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

School Name: <u>Tin Shui Wai Catholic Primary School</u> (English)

Application No.: <u>D060</u> (for official use)

(A)   General information:

1.   No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher):   <u>   18   </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	5	5	5	5	5	5	30

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)**
PLP-R Programme	P.1 – P.3	Reading	NET Section, EDB
Gifted Education School Network (For Primary Schools)	P.4 – P.6	Teachers' professional development: Sharing of ideas during meetings	Gifted Education Section, EDB

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

Strengths	Opportunities
1. The school principal is supportive. 2. Co-planning meetings are held regularly for sharing teaching ideas. 3. Collaborative and sharing culture has been developed through effective use of co-planning lesson time. 4. The school-based PLP-R programme in P.1 – P.3 is well established.	1. PEEGS facilitates the development of school-based curriculum initiative to strengthen the learning and teaching of English. 2. New textbook series will be adopted from 2020/2021 at Primary 3 to Primary 6. School-based learning and teaching materials that cater for the learning diversities of our students will be developed. 3. The development work will help enhance teachers' professional capacity and new curriculum requirement.
Weaknesses	**Threats**
1. Less able students lack sufficient vocabulary to express themselves freely while the more able ones lack skills to write a wide variety of texts. 2. A writing curriculum which cater for the needs of more able and less able students is yet to be developed.	1. Keen competitions with neighbour schools.

(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
Reading and Writing	Hired a supply teacher	P.4 – P.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	Proposed usage(s) of the Grant	Time scale	Grade level
☐ 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 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 core team members to refine the school-based writing curriculum to cater for learner diversity at P.4 – P.6					
Objectives and Overview • With the adoption of new textbook series in 2020/2021 school year, the school-based writing curriculum will be refined to cater for the needs of students of different English language proficiencies. A supply teacher will be hired to make room for the core team members to refine the current writing curriculum through strategic curriculum planning as well as incorporation of differentiated writing instructions and appropriate assessments. • The refined programme framework will make reference to the Learning Progress Framework for English Writing Skills and consist of the core and the extended part. The core skills will be the expected learning outcomes for all students. Additional scaffolding will be provided to the less able ones while the more able ones are challenged with additional tasks requiring application of a wider range of skills to stretch their potentials. ***Core team*** • The core team will consist of three to four teachers of the target levels (P.4 – P.6). The supply teacher will take up around 28 lessons per week and each member will release about 7 lessons per week. • The core team will: • conduct weekly co-planning meetings; • co-develop the learning and teaching resources; • trial the newly-developed resources; • review and modify the lesson design and materials	P.4 – P.6	Overall programme evaluation *Sept 2020* Module 1 Planning *Oct 2020* Try-out *Oct 2020* Evaluation *Nov 2020* Module 2 Planning *Nov – Dec 2020* Try-out *Nov – Dec 2020* Evaluation *Jan 2021* Module 3 Planning *Feb 2021* Try-out *Feb 2021* Evaluation *Mar 2021*	**On curriculum:** A total of 4 resource packs, covering 24 lessons, including lesson plans and learning and teaching materials (e.g. graded task sheets, PowerPoints, self and peer assessments) will be developed for each level. A total of 12 resource packs will be developed. **On students' performance:** 70% of P.4 – P.6 students agree that they are more confident to complete the writing tasks with peer and teacher support. 70% of P.4 – P.6 more able and average students show 10% improvement in target in formative and/or summative writing	The refined writing curriculum will become part of the core English Language curriculum. All the newly-developed plans and materials will be saved systematically in the school server for easy retrieval and refinement. Lesson observations and post-observation discussions will be conducted. Professional sharing sessions will be conducted.	Teacher and student survey will be conducted. Students' written work will be reviewed. Students' performance formative and/or summative writing assessments will be analyzed. Evaluation will be conducted during the co-planning meetings and panel meetings.

