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

School Name: __St. Andrew's Catholic Primary School__ **(English)**

Application No.: A 096 (for official use)

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"	☑ 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	☑ 2017/18 (second term) to 2018/19 (first term) ☐ 2018/19 (second term) to 2019/20 (first term)	☑ P.1 ☑ P.2 ☑ P.3 ☑ P.4 ☑ P.5 ☑ P.6 ☐ Others, please specify (e.g. P1-3, P5-6): _____ _____ _____

☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"					

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]
To purchase learning and teaching reading resources to – • promote reading across curriculum, enhance e-learning, 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" for Primary 1 – 6.					
Purposes of purchasing the learning and teaching resources • Enrich or supplement the teaching of reading in our school-based curriculum (P.1-P.6) by adding or replacing our out-date reading content under our school-based curriculum for P.1 to P.3 and textbooks reading texts from P.4 to P.6 to more authentic and meaningful e-reading texts according to various topics (especially science, technology, environment and culture, etc) in the textbooks. • Implement reading across curriculum by selecting readers that are aligned to our GS curriculum and teaching them in the English lessons. - Text-types will cover fictions and non-fictions. They	P.1-P.6	January 2018 – December 2019 Co-planning Dec 2017 – Oct 2018 (according to the school's arrangement)	• The e-reading texts which are in line with the topics of our school-based e-curriculum for P.1 to P.3 and textbooks we use for P.4 to P.6 will be selected and added in the curriculum and indicated in the Scheme of Work (for both term per	• The enriched school-based curriculum with newly added e-readers will be continuously evaluated and used. • The reading scheme will become part of the school-based	• Class reports, individual reports for reading and reading tasks through the online platform. • Implement school rankings to encourage a reading culture for progress monitoring or evaluation. • We will monitor

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[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.

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will include: descriptive text type, Narrative text type, expository text type, and argumentative text type. Reading skills/strategies to be covered include skimming and scanning, inferring meaning of unfamiliar words, summarizing the main ideas, interpreting writer's feeling - For classroom teaching, we will use more mobile learning with differentiation strategy for our P.1 to P.3 (because we are using e-curriculum for over 7 years). - For upper primary, we will be practicing flipped learning or blended learning depending on the classes and the ability level of the classes. Collaborative learning at classroom for different activities and collaboration between English department and General Studies will be planned under this project. - For the post-reading language activities, 2 kinds of activities will be conducted: (a) Help pupils to consolidate the taught language functions in contexts, language features and text type structure. They will turn into worksheets, reading log and written book reports (junior forms will be more on retelling the story and recycle the use of learnt language functions and vocabularies. Upper primary will focus more on the use of text types features and building up of personal connection to the text). (b) Foster sharing among peers in different ways of expression, including writing, presentation, discussion and videos. - Enrich the intensive teaching of reading and the task-based learning.		<u>Classroom teaching</u> Jan 2018- Dec 2018 <u>Lesson Observation</u> Jan-Nov2018 <u>Evaluation</u> May2018 And Dec2018 <u>Final refinement of e-readers and lesson plan</u> Nov 2018	level). • 8 e-readers/levels will be used at reading workshops and at least 20 e-readers will be assigned to each student per year. • 48 sets of teaching packages with teaching procedures and the resources (activities and worksheets) for pre-reading, while-reading and after-reading per level will be designed and recorded in the lesson plans. • The e-readers which will be used in the reading workshops of P.4-P.6 will be selected, 8 titles.	programme that all students will continue to participate in the self-directed e-reading, like the existing school-based programme.	through real-time rankings and weekly reports • Parents can receive e-reading portfolio to keep track on students' reading progress and encourage home reading. • The school will conduct year-end surveys to collect feedback from teachers, students and parents to further improve our rollout. • The English panel team will have ongoing discussion to ensure reading, catering learner diversity and English language learning. • The English panel team will also

