

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

School Name: The Mission Covenant Church Holm Glad Primary School (English)

Application No.: D 002 (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 2019/20 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	5

3. No. of operating classes in the 2019/20 school year:

	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)
The Support Programme on Fostering Communities of Practice to Enhance Learning and Teaching in a Small Class Environment	P.4	Focus on teaching strategies in a small class environment	Centre for University and School Partnership, Faculty of Education, Chinese University of Hong Kong
Development of Text Sets (DTS) for Enriching the School-based English Language Curriculum at the Primary Level	P.1-4	Development of multimodal texts around a topic	NET Section Education Bureau

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

Strengths	Opportunities
<ol style="list-style-type: none">1. School has a dedicated team of staff with knowledge of the subject.2. The management board is supportive and offers continuous guidance on teachers' professional development.3. The school makes optimal use of funds for implementing initiatives which cater for diverse learning needs.	<ol style="list-style-type: none">1. The provision of grant under PEEGS will allow initiatives which help enhance transitions between different key stages.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students' parental support is not strong.2. Students are not fully engaged in reading activities.3. Students' learning diversities highlight the challenges in teaching.	<ol style="list-style-type: none">1. Keen competition with local primary schools for students' intake2. Students' lack of exposure to English3. Heavy workload hinders teachers from reviewing and adapting new initiatives.

(C) The measure taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area of Development	Usage of the grant	Grade Level
Adaptation of School-based English Language Curriculum in P.1 – 6 to cater for individual diversity	✧ Employing a part-time supply teacher to release the core team teachers to design a new set of teaching materials of school-based English Curriculum	P.1- P.6

