

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

School Name: Islamic Primary School (English)

Application No.: B065 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 12

2. No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	3	3	3	2	2	17

3. No. of operating classes in the 2017/18 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)
PLP/R-W	P.1-3	Reading and Writing	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. We are a multi-cultural school, where differences are celebrated. English is the common language for communication among students. We teach students in English in all subjects except Chinese. Most students are able to communicate with others in English.2. Our English teachers are a dedicated group of professionals committed to ongoing professional development that ensures they offer the best possible programmes and teaching techniques for students.	<ol style="list-style-type: none">1. Our school is developing students' reading strategies. It is a chance to develop some other reading strategies with the support of technology.
Weaknesses	Threats
<ol style="list-style-type: none">1. Some English subject teachers do not have much experience teaching with e-books and e-learning resources in lessons.2. Students have little exposure to the outside world.	<ol style="list-style-type: none">1. Competition for P1 intake among neighboring schools has become keener because of the shortfall of cross-border children.

(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.)

Area(s) of Development	Usage(s) of the grant	Grade Level
<ol style="list-style-type: none">1. Building a school based writing curriculum for P. 2-5	<ul style="list-style-type: none">● Employ a supply teacher to create space for core members to develop the writing curriculum	P.2-5
<ol style="list-style-type: none">2. Incorporating Language Arts into the English Language curriculum for P.2 to P.5	<ul style="list-style-type: none">● Hire consultancy services to organize related professional development workshops for equipping English teachers with skills to implement school-based writing programmes● Purchase books	P.2-5

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

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>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 conducting more English language activities*; and/or</p> <p>- developing more quality English language learning resources for students*</p> <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”</p> <p><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 teacher</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 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 ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) Employing a full-time supply teacher to release the core team for developing a school-based KS2 extended reading programme to promote reading across the curriculum in respect of updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.4-P.5					
<p>Background</p> <ul style="list-style-type: none"> A new textbook series, <i>Headstart</i> will be adopted the following school year and we would like to design an extended reading programme for exposing our students to texts on a variety of themes. As a majority of our students are ethnic minorities, the extended reading programme will also help them explore their local community. <p>Objectives</p> <ul style="list-style-type: none"> A full-time supply teacher is to be hired to release the core team for the development of a school-based reading across the curriculum (RaC) programme with the support of e-books. The proposed programme will help students: <ul style="list-style-type: none"> enrich their vocabulary load in different content areas; develop their reading to learn skills; and nurture high order thinking skills. 	<p>P.4-P.5</p>	<p><i>One e-book title per month</i></p> <p>9/2018-8/2019</p> <p>P.4</p> <p>Co-planning and implementation</p> <p>10-12/2018</p> <p>1-5/2019</p> <p>Monthly review meetings</p> <p>Final Evaluation</p> <p>6/2019</p>	<p>School-based reading across the curriculum packs with 8 sets of unit plans and learning tasks/activities will be developed for each of the target levels.</p> <p>Over 50% of P.4-P.5 students will improve their confidence and skills in reading as evidenced by formative and summative assessments.</p> <p>80% teachers involved will agree that the developed materials are useful to enhance teaching on reading.</p>	<p>The newly extended programme will be a core part of the reading curriculum.</p> <p>Lesson plans, e-books and learning materials will be refined and used to ensure the sustainability after the project.</p> <p>Professional sharing sessions will be conducted in the panel meetings once</p>	<p>Records of meetings will be kept for future reference.</p> <p>We expect to have lesson observations at least once per term to monitor the progress of the project.</p> <p>Review meetings will be held at least once a month for better programme planning.</p> <p>Students’ and teachers’ survey</p> <p>Analysis of formative and</p>