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developed after try-outs; • conduct the monthly co-planning meetings with the level English Language teachers to disseminate the new practice and share the refined materials; • conduct lesson observations and post-observation discussions at least twice per term; • conduct evaluation to gauge the programme effectiveness; and • conduct professional sharing sessions during the English Panel Meetings at least twice a school year. **_P.4 – P.6 Writing Programme_** • **Programme framework** • <u>Expected learning outcomes</u> • Expected learning outcome for students with different English proficiencies. Average and less able students are expected to be able to attain the core learning outcomes while less able students will be provided with additional support and scaffolding. More able students will be further stretched with use of a set of more demanding expected learning outcomes. • The expected learning outcome are set according to the Achievement Milestones (ATMs) in The Language Progression Framework. • https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/LPF_Poster%203_writing.pdf		<u>Module 4</u> Planning *Apr 2021* Try-out *Apr 2021* Evaluation *May 2021* Overall programme evaluation *Jun 2021* Refinement of resource developed *Jul – Aug 2021*	assessments. 70% of P.4 – P.6 less able students show improvement in show 5% improvement in target in formative and/or summative writing assessments. 80% of P.4 – P.6 English Language teachers agree that students more confident to complete the writing tasks with peer and teacher support. 80% of P.4 – P.6 English Language teachers agree that students engaged in the writing tasks. **On existing English teachers' professional enhancement:** Over 90% of P.4 – P.6 English Language teachers has acquired the skills and strategies to cater for the needs of students with different		

Levels	Core	Extended
P.4	Content: Writing ATM 3 Organization:	Content: Writing ATM 4 Organization:

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		Writing ATM 4	Writing ATM 4		abilities in teaching writing.		
		Language and style: Writing ATM 3	Language and style: Writing ATM 4		Over 90% of P.4 – P.6 English Language teachers will apply the skills and strategies acquired to cater for the needs of students with different abilities in teaching writing.		
	P.5	Content: Writing ATM 4	Content: Writing ATM 5				
		Organization: Writing ATM 5	Organization: Writing ATM 5				
		Language and style: Writing ATM 4	Language and style: Writing ATM 5				
	P.6	Content: Writing ATM 5	Content: Writing ATM 6				
		Organization: Writing ATM 6	Organization: Writing ATM 6				
		Language and style: Writing ATM 4	Language and style: Writing ATM 5				

- Tentative themes and writing tasks
  Writing modules and themes which closely align to the core English Language curriculum are set out below. Students will be able to recycle the learnt language structures and vocabulary items. Theme-based learning tasks also allow students to make use of their world knowledge and integrate their reading into

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writing.							

Levels	Themes	Tasks
P. 4	We love reading!	Writing a book report
	Join in the fun	Writing a festival programme of a funfair
	Stay fit	Writing an infographic on healthy eating
	A brave explorer	Making a fact sheet about something amazing
P. 5	Exploring Hong Kong	Writing an email about a suggested itinerary
	Give a hand	Making a leaflet of a service
	Dream big	Writing a short description of a person with great determination to realize his dream
	A bright future	Writing a personal profile
P. 6	Lend a helping hand	Writing a newsletter article about a charity event
	International week	Writing an exposition about a cultural tradition
	Going green	Writing a speech for the 'Go green' campaign

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(content below)					

When an accident happens	Writing an account of an accident

- **Strategies to cater for learner diversities**

  Four 6-lesson core writing modules will be designed for each target level. Instructional and assessment accommodations will be adapted to enhance students' engagement.

