

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

**School Name:** Po Leung Kuk Castar Primary School (English)

**Application No.:** C 038 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16

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	4	4	4	4	4	4	24

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 (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)
Space Town Literacy Programme	P1-P2	Reading and Writing	NET Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. Supportive school management team and school principal in developing English curriculum.</li><li>2. Professional and innovative NET in enriching the teaching in our school</li><li>3. Passionate and hard-working teachers ready to accept new development in English curriculum.</li><li>4. Provision of opportunities to extend learning both inside and outside classroom (e.g. English Fun Day, English morning assembly and lunchtime reading sessions)</li><li>5. Well-behaved students with basic e-learning experiences</li><li>6. Space Town Programme serves a good foundation in integrating reading workshop into the core General English programme.</li></ol>	<ol style="list-style-type: none"><li>1. PEEGS on promoting effective English language learning</li><li>2. Changing of English textbooks which support the implementation of self-directed and thematic learning</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. The KS2 curriculum is bound by the course content of the textbooks that needs enrichment.</li><li>2. Students lack exposure to a variety cross-curricular text types.</li><li>3. Students lack the experience in using English in life-like situations.</li></ol>	<ol style="list-style-type: none"><li>1. Half of the English teachers have not received Space Town training yet and more professional development is needed.</li><li>2. Curriculum transition from KS1 (Space Town) to KS2 is underway and more measures have to be adopted for ensuring smooth transition.</li></ol>

**(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.)**

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
Development of phonics, reading and writing curriculum	<ol style="list-style-type: none"><li>1. Hiring of a teaching assistant</li><li>2. Procurement of consultancy services</li><li>3. Purchase of teaching resources</li></ol>	P.1

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

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities* <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <b>(*Please delete as appropriate)</b></p> <p><input checked="" 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 part-time teachers <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"/> 2019/20 school year</p> <p><input checked="" 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 type="checkbox"/> P.6</p>