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- Facilitate e-learning in the school-based Reading Across the Curriculum workshops for P.4-P.6 - E-readers contain all the features that printed books have but more than it provides more visual, audial and instant feedback features. We will use the e-readers at our workshop using the mobile learning approach. For example, the e-readers should read the text line by line to our pupils. Teacher can use it as a big book. - Pre-reading activities such as searching for background of the text's content or topics will be assigned for different groups. Differentiation will take place so some groups will look for factual information or some groups will look for more background that required higher reading skills. Searching for factual information or inferring lines to identify attitude and opinions and more post-reading activities will also be designed. During the reading, pupils will be guided to read aloud, and then teachers will apply different reading strategies to approach the reading texts - Post reading activities will include 2 parts. One part will be the e-readers' post reading comprehension exercises. Since we aim at arousing reading interest rather than using readers as a drilling text, we will not put too heavy homework on this part. Pupils will be assigned to read the book at home, practice read-aloud and recording their read-aloud to teachers and to share to classmates. - Another part of the post reading activity will be some collaborative learning tasks and reflection in different forms. Written or oral are different means for learners to take.			• 48 sets of teaching packages with the teaching • 2 e-readers /level that are aligned to our GS curriculum will be selected and taught in the English lessons while some will be assigned as home reading. The home reading readers will be recorded in the English and GS lesson plans. • 70% of students' learning of reading across curriculum will be more effective and extensive. • School-based reading culture on fiction and non-fiction (covering different domains) will be implemented		provide suggestions to improve usage, teaching and application implementation in the following school year. • For classroom use of the readers and related resources to enhance e-learning, promote reading across the curriculum and cater for the needs of more able and less able learners, we will organize peer lesson observation once per form per term. The suggestions from teachers will be the taken into consideration for lesson refinement. • Our core project team (with supervision from the Principal) will

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- Teaching strategies and learning strategies adopted ❖ E-learning will be our key strategy for classroom teaching and learning. Our teachers and students are familiar with the use of mobile devices and internet. Under e-learning, we will organize our learning activities into different levels so that diverse learners can develop their sense of satisfaction, reading interest and thus their English skills. ❖ Besides this, we have been adopting Universal Design for Learning (UDL) as the curriculum designing framework for our primary 1 to primary 3, multiple means of presentation of texts and as the reading input will be our main strategy as well. ❖ For learning, our students will use variety of means to learn, to consolidate and to connect their learning to their life. At reading workshop, they will use the e-readers apps to read and learn about the text (for prediction and read aloud, understanding), Quizlet to consolidate the learning of vocabularies and language functions and Nearpod to facilitate comprehension and thinking questions. In some of the readers, we will also consider paper-based activities. - At home, students will also be assigned to some pre-learning tasks at the e-readers apps and post-reading take-home tasks to extend their learning from the text to the application levels (in both the use of language, text			systematically and ready to sustain for future use and review. • 140 e-readers will be purchased for launching the school-based e-reading scheme. • 140 e-readers will be purchased. 48 sets teaching resources based on the selected readers online will be developed supporting our e-learning classroom facilitation and the rest of the e-readers will be used as self-directed learning. • 80% of students will read 10 books per year and complete all		regularly review the progress and provide suggestions for enhancement.

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types features and the use of the knowledge learnt). - Beside the workshops that our teachers will intensive use for classroom teaching and learning activities, we will incorporate the e-readers and its resources pack to promote self-directed reading in a whole school approach. Learners can advance their level to read more challenging texts and showcase their reading experience in different forms. - This project will involve collaboration between English subject, Librarian and General Studies. We will organize 2 key themes per term (4 themes will be featured in one year) and promote campus-wide across curricular activities. This mainly to arouse reading interest, concerns and discussion on the chosen topics. They can be about some good value and attitude we concern or topics that related to our world and society. • Promote self-directed learning inside and outside classroom. • Cater for learner diversity through self-directed learning. - We will purchase e-readers and teaching resources (in print and in apps). The e-readers will include at least 120 titles, covering fiction and non-fiction. Our focus for selecting the e-readers will depend on the quality, text types, variety of topics and interesting level of the text. Since we will adopt the e-readers for classroom teaching, those e-readers should come with teaching and learning resources that we can base on it to adapt and develop our own school-based teaching and learning resources.			related reading tasks. • 60% of students will read 15 books per year and complete all related reading tasks. • 50% of students will read 20 books per year and complete all related reading tasks. • 100% teachers use a new pedagogy in applying electronic books and extending reading activities by various popular apps in class to enhance e-learning, promote reading across the curriculum and cater for the needs of more able and		

