. ● School will create opportunities for students to read with breadth and depth. Texts on a wide range of topics will be selected and stimulating classroom activities designed to help students develop advanced reading skills for general and specific purposes.	P.5-P.6	**Module 1** Planning 9/2020 Implementation 9/2020 Evaluation 10/2020 **Module 2** Planning 10/2020 Implementation 11/2020 Evaluation 12/2020 **Module 3** Planning 12/2020 Implementation 1/2021 Evaluation 2/2021 **Module 4** Planning 2/2021 Implementation 3/2021	12 school-based LaC resources packages for P.5-6 covering a total of 72 lessons will be developed. Pupils' performance: 70% of P.5-6 students will improve their confidence in reading and writing as reflected by student and teacher survey results. Students will keep a portfolio of their works throughout the year. Assessment results on reading and writing of over 60% of P.5-6 students will improve as evidenced by	The newly-developed programme will become part of the school-based curriculum. The learning and teaching resources developed will be updated/utilised every year after the completion of the project. Learning activities and reading lessons for each target level will be video-taped and shared in English panel meetings so that knowledge and pedagogy acquired can be transferred, disseminated and	Both qualitative and quantitative tools will be employed to evaluate the effectiveness of the initiative. Upon completion of each package, pupils' works and teachers' observation will be evaluated. Questionnaires will be given to pupils and teachers. Packages will be evaluated in regular meetings. Pupils' performance in formative and summative assessment results will be analysed according to marking rubrics of the tasks.

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Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Duties of the core team ● The 3 English panel heads will form the core team and 2 of them will be the coordinators of the target levels. Other level teachers will also be actively involved in project development. ● The supply teacher will take up a total of 24 lessons a week and each core team member will be released around 8 English and/or non-English lessons a week. *(see table below)* ● Bi-weekly co-planning cum review meetings are conducted throughout the year. Apart from planning learning and teaching materials, teachers will also share their experience running the LaC lessons in the meetings. ● Related lessons will be observed by the core team at least once per term per level for gauging programme effectiveness. ● Peer lesson observation for other non-target level teachers will be arranged at least once during the project year for capacity building. ● Adjustment of the teaching strategies and materials will be made after the try-outs and lesson observations. ● Professional sharing sessions will be held at the end of the project year so that all English teachers can keep abreast		Evaluation 4/2021 **Module 5** Planning 3/2021 Implementation 4/2021 Evaluation 5/2021 **Module 6** Planning 5/2021 Implementation 6/2021 Evaluation 6/2021 **Final Review** 7/2021 **Programme refinement** 8/2021	formative and summative assessment results in a year's time. Students' performance will be measured by their abilities of applying the reading and writing strategies. Teachers' professional development: 90% of the teachers involved will improve their confidence in curriculum planning and development. 90% of the teachers involved will develop a better understanding of cross-curricular literacy instructions.	sustained. At the beginning of every school year, a professional sharing workshop will be held by the core team teachers for level teachers so that the teaching strategies and skills in utilising the resource packages can be passed on. Equipped with the enhanced skills in leading curriculum development, the core team members will be able to facilitate the implementation of proposed initiative and related tasks of the updated	

Role	No. of persons	No. of lessons to be released weekly	Total
Panel heads as P.5 & 6 coordinators	2	8	16
Panel head	1	8	8
			<u>24</u>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation

with the latest curriculum development.
 	
Details of the school-based LaC Programme
 	
● Proposed LaC modules are closely aligned with the core English Language Curriculum and those of other KLAs: Religious Education, Geography, Life Education and Science.
 	
● 6 lessons, each lasting for 35 minutes, will be allocated to the try-outs of each themed module (at least 6 per year per target level). Lessons will be conducted on a weekly basis after covering the textbook. Students are expected to have self-directed learning time at home for some of the learning tasks.
 	
● Expected learning outcomes:
 	
   ✧ As for each module, literacy skills and knowledge related to a chosen topic will be taught through the use of reading materials from various authentic sources.
 	
   ✧ Activities will also be designed to develop students' generic skills and connect their learning experiences across different subjects.
 	
<table><tr><td align="center">*Generic skills*</td></tr><tr><td>P.5
✓ To master communication and presentation skills including interacting with people, expressing ideas effectively and brainstorming ideas in groups
✓ To enhance critical thinking skills by constructing, processing and evaluating data or information
✓ To raise creativity by completing written tasks
P.6</td></tr></table>
				Curriculum.	