**(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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<p><b>To promote reading across the curriculum (RaC) and enhance e-learning in respect of the updated English Language Curriculum (Primary) under Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” through:</b></p> <ul style="list-style-type: none"> <li>● <b>procuring professional services;</b></li> <li>● <b>hiring a part-time supply teacher for creating room for the core team for development work); and</b></li> <li>● <b>purchasing learning and teaching resources</b></li> </ul> <p><b>at P.4-P.5</b></p>					
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● The P.4-P.5 RaC programme is launched for                             <ul style="list-style-type: none"> <li>- facilitating smooth transition from Key Stage 1 to Key Stage 2 i.e. from “learning to read” to “reading to learn”;</li> <li>- maximising students’ exposure to a broad array of text types and genres on cross-curricular topics;</li> <li>- supplementing the existing textbooks with self-directed learning and e-learning materials;</li> <li>- enhancing students’ vocabulary, thinking, creative and reading skills; and</li> <li>- improving teachers’ understanding of cross-curricular reading instructions and e-Learning.</li> </ul> </li> </ul>	<p>P4 &amp; P5</p>	<p><b>P.4</b>  <i>Initial planning</i>                      Sept 2019</p> <p><i>Planning with the part-time teacher</i>                      Oct 2019</p> <p><i>Implementation and evaluation</i>                      Nov 2019</p> <p><i>Final review and modification of the RaC module</i>                      Dec 2019</p>	<p>Project Deliverables:  <b>RaC Modules</b>                      A resource pack including lesson plans and learning and teaching materials covering a total of 16 lessons will be developed for each level.</p> <p><b>English Fun Day</b>                      4 reading game booths will be designed and be added to the existing game booths to enrich the reading atmosphere.</p>	<p>The newly-developed teaching and learning materials will be integrated into our General English curriculum, and we will follow the same approach to expand this programme to other grade levels in the future.</p> <p>The learning</p>	<p>Our teachers will generate reports to keep track of students’ learning as well as provide support and feedback accordingly.</p> <p>Completion ratio for measuring the effectiveness of independent reading programmes will also be recorded. Follow up measures including identifying</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				
<p><b>Core team</b></p> <ul style="list-style-type: none"> <li>The core team includes 2 panel heads and 4 target level English teachers. They will collaborate with a newly-hired part-time teacher in developing the RaC modules and introduce e-Learning to the language classrooms.</li> <li>A part-time supply teacher will take up around 20 lessons of the core team (English or non-English).</li> </ul> <table border="1" data-bbox="192 683 887 791"> <thead> <tr> <th data-bbox="192 683 539 735">Term 1</th> <th data-bbox="539 683 887 735">Term 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="192 735 539 791">P.4 core team</td> <td data-bbox="539 735 887 791">P.5 core team</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The part-time teacher, a bachelor's degree holder in education with at least 3-year experience delivering drama, reading and writing workshops in Hong Kong, will be hired through a service provider. He/She will provide at least 34 hours of service co-planning, delivering and evaluating the RaC modules with the core team.</li> <li>Initial co-planning work will commence in September 2019/January 2020. The core team will finalise the programme framework and develop learning and teaching materials with the part-time teacher in October 2019/February 2020.</li> <li>The part-time teacher will co-teach the workshops (2 classes – the more able and less able classes) with the level teachers. Peer lesson observations will be arranged and other level teachers will implement the modules in their own classes.</li> </ul>	Term 1	Term 2	P.4 core team	P.5 core team		<p><b>P.5</b>  <i>Initial planning</i>  Jan 2019  <i>Planning with the part-time teacher</i>  Feb 2020    <i>Implementation and evaluation</i>  Mar 2020    <i>Final review and modification of the RaC module</i>  Apr 2020</p>	<p>Measurable Outcomes:  Over 60% of the P.4 and P.5 students will have more confidence in presentation skills and skills in reading.</p> <p>100% of target level students will finish at least 4 titles.</p> <p>Reading assessment results of over 60% of students at P.4 and P.5 will improve by 5%.</p> <p>80% of target level teachers will develop a better understanding of cross-curricular reading instructions.</p>	<p>and teaching materials will be updated after our evaluation meetings at the end of each school year to fit the needs of our students.</p> <p>We will record the lesson demonstrations and tryouts, and videos will be shared among our teachers so that knowledge can be transferred, disseminated and sustained among our English team.</p> <p>The e-books will be stored in the school's intranet and used without incurring additional cost</p>	<p>commonly made mistakes and offering support outside class time will also be taken.</p> <p>We will also discuss and evaluate topics which can motivate our students to read more.</p> <p>Surveys will be conducted for teachers and students once every year to monitor the progress.</p> <p>We will conduct lesson observations and review meetings once every school term, and will update the materials based on the feedback from teachers and students.</p> <p>Core teachers will</p>
Term 1	Term 2								
P.4 core team	P.5 core team								

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"> <li>The part-time teacher and English panel heads will observe their lessons, which are to be recorded for post-lesson sharing and discussion. Feedback will be gathered in the review meetings and RaC module packs will be modified for future use.</li> <li>Learning will be shared among other level teachers for developing a good foundation for extending the module to other levels after the project period.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>In applying RaC, teachers will adopt cross-curricular topics for providing students with a wide variety of language learning opportunities. e-Readers will be carefully selected and pertinent integrated skills activities conducted for introducing target language skills, deepening students' understanding of the topics and extending their communicative competence.</li> <li>Proposed themes: <table border="1" data-bbox="129 1045 887 1157"> <thead> <tr> <th><i>Term 1</i></th> <th><i>Term 2</i></th> </tr> </thead> <tbody> <tr> <td>P.4 Growing up</td> <td>P.5 Animals in danger</td> </tr> </tbody> </table> </li> <li>Anchor texts (in electronic format) will be thematically linked to and be integrated with our school-based curriculum. <table border="1" data-bbox="129 1281 887 1481"> <thead> <tr> <th><i>Levels</i></th> <th><i>Text types</i></th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>stories, plays, recipes, brochures</td> </tr> <tr> <td>P.5</td> <td>articles, informational reports, photo captions</td> </tr> </tbody> </table> </li> </ul>	<i>Term 1</i>	<i>Term 2</i>	P.4 Growing up	P.5 Animals in danger	<i>Levels</i>	<i>Text types</i>	P.4	stories, plays, recipes, brochures	P.5	articles, informational reports, photo captions				after the completion of this programme.	<p>present students' work and tasks during regular coordinator meetings with the school principal. Class presentation (P.4) and a magazine (P.5) will be produced by students as the final product after the modules</p> <p>All records of lessons plans and materials will be saved for future reference.</p>
<i>Term 1</i>	<i>Term 2</i>														
P.4 Growing up	P.5 Animals in danger														
<i>Levels</i>	<i>Text types</i>														
P.4	stories, plays, recipes, brochures														
P.5	articles, informational reports, photo captions														