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Different reading strategies and text types feature should be incorporated into the classroom teaching resources. - The teaching and learning resource to be purchased should come with a series of suggested and graded teaching and learning activities for classroom learning and self-directed learning. Content of the e-readers can be the same but they should be presented in different means (according to the framework of Universal Design for Learning). That means a text can be presented in words, with audios and with illustration. This can better support different learners. - For more able students, the teaching resources to be purchased should provide more inference, reference and high-order thinking questions and activities. This group of students can also move quickly to develop mind-maps, reflection and build up connection of the text to their real life and community. - Meanwhile, our teachers will also develop our own resources to better cater for our learning diversity. They will be in paper-based and focus more on something that the e-readers apps could not support. For example, help students to do reflection and facilitate a group-discussion or a mini-research on a topic for solving a problem arisen from the text or the topic they read. This can better stimulate our more able students to explore deeper understanding for the topics and develop their application of the use of the language learnt.			less able learners. • Our project team will be allocated enough time for co-planning with the NET, teacher who is proficient in English or the curriculum consultant from EDB. • 60% English teachers participated in lesson observation, co-teaching and evaluation. Our panel team will develop the school-based resources based on the e-readers and resources to be purchased to adapt and develop our own lesson plans. • 48 sets of teaching packages for differentiated		

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- For less able students, we have additional e-readers to support their needs. The e-readers also provide graded reading tasks that are relatively easy for them to handle in the beginning. For example read aloud and comprehension questions with more factual questions to build up their confidence at the beginning. Less able students from our observation may be in lack of motivation to learn, slow in learning and may be need special support in learning. Therefore, the resources provided should provide us with options to choose the means of teaching. We mainly will use e-learning for this project but meanwhile, some of the tasks or reading activities can be taken in a traditional way using pen and paper. - Meanwhile, we expect the e-readers can record the score, time spent and also the number of attempt of each exercises taken by the students so we can review their performance and provide timely feedback and follow up with this group of students. At home, less able students can re-learn the texts we teach in the classroom by listening to the texts, read-aloud again and again till they feel good to share with the teachers, work and redo all the exercises. - Last, the teaching and learning resources should provide more visual and audial support so that our less able students can easily pick up the image, sounds and the words together. This is much easier for less able learners to learn and this is part of the core of the Universal Design for Learning.			activities and worksheets were designed and hence earning diversity was catered. • Extensive reading culture is nurtured.		

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- Our English teachers will adjust and modify the purchased resources so that it can be incorporated into our curriculum: ❖ Pairing: we will select at least one e-reader to align to each chapter of our school-base e-curriculum and textbooks. ❖ Vocabularies and language functions: Identify the core vocabularies or subject vocabularies from the text and put it into our reading log as the extended vocabularies. ❖ Text type features: we will add the text type part into our reading lot and help students to learn and apply different text types in writing. ❖ Choices of reading activities: we will design a series of reading activities for our P1 to P3 students. They can choose any activities from the suggested activities list to write in their reading log. They can choose different tasks to do so each student can do something different and fun. Sometimes they can choose to design a book cover for the e-book, retell the story in a drawing or rewrite the ending of the story and etc. Those activities will be graded and students can choose the difficulties of the activities and collect the marks for the competitions. • Nurture extensive reading interest, ability and habits. ***Features of the teaching and learning resources in relation to the objectives of the Scheme*** • The teaching and learning resources of the quality e-readers will enrich our school-based English					

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curriculum and enhance the effectiveness of language learning. It will further develop the language ability of our students and equip them with better knowledge on various domains such as science, environment and technology, etc. • The topics of the e-readers will be in various domains (i.e. science, environment, culture, STEM, etc) which will provide good resources for promoting reading across curriculum. • Learner diversity will be catered for through leveled readers and tailored school-based post-reading learning activities. • Self-directed learning will be promoted since students learn at their own pace, at their own time and at their own level under the extensive reading scheme. • Students read purposeful contexts and develop critical thinking skills, creativity and positive attitudes. *Adding values to the existing curriculum* • From the evaluation done by the school English curriculum team, some reading texts in our textbooks (especially certain topics of P.4-P.6) are neither rich nor meaningful enough. The proposed purchase of carefully chosen reading materials will definitely enrich our existing curriculum with a wider exposure of text-types through integrating some of the titles into our English reading lessons. Also, the unsatisfactory texts in the curriculum can be replaced by more authentic and					