Category	Strategies

Content	• Varying complexity of content
	  ❖ task achievement (e.g. students are guided to set personalized goals in addition to expected requirements)
	  ❖ lexical resource (e.g. multi-modal texts will be provided)
	  ❖ coherence and cohesion
	  ❖ grammatical range and accuracy
	
	• Varying the presentation format
	  ❖ textbooks
	  ❖ pictures
	  ❖ audio
	  ❖ video texts

Process	• Scaffolding for different stages of writing
	  ❖ modelling (e.g. providing sample writing texts)
	  ❖ tapping into prior knowledge (e.g. revisiting the target language items, eliciting

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students' world knowledge) ❖ providing writing framework ❖ using visual aids and graphic organizers ❖ providing thinking models (e.g. 6W1H, 6 Thinking Hats) • Flexible grouping ❖ Homogenous and heterogeneous grouping according to different learning tasks and stages					
Products • Varying the task requirements (e.g. setting personalized goals in addition to basic task requirements)					
Assessment • Adopting various kinds of assessment ❖ focused marking ❖ self and peer assessment with checklist ❖ Gallery Tour ❖ Sharing of good work ❖ follow-up speaking tasks					

Implementation
- Writing tasks will be conducted after reading the core texts and the reading texts will serve as inputs for writing.   Text type and language features will be highlighted when going through the reading texts.
- Each writing task consists of 3 stages, the pre-writing, the while-writing and post-writing stages, and various activities will be conducted to provide scaffolding for the writing tasks and evaluating the learning outcomes.

Stages	Activities

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Pre-writing	❖ self-learning texts ❖ vocabulary building ❖ mini-research ❖ brainstorming ❖ interview ❖ group/ class discussion					
While-writing	❖ drafting ❖ peer- and self-assessment ❖ editing ❖ class conferencing					
Post-writing	❖ Gallery Tour ❖ speaking activities ❖ sharing of good work					

- **Sample Module**

Level	Primary 5
Module	Relationship
Theme	Dream Big
Topic	My dream job
Text type	An article for school magazine
Task achievement	• Core Content ❖ stating the name of the dream job and basic job requirements the job ❖ providing 3 reasons for choosing the dream job ❖ listing 2 possible actions for achieving the goal Organization ❖ writing with hamburger structure: introduction, main body and conclusion

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	❖ writing a clear introduction ❖ using simple transitions ❖ summarizing main points <u>Language and style</u> ❖ consistency in tenses • Extended <u>Content</u> ❖ elaborating the ideas using examples <u>Organization</u> ❖ writing an introduction to grab attention by asking a rhetorical question ❖ beginning paragraphs with short, direct topic sentences and giving one or two supporting details ❖ concluding by stressing the importance of ideas <u>Language and style</u> ❖ using varied sentence structures to talk about future					
Target language items covered	• Vocabulary ❖ names of jobs ❖ phrases for describing job nature ❖ adjectives for describing people • Language structure ❖ '… so that…' ❖ present tense and future tense ❖ connectives: 'unless', 'therefore'					

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		❖ modal verbs: 'should' and 'need to'					
	Learning and teaching activities	**Pre-writing** • Activating the schemata Teacher will introduce different jobs by watching a video clip and some job advertisements. *Jobs Song | What Do You Want To Be?* https://www.youtube.com/watch?v=MdvTlQzsaYI • Text type features A sample magazine article on the same topic will be provided and teacher will highlight the text type and language features. • Gathering information and brainstorming Students will conduct an internet search at home about their dream job and some basic requirements of the job. Students will be asked to complete a mind-map to summarize their findings. Students will share their findings with their partners. Peer and teacher feedback on the content will be provided. **While-writing** • 1st Draft					

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	Students write the first draft based on the feedbacks received. Self- and peer- assessment with a writing checklist will be conducted. • 2nd Draft ❧ Students will write the second draft and teachers will provide feedback on the drafts. Focused marking will be adopted. ❧ Teacher will show some students' writings and highlight the good work. ❧ Students will edit their own writing and submit the final draft. **Post-writing** • Grammar consolidation Teacher will highlight the common mistakes identified while marking and provide follow-up worksheets focusing on students' common mistakes. • Gallery Tour Students' work will be displayed. Students can read and write down good sentences from other classmates' writing. • Extended task					

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		Students will give a short presentation on the same topic. They are required to supplement their presentation with visual aids. • Extended activities (if time allowed) Job shadowing activities such as visits to fire station or sharing by professionals can be conducted.					