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"> <li>● Purchase of books <ul style="list-style-type: none"> <li>- Interactive features of the e-books and videos will motivate and engage students in the class discussions. We will purchase 6 e-books per level for P.4 and P.5 (a total of 12), covering a broad range of topics, genres and text types. At least two e-books will be covered in class and the remaining titles of 2 grade levels will be used for home reading tasks.</li> <li>- The following criteria will be attended to while selecting the titles: <ul style="list-style-type: none"> <li>❖ Alignment with the core English Language Curriculum</li> <li>❖ Students' reading levels</li> <li>❖ Language use</li> <li>❖ Typicality of the texts used</li> <li>❖ Level of difficulty of the texts</li> <li>❖ Built-in interactive features as well as audio and visual features</li> <li>❖ Reading pace</li> <li>❖ Support for independent and further reading</li> </ul> </li> <li>- We will conduct proper procurement exercises before purchasing the learning and teaching resources. Our school should be able to use all features of the newly-purchased books after the project year without having to pay additional</li> </ul> </li> </ul>					

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
<p>cost.</p> <ul style="list-style-type: none"> <li>- School will own the copyright of the newly-developed RaC materials.</li> </ul> <ul style="list-style-type: none"> <li>● Target reading skills <ul style="list-style-type: none"> <li>- Prediction</li> <li>- Skimming to comprehend views</li> <li>- Word attack skills</li> <li>- Critical reading</li> </ul> </li> <li>● Focus for each target level: <ul style="list-style-type: none"> <li>- For P.4, we will focus more on improving students' speaking skills through reading. Lesson activities will include role play, skits and class presentations.</li> <li>- For P.5, we will focus more on teaching students' reading skills and expanding their exposure to various cross-curricular texts. We will adopt a project-based learning approach and use e-books to introduce the topic and subject knowledge. Learning activities include research, discussions and magazine production.</li> </ul> </li> <li>● A variety of e-Learning tools such as <i>Google Form</i> and <i>Kahoots!</i> will be used to check understanding and collect feedback.</li> <li>● Descriptions of proposed modules <ul style="list-style-type: none"> <li>- Term 1: P.4 Growing up <ul style="list-style-type: none"> <li>❖ Students watch a video about healthy and</li> </ul> </li> </ul> </li> </ul>					

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															
<p>unhealthy habits and complete a Google survey.</p> <p><i>Healthy and Unhealthy Habits</i></p> <p><a href="https://www.youtube.com/watch?v=1G2f64Yw_-8">https://www.youtube.com/watch?v=1G2f64Yw_-8</a></p> <ul style="list-style-type: none"> <li>❖ Teachers present survey findings in class and preview the module tasks.</li> <li>❖ Shared/Guided reading activities on a story about an unhealthy boy and a brochure about the importance of proper lifestyle choices will be conducted for introducing target reading skills, lexical sets (teenage health) and grammar structures (e.g. modal verbs).</li> <li>❖ Teachers revisit the survey findings and asks students to put up a 5-minute skit about a child with one of the following unhealthy habits and the problems it induces:</li> </ul>																				
<table border="1"> <thead> <tr> <th data-bbox="125 1078 320 1134"><i>Habits</i></th> <th data-bbox="320 1078 526 1134"><i>Examples</i></th> <th data-bbox="526 1078 887 1134"><i>Problems induced</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="125 1134 320 1225">Sleeping</td> <td data-bbox="320 1134 526 1225">Staying up late</td> <td data-bbox="526 1134 887 1225">Weakened immunity</td> </tr> <tr> <td data-bbox="125 1225 320 1281">Eating</td> <td data-bbox="320 1225 526 1281">Pick eating</td> <td data-bbox="526 1225 887 1281">Malnutrition</td> </tr> <tr> <td data-bbox="125 1281 320 1372">Personal grooming</td> <td data-bbox="320 1281 526 1372">Not bathing regularly</td> <td data-bbox="526 1281 887 1372">Skin conditions</td> </tr> <tr> <td data-bbox="125 1372 320 1460">Exercise</td> <td data-bbox="320 1372 526 1460">Sedentary lifestyle</td> <td data-bbox="526 1372 887 1460">Obesity</td> </tr> </tbody> </table>	<i>Habits</i>	<i>Examples</i>	<i>Problems induced</i>	Sleeping	Staying up late	Weakened immunity	Eating	Pick eating	Malnutrition	Personal grooming	Not bathing regularly	Skin conditions	Exercise	Sedentary lifestyle	Obesity					
<i>Habits</i>	<i>Examples</i>	<i>Problems induced</i>																		
Sleeping	Staying up late	Weakened immunity																		
Eating	Pick eating	Malnutrition																		
Personal grooming	Not bathing regularly	Skin conditions																		
Exercise	Sedentary lifestyle	Obesity																		