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meaningful ones. Hence, students can have a more in-depth study on certain topics. • Good, quality e-readers will also be chosen for use in P.1-P.3 to further enrich our curriculum. • The proposed reading resources are in different domains and will be aligned to our GS curriculum. The reading horizon of students will therefore be widened, and hence the promotion of reading across curriculum will be easily implemented. • Since our school has been promoting e-learning for eleven years and some classes of P.4-P.6 have been implementing Bring Your Own Device (BYOD) in the learning since 2015, it will further deepen the use of e-learning resources in the teaching of reading and reading workshops in P.4-P.6 (two per school year per level) and create a more dynamic and meaningful mobile reading environment. • Further develop and strengthen a reading culture with a user friendly, fun e-reading platform that teachers can effectively monitor and motivate students' reading. • Address learner diversity by providing a wide range of interactive e-readers with multi-sensatory support for diverse learners: (i) visual, (ii) auditory, (iii) kinesthetic, (ix) reading learners and etc. • As there are strategies of catering for more able and less					

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able students in our school, some of these resources that will not be intensively taught in class can then be used as extensive reading for students with different abilities. For those titles which will be taught intensively in class, the leveled worksheets and activities to be designed can cater for learning diversity of students.
 	
• Develop students' capabilities for self-directed and lifelong learning.
 	
Details of the resources to be purchased
• E-readers which have the following traits:
  - coherent with English Language Education Curriculum and our school-based English materials with audio, animation and kinesthetic support;
  - across curriculum so that they will not only be used in English lessons, but also aligned with the GS curriculum;
  - relevant to students' personal experience, community and society;
  - support learning of text grammar and vocabulary in context;
  - nurture good values;
  - have sustainability which can be used and edited after the project.
 	
• We will design and refine activities of the reading workshop and self-directed reading practice based on the e-readers and teaching and learning resources to be purchased. We aim to revise and refine the curriculum, lesson plans and etc. by end of the project. After the project year, we will use the e-readers for 2nd year and					

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onward. The e-readers will be edited if there are any in-appropriate parts or enhancement within the project year.
- content and topics cover the following 9 areas which are the topics in our school curriculum:
  a) Science;
  b) Technology;
  c) Environment (Geography and Human relation in the nature);
  d) Arts
  e) Culture
  f) Religion
  g) Sports
  h) Online Game
  i) STEM
 	
• Reading tasks that address learner diversity.
• Teaching resources related to the readers for classroom use.
• Monitoring tools, e.g. class reports, individual reports, rankings, parent reports.
 	
Using the resources
• E-readers in different domains, which will be supplemented with our textbooks in our curriculum as well as those for reading workshops of P.4-P.6, will be carefully selected by our project team (formed by our panel chairs, PSM English, NET, teacher who is proficient in English and level coordinators). For the first year, at least 4 titles per term, per level will be selected either to enrich the topic in the curriculum or replace					

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unsatisfactory texts in the textbooks. The number will be increased in the following years. In the second term, 4 e-readers will be selected for the reading workshops for P.4-P.6.					
• The selected e-readers will be intensively taught in the English lessons and the reading workshops for P.4-P.6. For the GE programme, there is one reading text in each chapter with a total of 6 chapters each term. For P.4-P.6 reading workshops, there is one per term, per level with around 3-4 lessons each.					
• The part-time teaching assistant who is proficient in English will work in close collaboration with the English teachers to co-plan (before every reading workshop) and co-teach reading workshops for P.4–P.6 as well as designing reading and writing activities that cater for different learning abilities.					
• Subject teachers and level coordinators will discuss, plan and design the reading lessons that supplement the textbooks. Lesson plans, pre-reading, while-reading and after-reading activities will be designed during co-planning meetings with the help of our NET, teacher who is proficient in English (for P.4-P.5) and the curriculum consultant from EDB (for P.6) who will be supporting our school this year. Students will read and complete reading tasks that address learner diversity.					
• Among the reading activities, there will be a pre-reading task for each reader to be taught for students to do.					