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
✓ To raise communication skills through listening, appreciating and negotiating in tasks ✓ To master critical thinking skills by analysing content and writing ✓ To enhance creativity by solving authentic and contextualised problems					
Language skills					
P.5 *Reading* ✓ To familiarise students with the conventions of written English ✓ To predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world ✓ To decode the meaning of unknown words by using word association and contextual clues ✓ To understand the connection between ideas by identifying cohesive devices ✓ To scan specific information and skim for main ideas, e.g. recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation ✓ To be aware of the format, language features of different genres ✓ To understand intention, attitudes and feelings in a text *Writing* ✓ To gather and share online information ✓ To be able to use appropriate formats and a range of language patterns ✓ To draft, revise and edit written texts with teacher and/or peer evaluation ✓ To present writing using appropriate layout and visual					

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support such as illustrations, tables and charts *Speaking* ✓ To develop public speaking habits through presentation P.6 *Reading* ✓ To predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world ✓ To deduce the meaning of unfamiliar words from contextual clues and background knowledge ✓ To comprehend the connection between ideas by using cohesive devices ✓ To skim for the gist of texts ✓ To analyse different genres by text deconstruction ✓ To synthesize intention, attitudes and feelings expressed in texts *Writing* ✓ To plan and organise information collected independently ✓ To practise a wide range of language patterns and structural patterns to construct various types of texts ✓ To enhance self-regulated learning and writing skills through self-assessment during the process ✓ To present writing tasks by using various modes for example, visual, electronic or audio modes *Speaking* ✧ To master public speaking habits through presentation, demonstrating oral fluency and accuracy ● Themes, text types and reading materials proposed to be adopted for both target levels are as follows:					

Proposed school-based English Language curriculum initiative(s)				Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
No	*Themes*	*Text types*	*Core texts*					
			P.5					
1	*School life and work*	Stories	*Middle School, The Worst Years of My Life* by James Patterson ISBN-13: 978-0316101691					
2	*Rules and behaviour*	Descriptive texts	*A Kids' Guide to Manners: 50 Fun Etiquette Lessons for Kids (and Their Families)* by Katherine Flannery ISBN-13: 978-1641520959					
3	*Moral values*	Personal recounts	*The Diary of a Young Girl* by Anne Frank ISBN-13: 978-0141324906					
4	*Special people, special things*	Biographies	*Biography* by biography.com https://www.biography.com/people					
5	*Entertainment and leisure*	Procedural texts	Recipes: *Recipes* by Gordon Ramsay https://www.gordonramsay.com/gr/recipes/ Craft instructions:					

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			Illustrated Craft Tutorials, Instructions and Techniques by Craftidea.info https://www.craftideas.info/html/instructions.html					
6	*Knowing about our community*	Infographics	*10 incredible facts about Hong Kong* https://bit.ly/3fEBXmn					
		P.6						
1	*Teenage life*	Diaries	*Dear Diary, the Story of My Teenage Life* https://thelifeofatroubledteen.wordpress.com/					
2	*Entertainment and leisure*	Film and book reviews	Film reviews: *Rotten Tomatoes* https://www.rottentomatoes.com/critics/latest_reviews Book reviews: *Goodreads* https://www.goodreads.com/review/recent_reviews					
3	*Problems in our world*	Persuasive texts	Posters: *Addressing Child Labour: 5 Lessons*					

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		From Humanitarian Settings https://bit.ly/2Ln4L51 Advertisements: *40 Of The Most Powerful Social Issue Ads That'll Make You Stop And Think* https://bit.ly/3booOdT					
4	*Environmental protection*	Argumentative texts	*What happens when a city bans cars from its streets?* by Len Williams https://bbc.in/3bpmiDV				
5	*Culture and traditions*	Descriptive and narrative texts	Travel blogs / Travelogues *20 Most Beautiful Travel Blogs in 2020* https://bit.ly/2y0HR08				
6	*Humans and nature*	Picture stories	*The Grizzly Mother (Mothers of Xsan Book 2)* by Brett D. Huson ISBN-13:				

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978-1553797760					

Integration of reading and writing:
- The newly-developed learning and teaching materials on reading will be integrated into writing. Students will be engaged in meaningful and authentic tasks relevant to their daily life so that they are able to relate reading to its purposeful use for communicative writing in the real world and make reading and writing enjoyable learning experiences for them. This approach will also help maintain a strong cohesion among the different learning areas and thus the newly acquired knowledge will be spirally revisited.
- Students are guided to read materials on set themes and are led to make connection between the themes and their personal experiences through different learning tasks
  Experiencing the process of shared, guided and independent reading, students have confidence and interest raised. Reading skills and features of different genres are mastered through reading.
- Students will apply the knowledge acquired and develop their creativity through the following writing tasks.

P.5	P.6
✧ A creative story	✧ A diary entry
✧ A descriptive account	✧ A film/book review
✧ A personal recount	✧ A poster/advertisement
✧ A biography / autobiography	✧ An argumentative text
✧ A procedural text	✧ A travel blog entry
✧ Infographics	✧ A picture story

- Reviewing and editing of tasks will be conducted through self, peer and teacher assessments.
- Students will also be provided with opportunities to share

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their written work with real audience so that they are motivated in writing and presentation.					