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (<i>preferably measurable</i>)	Sustainability ²	Methods of progress-monitoring and evaluation ³														
<p>Core team</p> <ul style="list-style-type: none"> ● A supply teacher will be hired for 10 months and he/she will take up 28 lessons of the core team which consists of the 2 panel heads and 2 target level teachers. The core team will: <ul style="list-style-type: none"> ✧ conduct bi-weekly co-planning meetings; ✧ host regular monthly review meetings; ✧ develop materials for the RaC programme; ✧ implementing the RaC programme in class; ✧ arranging peer lesson observation at least once per term; ✧ conducting lesson observation at least once per term; ✧ conduct post-lesson evaluation meetings at least twice per term; and ✧ revise lesson materials after evaluation. <p>Details of the extended reading programme</p> <ul style="list-style-type: none"> ● Titles related to the core themes of the English curriculum and General Studies will be covered: <table border="1" data-bbox="129 1070 931 1453"> <thead> <tr> <th data-bbox="129 1070 533 1126"><i>P.4</i></th> <th data-bbox="533 1070 931 1126"><i>P.5</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1126 533 1182">Healthy living</td> <td data-bbox="533 1126 931 1182">World culture</td> </tr> <tr> <td data-bbox="129 1182 533 1238">Animals and nature</td> <td data-bbox="533 1182 931 1238">Wonderful People</td> </tr> <tr> <td data-bbox="129 1238 533 1294">Leisure and entertainment</td> <td data-bbox="533 1238 931 1294">Healthy eating</td> </tr> <tr> <td data-bbox="129 1294 533 1350">Relationship</td> <td data-bbox="533 1294 931 1350">A changing world</td> </tr> <tr> <td data-bbox="129 1350 533 1406">Discover Hong Kong</td> <td data-bbox="533 1350 931 1406">Food and dining</td> </tr> <tr> <td data-bbox="129 1406 533 1453">Environmental Protection</td> <td data-bbox="533 1406 931 1453">Leisure and entertainment</td> </tr> </tbody> </table>	<i>P.4</i>	<i>P.5</i>	Healthy living	World culture	Animals and nature	Wonderful People	Leisure and entertainment	Healthy eating	Relationship	A changing world	Discover Hong Kong	Food and dining	Environmental Protection	Leisure and entertainment		<p>9/2019-8/2020</p> <p>P.5</p> <p>Co-planning 6-8/2019</p> <p>Implementation 10-12/2019 1-5/2020</p> <p>Monthly review meeting</p> <p>Final Evaluation 6/2020</p>	<p>80% of teachers involved will develop a better understanding of promoting reading across the curriculum.</p>	<p>per term.</p>	<p>summative results</p>
<i>P.4</i>	<i>P.5</i>																		
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<ul style="list-style-type: none"> ● 4 lessons will be allocated to each title and the programme will cover a total of 32 lessons per level. ● Students will be exposed to a wide range of fiction and non-fiction texts: <table border="1" data-bbox="125 400 934 858" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"><i>Fiction</i></th> <th style="width: 50%;"><i>Non-fiction</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;"> Stories Poems Plays </td> <td style="text-align: center; vertical-align: top;"> School newsletters Text messages and emails Magazine articles Blog entries Itinerary Biographies Information reports New reports Recipes Formal letters Journal </td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● The following reading strategies will be reinforced through the programme: <ul style="list-style-type: none"> ✧ Use known parts of words or word association to work out the meaning of unknown words ✧ Work out the meaning of an unknown word or expression ✧ Recognise the format, visual elements and language features of a variety of text types ✧ Understand the connection between ideas by identifying cohesive devices ✧ Predict the likely development of a topic with their knowledge of different subjects ✧ Make inference and summarize reading ✧ Understand intention, attitudes and feelings conveyed in a text ● The implementation of a sample module will be as follows: 	<i>Fiction</i>	<i>Non-fiction</i>	Stories Poems Plays	School newsletters Text messages and emails Magazine articles Blog entries Itinerary Biographies Information reports New reports Recipes Formal letters Journal					
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<ul style="list-style-type: none"> ✧ Amazing animals (P.4 First term) - After reading animals in the <i>Headstart</i> unit (Amazing animals), students will explore wildlife in Hong Kong through viewing the following texts: <ul style="list-style-type: none"> ✓ E-books about endangered species ✓ The SPCA website https://www.sPCA.org.hk/en/animal-welfare/wildlife-welfare-hong-kong ✓ Kadoorie Farm and Botanical Farm http://www.kfbg.org/eng/index.aspx - Students will then design a leaflet with the following information about endangered wildlife in Hong Kong: <ul style="list-style-type: none"> ✓ Physical appearance ✓ Habitats ✓ Diet and eating habits ✓ Suggestions on how to protection them ✧ Leisure and entertainment (P.5 First term) - After reading itineraries in the <i>Headstart</i> unit (Discover Hong Kong), students will be asked to view the following extended texts: <ul style="list-style-type: none"> ✓ Magazine articles about different scenic attractions in Hong Kong (e-books) ✓ Webpages <i>Discover Hong Kong</i> The official webpage of the Hong Kong Tourism Board http://www.discoverhongkong.com/eng/index.jsp ✓ Travel videos <i>Hong Kong Vacation Travel Guide produced by Expedia</i> https://www.youtube.com/watch?v=72_Mdioty8 					