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
Study	Cramming	Not able to concentrate during the day time					
Relationship	Bullying	Emotional problems					
<ul style="list-style-type: none"> <li>❖ Teachers introduce the basics of script writing: <ul style="list-style-type: none"> <li><input type="checkbox"/> Building up the character</li> <li><input type="checkbox"/> Setting the scene</li> <li><input type="checkbox"/> Planning the plot</li> <li><input type="checkbox"/> Writing dialogues</li> </ul> </li> <li>❖ Students put up the performances in class and each group should give suggestions on what the characters should do to rectify the problems.</li> <li>- Term 2: P.5 Animals in danger <ul style="list-style-type: none"> <li>❖ Students watch a cartoon about endangered species and complete a <i>Kahoot!</i> quiz. <i>Endangered and Extinct Animals   Video for Kids   Rare Extinct Animals Video</i> <a href="https://www.youtube.com/watch?v=RBdLF0JlvW8">https://www.youtube.com/watch?v=RBdLF0JlvW8</a></li> <li>❖ Teachers preview the project-based learning module – production of a mini-magazine about endangered species.</li> <li>❖ Shared/Guided reading activities on news reports and articles about endangered</li> </ul> </li> </ul>							

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>species for introducing target reading skills, lexical set and grammar structures (e.g. use of connectives).</p> <ul style="list-style-type: none"> <li>❖ Students get into groups and collect the following information about an endangered species: <ul style="list-style-type: none"> <li><input type="checkbox"/> Origins</li> <li><input type="checkbox"/> Causes</li> <li><input type="checkbox"/> Problems</li> <li><input type="checkbox"/> Ways to save them</li> <li><input type="checkbox"/> Photos</li> </ul> </li> <li>❖ Teachers introduce the basics of magazine production. <ul style="list-style-type: none"> <li><input type="checkbox"/> Structures (introduction, main body and closing)</li> <li><input type="checkbox"/> Layout (e.g. captions for images, photos and headline)</li> <li><input type="checkbox"/> Language (use of simple present and future)</li> </ul> </li> <li>❖ Students give presentations about their products to their peers and their work will be displayed in the classrooms and on the English Fun Days.</li> </ul>					

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
<p>Sharing of learning outcome</p> <ul style="list-style-type: none"> <li>● Reading booths on the English Fun Day <ul style="list-style-type: none"> <li>- To enrich our annual English Fun Day with reading elements, the core team will design fun 4 reading game booths.</li> <li>- A group of P.4 and P.5 English Ambassadors will be trained up to host the games on the day. They will be able to share their RaC experience and carry out a variety of real life tasks in an English environment under the guidance of their teacher.</li> <li>- Five training sessions on how to design and man a game booth will be conducted.</li> </ul> </li> <li>● English Variety Show <ul style="list-style-type: none"> <li>- P.4 students will put up their drama performance on our annual English variety show. They will have a chance to showcase their achievement in the RaC lessons in different ways to parents and all teachers.</li> </ul> </li> </ul>					