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Students will then have a better understanding of the facts related to the issues before the lesson. These activities will come with worksheets and online mind mapping tools so our teachers can check and use them to facilitate classroom discussions. We will extend our students' interest and understanding of the topics to their personal experience and the community by assigning different post-reading tasks. For students who do not complete the respective online activities and the printed worksheets, our teachers will follow up with them in the afterschool time. • Read-aloud feature should be available with recording and replay function to build students' confidence to extend from listening the text to reading the text and hence to achieve more instructional and literacy benefits. • To cater for learning diversity, 3 sets of worksheets indicated by H/M/L (High/Middle/Low, the exact label printed in the worksheets will be in colour, Red, Yellow, Green) will be designed. The design of differentiated activities and homework is one of our school major concerns this year. • To better cater our learning diversity, our worksheets will have 3 different sets, the first set is relatively easy, mainly to build confidence, recap some vocabularies and language learning, bridge students to be able to complete the core set. The second set is the core set, which means all of the students have to complete, more able students can quickly complete, and middle range students can fairly complete it. The third set is the challenging set, that					

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requires more in-depth understanding of the text, able to apply the vocabularies and language to create a new text or complete something further to share. • Mobile tablets will be the primary tool used in our classrooms for the readers. We choose electronic readers as our students are used to e-learning in KS1 even though it has not been used in reading workshops before. Moreover, our school has started BYOD in some classes in KS2 since 2015, so students are familiar with mobile learning. Even though some classes do not implement BYOD, the school has over 100 tablets for students to use in lessons. • Besides applying the e-readers apps and the apps should be included in the cost. Free mobile apps will be used as our tool to help students to conduct collaboration tasks, some language learning tasks and independent learning tasks. Activities such as mind-mapping, topic vocabularies and language features and even some game-based learning tasks will be designed and applied to our reading workshops. • Our school has been applying UDL (Universal Design for Learning) for nearly 8 years for our KS1 curriculum. We will extend the same conceptual framework to this project. UDL has 3 core elements that provide the framework for this implementation: (i) Provide Multiple Means of Representation; (ii) Provide Multiple Means of Action and Expression and (iii) Provide Multiple Means of Engagement. We will follow the framework to co-plan and develop our own teaching resources to fit with our					

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school's need. • The selected readers, with topics such as Science and Humanity, that are aligned to our GS curriculum will be taught in English lessons (if they go with the similar topics in English) or assigned them as home reading homework to promote reading across the curriculum. GS teachers will also make reference to our e-reading programme and make use of the regular reports to encourage students to read and connect what is read and what is learnt when the topics are mapped. • In order to encourage students to read outside the classroom, an extensive reading scheme will be implemented to encourage them to keep up their curiosity and nurture their passion to read by motivating them to read more than 10 books per school year. Teachers will monitor students' progress and provide timely feedback through monitoring tools, e.g. reports, rankings, etc. Every term we will also provide parents with an e-reading portfolio (in print) to be attached to the score card so they can follow up on their children's progress in school and give them the necessary encouragement and support. • We will also implement a school-based award scheme. Teachers will recognize students who demonstrate excellent reading response by signing in a passport called 'My Smart Performance'. Stickers and small gifts will be given for certain numbers of signature received. • Besides resources, we will also invite professionals to					

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conduct the training workshop for our teachers and the school librarian. ***Details of the purchase*** • 20 titles per level x 6 levels + 20 more titles for less able learners. Total 120 + 20 = 140 titles. • Text types should at least cover: stories, recipes, conversations, letters, rhymes, interviews, autobiographies, video scripts, catalogues, journals, pamphlets, tables, timelines, table of content and etc. • They are in electronic format so a variety of multimedia elements and functions should be provided to engage pupil's reading interest. • Readers' content will cover fictions and non-fictions (information text-types and cross different domains such as History, General Studies, Geographic, Sciences and Arts). • The resources will be purchased after proper procurement exercises and we will ensure we can own the right to use all of the readers. For lesson plans and teaching resources, they will belong to our school to use as long as we continue to use the readers. We will also keep all e-readers in our school for continued implementation in the subsequent school years after the end of this project.					