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<p><i>25 things to do in Hong Kong</i> <i>Samuel and Audrey – Travel and Food Videos</i> https://www.youtube.com/watch?v=1fLb7fXmYtc</p> <p>- After viewing the above texts at home/in classroom, students will conduct further research and plan itineraries for the different types of travelers:</p> <ul style="list-style-type: none">  Thrill-seeker looking for adventures  Budget conscious backpackers  Culinary travelers  Shopping tourists  Eco-tourists  Heritage travelers <p>Measures to cater for the needs of 10 local Chinese students at school</p> <ul style="list-style-type: none"> ● Abridged texts and glossary will be provided. ● Ethnic minority students, who are more proficient English learners, can offer Chinese students language support. <p>Contributions of General Studies teachers and EDB NET</p> <ul style="list-style-type: none"> ● General Studies teachers will provide content support and feedback on students’ work. ● The EDB NET will give suggestions on extended reading activities to be conducted in class. 					
(2) Purchase e-books for the KS2 extended reading programme to promote reading across the curriculum in respect of updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.4-P.5					
<p>Objectives</p> <ul style="list-style-type: none"> ● E-books will be purchased to support the extended reading programme and replace traditional printed 	P1 to P6	Contacts with publishers 9/2018	Please refer to initiative (1).	Please refer to initiative (1).	Please refer to initiative (1).

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<p>titles.</p> <p>Purchase</p> <ul style="list-style-type: none"> ● The e-books will be aligned to the core curriculum and they include both fiction and nonfiction titles with a wide range of language features and text types. They can be presented on multiple platforms such as smart phones and tablets. We have a stable WIFI and sufficient tablets (30) for implementation of the extended reading programme in P.4-P.5. ● One or two e-book titles will be selected for each theme and extended reading activities will be conducted as indicated in the previous part. Other activities include: <ul style="list-style-type: none"> ✧ Mind map ✧ E-Book review report ✧ Graded worksheets on vocabulary, text features, grammar and reading strategies ● To enrich teachers' expertise in e-Learning pedagogy, e-books to be purchased will be thoroughly used in class. The following materials will be used in different stages of the lessons to develop students' reading skills. <ul style="list-style-type: none"> ✧ During lessons: Guided reading sessions will be conducted to demonstrate target reading strategies. Students can be engaged in peer reading sessions and work on post-reading tasks such as discussions and writing activities. ✧ Post lessons: Students can revisit the e-books for consolidation of learning of vocabulary, reading 		<p>Procurement exercises</p> <p>9/2018</p>			

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<p>strategies and text structures.</p> <ul style="list-style-type: none"> ● The e-books also contain the following built-in features for students' home reading tasks: <ul style="list-style-type: none"> ✧ Reading aloud ✧ Vocabulary challenge ✧ Online exercises (e.g. blank-filling, short questions) on text features and main ideas of the texts <p>Materials to produce</p> <ul style="list-style-type: none"> ● Unit plans <ul style="list-style-type: none"> ✧ Post-reading task instructions ✧ Graded reading worksheets on vocabulary and text structures <p>E-book selection</p> <ul style="list-style-type: none"> ● All e-books to be purchased will be carefully reviewed and the following selection criteria will be adopted: <ul style="list-style-type: none"> - Alignment with the core curriculum - Accuracy of language used - Typicality of the texts used - Level of difficulty of the texts - Built-in interactive features - Support for independent and further reading ● Books will be purchased after proper procurement exercises. 					