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

<p align="center">Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">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><i>(*Please delete as appropriate)</i></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” <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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or a part-time* supply teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* 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"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input 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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
To purchase printed books and employ a part-time supply teacher to create space for the core team to promote Reading across the Curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.3 – P.4					
<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● The new school-based reading across the curriculum programme (RaC) aims at developing students’ academic literacy (read to learn skills) through exposing them to different reading skills and a broad array of texts. ● With the introduction of non-fiction texts on cross-curricular themes and content-specific literacy skills, transition between Key Stage 1 and 2 will also be enhanced. ● Effective teaching strategies will be identified and tried out in class. Through sharing sessions and peer observation, English teachers will extend their instructional repertoire. <p><u>Duties of the Core Team</u></p> <ul style="list-style-type: none"> ● A core team consisting of the English Chairperson and 2 English teachers will be set up. They will take up the target levels in the project year for implementing the proposed initiative. ● Bi-weekly meetings (each lasting for 45 minutes) focusing on lesson design and development of teaching materials will be conducted. Other subject panels e.g. General Studies panel will be invited to contribute to the co-planning meetings (beginning and end of the year) to offer content and activity support to the core team. ● The core team will source texts, develop RaC packages and go through the newly-developed materials with level 	P.3 – P.4	<p><u>Module 1</u> Planning 8/2020 Implementation 9-10/2020 Evaluation 10/2020</p> <p><u>Module 2</u> Planning 10/2020 Implementation 11-12/ 2020 Evaluation 12/2020</p> <p><u>Interim sharing among English teachers</u> 1/2021</p> <p><u>Module 3</u> Planning 1/ 2021 Implementation 2-3/2021</p>	<p>8 RaC packages (lesson plans, PowerPoint slides and learning tasks/activities) covering a total of 96 lessons are to be developed.</p> <p>70% of the target level English teachers will acquire a better understanding of effective strategies to promote RaC at P.3 to P.4.</p> <p>60% of P.3-P.4 students will improve their reading results in the formative and summative assessments.</p>	<p>The programme will be launched and sustained as regular practice in school after the completion of the programme.</p> <p>Materials developed will be adopted and further extended to KS1 and KS2.</p> <p>There will be in-house sharing sessions for the core team to disseminate good teaching practices.</p>	<p>P.3 and P.4 English teachers including core team members will carry out lesson try-out, lesson observations and post lesson discussions for evaluating the effectiveness of the programme.</p> <p>Focus group interviews with targeted students will be carried out at the end of the programme to evaluate the effectiveness of the programme.</p> <p>All the co-planning meeting minutes are to be kept for further curriculum</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>teachers in the bi-weekly meetings.</p> <ul style="list-style-type: none"> ● Peer lesson observation will be conducted once per term per level for evaluating teaching strategies. ● Post-lesson discussions will be arranged in the co-planning meetings. Amendment of materials will be made afterwards for refining the programme. ● Focus group interviews with targeted students will be conducted at the end of the programme to gauge the programme effectiveness. ● Professional sharing sessions will be organised at the end of each term to evaluate teaching and disseminate good instructional practices. <p><u>Duties of the supply teacher:</u></p> <ul style="list-style-type: none"> ● A 0.7 supply teacher will be recruited according to the guidelines set by EDB. He / She will be employed to release the core team for the development of the school-based RaC programme. ● A total of 21 English and/or non-English lessons (around 7 lessons for each member) will be released per week. The supply teacher may have to take up other non-teaching duties (e.g. class teacher) as well. <p><u>Purchase of readers</u></p> <ul style="list-style-type: none"> ● Both fiction and non-fiction reading texts will be adopted for adding depths to students' understanding of the chosen themes and allowing exposure to a multiple of genres. ● A title with target themes and text types will be purchased for each module with the grant. Proper procurement exercises will be conducted for the proposed purchase. 		<p>Evaluation 3/2021</p> <p><u>Module 4</u> Planning 3/2021</p> <p>Implementation 4-5/2021</p> <p>Evaluation 5/2021</p> <p><u>Final sharing</u> <u>session</u> 7/2021</p> <p><u>Programme review</u> <u>and refinement</u> 8/2021</p>	<p>70% of the teachers involved will agree that the purchased books are effective in promoting RaC.</p> <p>Over 60% of target level students in the focus group interview will agree that the programme has helped them master concepts in General Studies.</p> <p>70% of students involved will demonstrate better motivation in reading.</p>		<p>development.</p> <p>A survey will be carried out on target level teachers and students.</p> <p>Formative assessments such as students' work are regularly reviewed to assess students' performance.</p> <p>Summative assessment data will be analysed.</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"> ● The core team will design teaching and learning packages using the newly-purchased titles and other resources like newspapers and online resources. <p><u>Target reading skills</u></p> <ul style="list-style-type: none"> ● Learning and teaching activities will be designed to equip students with the following essential reading skills: <p>P.3</p> <ul style="list-style-type: none"> - 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 - Guess the meaning of unfamiliar words by using pictorial, contextual clues as well as the base word within other words - Identify key words for the main idea in a sentence - Locate specific information in a short text in response to questions etc. - Understand the connection between ideas by identifying simple connectives - Self-correct by using strategies such as checking understanding against predictions, re-reading, using the context, reading further to clarify, asking for help <p>P.4</p> <p><i>On top of the above</i></p> <ul style="list-style-type: none"> - Understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images <p><u>Expected project deliverables</u></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"> The core team will develop a total of 8 RaC packages (4 packages for each level, 2 for each term). Each package covering a total of 12 lessons will include a unit plan, lesson plans, learning and teaching materials such as PowerPoints and task sheets. <p>Module overview (tentative)</p> <table border="1" data-bbox="143 576 952 1503"> <thead> <tr> <th data-bbox="143 576 344 691">Theme</th> <th data-bbox="344 576 528 691">Genre</th> <th data-bbox="528 576 734 691">Core texts (on top of stories)</th> <th data-bbox="734 576 952 691">Textbook theme</th> </tr> </thead> <tbody> <tr> <td colspan="4" data-bbox="143 691 952 727" style="text-align: center;">Primary 3</td> </tr> <tr> <td data-bbox="143 727 344 879">Healthy life</td> <td data-bbox="344 727 528 879">Narrative</td> <td data-bbox="528 727 734 879">Personal recounts</td> <td data-bbox="734 727 952 879">Module: Using my five sense Unit: Taste it</td> </tr> <tr> <td data-bbox="143 879 344 1066">Vibrant city life; Leisure activities</td> <td data-bbox="344 879 528 1066">Persuasive</td> <td data-bbox="528 879 734 1066">Promotional posters</td> <td data-bbox="734 879 952 1066">Module: Places and activities Unit: Let's go shopping</td> </tr> <tr> <td data-bbox="143 1066 344 1252">Value our past</td> <td data-bbox="344 1066 528 1252">Descriptive</td> <td data-bbox="528 1066 734 1252">Personal letters</td> <td data-bbox="734 1066 952 1252">Module: Me, my family and friends Unit: About me</td> </tr> <tr> <td data-bbox="143 1252 344 1503">Living under the same roof</td> <td data-bbox="344 1252 528 1503">Expository Persuasive</td> <td data-bbox="528 1252 734 1503">Product information and rules</td> <td data-bbox="734 1252 952 1503">Module: Caring and sharing Unit: Sharing experience</td> </tr> </tbody> </table>	Theme	Genre	Core texts (on top of stories)	Textbook theme	Primary 3				Healthy life	Narrative	Personal recounts	Module: Using my five sense Unit: Taste it	Vibrant city life; Leisure activities	Persuasive	Promotional posters	Module: Places and activities Unit: Let's go shopping	Value our past	Descriptive	Personal letters	Module: Me, my family and friends Unit: About me	Living under the same roof	Expository Persuasive	Product information and rules	Module: Caring and sharing Unit: Sharing experience					
Theme	Genre	Core texts (on top of stories)	Textbook theme																										
Primary 3																													
Healthy life	Narrative	Personal recounts	Module: Using my five sense Unit: Taste it																										
Vibrant city life; Leisure activities	Persuasive	Promotional posters	Module: Places and activities Unit: Let's go shopping																										
Value our past	Descriptive	Personal letters	Module: Me, my family and friends Unit: About me																										
Living under the same roof	Expository Persuasive	Product information and rules	Module: Caring and sharing Unit: Sharing experience																										