Descriptions of a sample module

Theme	Culture and traditions
Level	P.6
Related KLAs	Geography
Learning outcomes	✧ To understand the text features of travel blogs / travelogues ✧ To make sensible prediction before and during reading ✧ To connect their personal experience to selected texts ✧ To identify main ideas and supporting details ✧ To decode meanings of unknown words ✧ To understand the writer's intention and attitude conveyed in texts ✧ To respect culture and traditions of different groups ✧ To appreciate and respect experiences and viewpoints of different people
Target text types	Travel blogs / Travelogues http://en.travelepisodes.com/
Vocabulary and grammar items	✧ Adjectives describing the different aspects of travelling (e.g. people, food, activities, feelings and perceptions) ✧ Tenses
Learning and teaching activities	**Pre-reading** *Travel survey* ✧ Teacher kicks off the reading lesson

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by getting students to complete a travel survey in class. Questions about travel preferences are asked. ✓ *Reasons for travelling* ✓ *Concerns when planning a trip (such as safety, time and budget)* ✓ *Activities* ✓ *Travelling solo or with others* ✓ *Accommodation* ✓ *Climate* ✓ *Food* *What Bucket List Trip Should You Take?* https://bit.ly/3dRJVab *Viewing of a travel vlog* ✧ Students view a travel vlog and share sensory details in it (*sight, touch, smell, sound and taste*) *BALI TRAVEL VLOG 2017	Erika Rabara and John Manalo* https://www.youtube.com/watch?v=aKEtW1BpAT8 *Group discussion* ✧ Small group discussion on favourite countries / destinations are conducted so that students can relate their own experiences to the core text and make predictions about its content, structure, and features. The questions and topics covered in the survey and vlog can serve as a good					

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reference. *KWL chart* ✧ Teacher tells students they are going to read a travel blog online and gets them to predict what they will read by completing the KWL chart. **While-reading** ✧ Shared reading sessions are conducted first to prepare students for the challenges they meet in the guided reading sessions. ✧ Teacher shows students an online travel blog and gets them to name some of the key text features. ✧ Teacher goes through the core text and introduces students to the key features. <u>Content</u> ✓ *Information about the destinations (sensory details such as what the blogger sees, smells and touches etc.)* ✓ *Special encounters* ✓ *Bloggers' feelings towards the trip and place* <u>Text types features:</u> ✓ *First person perspective* ✓ *Clear headings* ✓ *Eye catching visuals (photos, videos, maps, timeline, etc.)* ✓ *In chronological order*					

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Language ✓ *Concise and precise language* ✓ *Different tenses (present for describing the destinations and past for recounting the experience)* ✓ *Adjectives describing the destinations, blogger's feelings and perceptions* ✦ Teacher also explores target reading skills such as prediction and word attack skills with the texts. ✓ *Prediction – picture walk and studying the headings* ✓ *Word attack – guessing word meaning with pictorial clues and key words* *Guided and home reading* ✦ Students explore more about travel blogs in the guided and home reading activities. *20 Most Beautiful Travel Blogs in 2020* https://bit.ly/2y0HR08 ✦ Students write about their feelings of different tourist destinations for sharing in class. **Post-reading** ✦ Students share their personal feelings about the travel blogs they read: ✓ whether they enjoy reading the blogs; ✓ whether they would visit the					

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	places themselves; and ✓ whether they agree with the bloggers if they have visited those places themselves. They can have a vote among themselves on their favourite tourist destinations. ✧ Teacher concludes the reading activities by highlighting the importance of mutual respect and the dynamics of cultural traditions and identities.					
	Pre-writing ✧ Students prepare for their writing task by completing a mind map about their travelling experience. https://bit.ly/3bpWB6s ✧ They share their mind maps in small groups in class. ✧ Teacher revisits the key features of a travel blog and goes through the task rubric with students. https://bit.ly/3bpWB6s					
	While-writing ✧ Students can create their blogs by using word processing software or free online websites. Students' work / links to their works will be shared online through Google drive for peer and teacher assessment. ✧ Teacher reminds students to complete self-assessment before submitting their work online.					

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Post-writing ✧ Students share their feedback with each other. ✧ Teacher gives suggestions for suggestions. **Expected project deliverables** ● Each LaC package will include: ✧ a module plan; ✧ lesson plans; ✧ teaching materials such as PowerPoints; ✧ students' worksheets; ✧ teachers' references; as well as ✧ peer and self-assessment forms					

(F) Budget and cash flow:

Proposed usage(s) of grant	Estimated cost					Sub-total (Funded by PEEGS)
	2020/21 school year		~~2021/22 school year~~			
	Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)		
Employ a supply teacher September 2020 – August 2021 ($35,041 + $1,500 MPF) x 12 months = $ 438,492	$350,000	$88,492	--	--		$350,000
Total:	$350,000	$88,492	--	--		$350,000

Remarks:

Teachers who have joined the Early Retirement Scheme cannot be hired under the PEEGS.