To employ a part-time teaching assistant who is proficient in English to assist existing teachers to -
- teach P.3 reading lessons including teaching of phonics and reading, and design learning materials to go with the lessons
- teach and revise learning materials for the reading workshops for P.4-P.6
- make videos to broadcast them through the campus TV to promote a language-rich learning environment
- post interesting and current texts from newspaper or magazines on the board '*What's Happening'* every month which will be displayed in the campus

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• train able students to do the 'Weather Forecast' every fortnight and English book sharing which will be broadcasted through the campus TV • conduct English language activities to enrich the English language learning environment in school for P.1-P.6 • conduct extra-curricular activities to promote reading or literacy across curriculum through activities like choral speaking and drama for a group of P.4-6 students • promote reading or literacy across the curriculum and through co-planning and co-teaching reading and creative writing skills in key stage 2					
Purposes of employing a part-time teaching assistant who is proficient in English • Enrich the English language environment in schools via different means. The part-time teaching assistant will make videos to show news, book sharing and weather forecast, etc. Conduct English activities during English Activity Day, chat with students during Language-rich learning environment activity week. • Provide more opportunities for students to expose to spoken and written English. • Give training to more able students on weather forecast, book sharing, etc. • The reading program which is currently being implemented in P1-2 classes by the NET can be continued to P.3. By continuing this programme, students will be exposed to explicit reading instruction through a series of carefully chosen readers. • Help develop the resources for the P.3 reading programme and the reading workshops for P.4-6 and conduct the lessons with the local teachers. • Expose students to native speakers through classroom	P.1-6	February 2018-June 2018; Sept 2018-Jan 2019	• Reading-related activities for P.3 reading lessons-and P.4-P.6 (Reading Workshops) will be designed. • 9 videos on latest news and specific topics will be videotaped and broadcasted during assemblies. • 80 % of students' English proficiency will be enhanced through listening to authentic spoken English both inside and outside the classroom. • 50 % students will have more chances to expose to English beyond lessons.	• Co-teachers would share and implement good teaching practices among other English Language teachers at panel meetings. • Soft copies of co-planned lesson plans (P3-6), worksheets and related activities would be saved and used as a base for further development and	• Lessons (P.3-6) will be reviewed and evaluated on a weekly basis. • Lesson and lesson plans will be adapted to incorporate feedback from (P. 3-6) teachers and new ideas and suggestions implemented. • The teaching steps of the reading workshops for P.3 PLPR and P.4-6 will be uploaded into our curriculum tree in WELS (one of the e-service providers).

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teaching. ***Core team members*** • Three of the panel chairs and the PSM English will be responsible for allocating tasks for the part-time teaching assistant who is proficient in English • Each level will have 5 local teachers (P.3-6). They will be the teachers of the target levels. ***Expected qualifications and experience*** • The teaching assistant who is proficient in English with a Bachelor Degree and a teacher training in second language learning training certificate such as TEFL, TESOL, etc. • Approximately 1 year of relevant English language teaching experience • He/she is a native English-speaker. ***Duties of the part-time teaching assistant who is proficient in English*** • The teaching assistant will come on every Monday (7:45-12:45, 5 hours), Wednesday (7:45-4:45, 8 hours) and Friday (7:45-12:45, 5 hours). • Assist in teaching P.3 reading lessons including teaching of phonics and reading, and revise learning materials to go with the lessons. He/she will teach 10 lessons per cycle (one cycle has 6 days). • Assist in teaching and designing learning materials for the reading workshops of P.4-P.6. Each reading workshop includes 4 lessons per term for P.4-6.		Sept - June Sept – June	• 40% students will be engaged in authentic conversation related to relevant school themes with the teaching assistant during the LRLE Week in the '*Chat Corner*'. • All students from P.1-6 will have the opportunity to listen to the teaching assistant during the school TV channel presentations of the NEWS broadcasts and other topics of interest. • 3% of more able students will be trained to do weather forecast and share books of interest to the rest of the school during assemblies through the campus TV. Therefore, it is	enhancement.	