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
Primary 4								
Amazing world	Descriptive Expository	Blogs and pamphlets	Module: Connecting with other people Unit: Same or different					
World cultures	Narrative	Biographies	Module: Now and Then Unit: Old Hong Kong					
Environment and climate	Expository	Announcements and catalogues	Module: Food and Drinks Unit: Healthy eating					
Information era	Expository Narrative	Informational report and journals	Module: Changes Unit: Making improvements					
<p>Sample Module</p> <ul style="list-style-type: none"> ● Descriptions of a 12-lesson P.3 module will illustrate the proposed structure of the RaC reading programme. 								
Theme	<i>Vibrant City Life / Leisure activities</i>							
Objectives	<ul style="list-style-type: none"> ✧ Students will acquire a better understanding of the subject-related vocabulary, text structures and text type features. ✧ Students can develop a better grasp of General Studies concepts such as definitions of a healthy life and mental health. 							

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
Vocabulary	<ul style="list-style-type: none"> ✧ Activities (both indoor and outdoor) ✧ Hobbies and interests ✧ School events ✧ Personal health benefits of recreation 					
Grammar	<ul style="list-style-type: none"> ✧ Use the auxiliary verbs ‘do’ and ‘does’ to seek information ✧ Use present tense to indicate daily activities and express interests ✧ Use the interrogative pronoun ‘what’ to find out specific information about a person ✧ Use the connective ‘because’ to give reasons 					
Text types	<ul style="list-style-type: none"> ✧ Both fiction and non-fiction texts will be adopted. ✧ A core reader serves to encourage students to think about how to spend their leisure time wisely. <i>Go Tina Go</i> by Maureen Bushell https://bit.ly/39PSDmQ ✧ Other materials such as posters will also be adopted for enriching students’ exposure to different text types. 					
Reading skills	<ul style="list-style-type: none"> ✧ 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 guess the meaning of unfamiliar words by using pictorial and contextual clues ✧ To identify key words for the main idea in a sentence 					

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
Learning and teaching activities					

- ✧ To locate key words in familiar texts in very short, simple and predictable texts
- ✧ To understand the connection between ideas by identifying simple connectives
- ✧ To locate specific information in a short text in response to questions etc.
- ✧ To self-correct by using strategies such as checking understanding against predictions, re-reading, using the context, reading further to clarify and asking for help