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Altogether, there will be 24 lessons in a year. • Make videos to broadcast them through the school TV channel during the morning assemblies or afternoon assemblies once a month, such as 'News Room' (to present the latest news) and 'Video Sharing on Specific Topics' (example: New Year celebration in different cultures, table manner, etc). • Post interesting and current texts from newspaper or magazines on the board 'What's Happening' every month which will be displayed in the campus. • Train students to do the 'Weather Forecast' every fortnight which will be broadcasted through the school TV channel. • Train students to do English book sharing and videotape them. The book sharing will be broadcasted and saved at our school drive as the resources. Two videos are to be recorded. • Work alongside the English Panel to hold an extra-curricular activity group called 'Super Helpers' (a group of P.4-P.6 students). The teaching assistant who is proficient in English will train this group to enter the Choral Speaking Competition organized by the Hong Kong Speech Festival and hold a variety of activities aiming at the 4 skills of English (i.e. listening, speaking, reading and writing). • Tell English stories to P.1-P.3 students during recess in		Sept - June (once every month) Sept - June (once every month) 9 times in a year Twice in a year Oct – May	expected that English language proficiency, presentation skills and overall confidence of these students will be enhanced. • (Whole year) activities including 4 skills will be designed and conducted for *'Super Helpers'*. • The board '*What's Happening?'* will be updated monthly by the teaching assistant. • An after school extra-curricular activity, for a group of 40 students from (P.4-P.6) '*Super Helpers'*, will be conducted every Wednesday. • '*Super Helpers'* will participate in the Choral		

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the library occasionally. • Chat with students during the recess occasionally. • Design and hold language activities or chat with students on relevant school themes in Chat Corner during our Language-rich Learning Environment Week (LRLE) (once per term) and English Activity Day (December each year). • Conduct interview workshops for P.6 students. • Help conduct the 'reading aloud' and 'personal experience' of the speaking exam of P.3 while local teachers will conduct the 'presentation' or 'picture description' part. ***Collaboration among existing English teachers collaborate with the part-time teaching assistant who is proficient in English*** • The teaching assistant who is proficient in English will work in close collaboration with the English teachers to co-plan (before every reading workshop) and co-teach reading workshops for P.4-P.6 (one reading workshop per term with around 3-4 lessons each) as well as design reading and writing activities. • For P.3, the teaching assistant who is proficient in English will co-teach with the local teachers one reading lesson (a double lesson) per cycle. The teaching assistant who is proficient in English will provide enriched language support to more able students, while the English		Once per term (2-3 days each) Dec Exam periods (twice a year)	Speaking Competition organized by Hong Kong School Speech Festival in November or December with over 80. • 100% P.3-P.6 students will have the opportunity to interact with the teaching assistant during weekly reading lessons. • One game booth will be run by the-teaching assistant on the English Activity Day in December. • 50% of P.1-6 students are expected to adopt a more positive attitude towards English and English learning. • Assessment results on reading of over		

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teacher will provide greater language support to less able students. Classroom management and discipline will be the responsibility of both the teaching assistant who is proficient in English and the English teacher. • Local teachers will give feedback to the teaching assistant for revising the learning materials during co-planning meeting or causal meetings after lessons. • The PSM (English) will set a lesson timetable for the teaching assistant each month with tasks and duties listed clearly. • The English panel chairs will deliver set the topics for LRLE Week and English Activity Day and discuss with the teaching assistant for designing language activities for these two functions. • The local teachers of P.3 will take up the teaching of phonics during co-teaching. They will also assist in some of the teaching activities. ***Follow-up actions will be taken by the core team after the lesson observations and try-outs*** • The materials for the games held and learning activities will be saved at the school drive for future development. • For the activities which last for a longer time, like LRLE Week, the panel chairs and the teachers will give feedback on the learning activities held and improvement strategies will be made immediately if the activities are not satisfactory.			20% of students at Primary 1 to 6 will be improved by 3% in one year. • Assessment results on speaking of over 20% of students at Primary 1 to 6 will be improved by 3% in one year. • 20% of P.1-6 students listening and speaking skills will improve. • 20 % of P.1-6 students' confidence in using English will improve. • About 20 % of the general teaching staff will interact and share teaching ideas with the-teaching assistant who is proficient in English during the school time. • 100 % of English teachers from		

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• Timely feedback will be given right after the lesson and adjustment will be made immediately for the other classes. • The resources for the lessons will be evaluated and revised by the curriculum team and the teachers of the target levels for future use during co-planning meetings and panel meetings. • The revised teaching steps and resources will be uploaded into the curriculum tree of our e-platform (WELS), where our school-based curriculum of P.1-P.6 is saved, for future use.			P.3-P.6 will interact more closely with the teaching assistant both inside and outside the classroom creating more opportunities for authentic communication.		