- Fiction reading – *Go Tina Go*
Pre-reading activities
- ✧ Students listen to a song on YouTube and identify their favourite hobbies in it. *The Hobbies Song for Kids / What Do You Like to Do? / Fun Kids English*
<https://bit.ly/2Xh95tt>
 - ✧ Students complete a hobbies questionnaire in class. They interview their peers in another group using the grammar (e.g. forming questions with auxiliary verbs to seek information) and vocabulary (e.g. activities) items previously covered in class.
<https://bit.ly/2JPAsDi>
 - ✧ Teacher collects answers from students by a show of hands and summarises the survey results in class.
 - ✧ Teacher shows the book covers and does a picture walk with students.
 - ✧ Students complete the KWL chart and

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>will return to it while reading if they encounter additional familiar information.</p> <p><i>While-reading activities</i></p> <ul style="list-style-type: none"> ✧ Shared reading sessions will be conducted and target reading skills such as guessing word meaning using pictorial and context clues will be explicitly introduced to help students understand the core reader. ✧ Students revisit their KWL charts, confirm and adjust their predictions while reading. ✧ Teacher asks questions concerning General Studies concepts: <ul style="list-style-type: none"> - how to manage and use one's leisure time properly - how to choose a suitable hobby - how healthy hobbies will improve one's quality of life <p><i>Post-reading activities</i></p> <ul style="list-style-type: none"> ✧ Students complete their KWL charts. ✧ A 'Find a Hobby' activity is carried out to encourage students to apply concepts learnt in class to a real-life situation. They are presented with profiles of 3 students and should choose a hobby / pastime for them based on their personal needs and preferences. ✧ Students share their views in groups and 					

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>provide justifications for their suggestions.</p> <p><u>Non-fiction reading – Promotional posters</u> <u>Pre-reading activities</u> ✧ Teacher introduces explicitly the purpose and features of a promotional poster. Purposes - To present information - To promote / advertise something Text types features - simple and clear layout - containing important information such as date, time, location, contact name and telephone number - attractive visuals (typography, pictures and photos) - short, snappy and catchy phrases (slogans, figurative language such as similes and metaphors)</p> <p><u>While-reading activities</u> Students will be able to explore the text features, target language and content of a promotional poster in depth during the while reading activities. Text features ✧ Students are put in groups and each of them is given a part of a promotional poster about an activity club.</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"> - Headlines / Titles - Pictures - Slogans - Activity details (activities, objectives, participants, meeting places and time, cost, etc.) - Contact information (name of contact persons, email or telephone number) <p>✧ Students work collaboratively in putting the different parts together to form an effective poster.</p> <p>Content and language</p> <ul style="list-style-type: none"> ✧ Each group is given two posters created by two clubs promoting the same activity. ✧ Students study the two posters, compare them and discuss: <ul style="list-style-type: none"> - what messages the writers try to convey through the posters; - whether the posters contain all essential information and features; - which poster is more effective; and - which club they would join and why. ✧ Teacher revisit the more effective poster highlighting target reading skills (e.g. to understand the connection between ideas by identifying simple connectives and locate key words in familiar texts in very short, simple and predictable texts) 					

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><i>Post-reading activities</i></p> <ul style="list-style-type: none"> ✧ Students apply the knowledge learnt and design a poster for a new activity club. ✧ Students' works will be put on display and peer assessment based on teachers' benchmarks / prescribed criteria conducted. ✧ Teacher give suggestions on how students can change their work or what features to include to improve it. 					

(F) Budget and cash flow:

Proposed usages of grant	Estimated cost				Sub-total (Funded by PEEGS)
	2020/21 school year		2020/21 school year		
	Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)	
(1) Hiring a part-time 0.7 supply teacher <u>From September 2020 to June 2021 (10 months)</u> 3 full day / week, 7:45 a.m. – 4: 15 p.m. (\$31,080* x 10 months = \$310,080) *\$1,500 MPF inclusive	\$310,800	--	--	--	\$310,800
(2) Purchasing printed books 1 title x 8 modules x 70 copies x \$70 = \$39,200	\$39,200	--	--	--	\$39,200
Total:	\$350,000	--	--	--	\$350,000

Remarks:

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