

School: C.C.C. Kei Faat Primary School (Yau Tong)

Subject: School-based Plan in relation to English Enhancement Grant Scheme for Primary Schools

Prepared by: Ms. Tang Yan Shuen Anna (English Panel Head)

Mr Ng Kai Wo (Vice English Panel Head)

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I. Present state of play

There are 22 English teachers and 2 teaching assistants for 36 classes from P1-P6.

1. For KS1, we have run the Primary Literacy Programme – Reading and Writing (PLP-R/W) provided by EDB (NET section) for two years. As planned, we will continue this program in P.3 in 2010.
2. For KS2, we have reading lessons, which focus on teaching students reading strategies by using four readers that they are required to order every year. However, the reading lessons mainly adopt the teaching strategies and procedures suggested by the publishers of the readers because we don't have much experience in designing our own school-based reading program. The result of the lessons is not satisfactory as they cannot fit the needs of our students. For those who are above average think that the lessons are not challenging while for those who are below average cannot grasp the reading skills tightly. Also, students cannot explore to a wide range of text types. No writing tasks are designed as extensions so that students have few chances to connect their receptive language and productive language. There are also lack of connections between the reading program of KS2 and the PLP-R/W of KS1.
3. For the reading lessons of KS2, there isn't any systematic assessment in testing students' performances. Therefore, we do not specifically know the development of our students' reading abilities.
4. We have a nice library with a wonderful reading environment and different kinds of books. However, the reading interests and abilities of students are still poor especially in senior level. There is a need to design a reading program with interesting activities that can encourage students' participation and enhance their reading skills.
5. Our principal is supportive and is willing to allocate more resources for English programs. We co-plan our GE lessons on a regular basis. However, for the design of the school-based reading program (for KS2), we need to have professional support and training.
6. Most of our students can access computers at home.

II. A holistic school-based plan

Objectives

- A. To enhance a smooth curriculum planning, development, implementation and bridging of our reading programs between the KS1 & KS2.
- B. To develop a detailed school-based reading program (KS2), with more variety of reading materials and concerning the needs of students who are on average, above average and below average, by referring to the result collected from the review.
- C. To assess the development of students' reading abilities by using 'Reading Assessment Scheme' and online assessment.
- D. Through active involvement in the project, teachers have enhanced their teaching skills and hence acquired the capacity to sustain the positive impact of the project beyond two years.

III. Implementation details of the proposed measures

A. To enhance a smooth curriculum planning, development, implementation & bridging of our reading programs between the KS1 & KS2.

Proposed Measures	Benefits anticipated and how they can be sustained	Time scale (month/year)	Resources Required	Method of progress – Monitoring and evaluation
1) To evaluate & review the vertical & horizontal components of the existing reading program for P.1-P.6 with panel members & consultant. (Reference 1)	<ul style="list-style-type: none"> To have a whole picture and a clear understanding about the components (e.g. reading skills descriptors, text types) hidden in our existing reading program To find out the shortcomings of our current reading program (KS2), especially about catering for learners' diversities To make a framework for developing our school-based reading program (Focus on P.4-P.6) 	07 / 2010 – 08 / 2010	<ul style="list-style-type: none"> To set up a sub-committee with 7 teachers (Panel Head and P.1-P.6 level coordinators) to lead the project Consultant service on school curriculum 	<ul style="list-style-type: none"> Check the evaluation and review by using the 'English Curriculum Guide' prepared by The Curriculum Development Council Feedback collected from teachers Feedback from consultant

B. To develop a detailed school-based reading program (KS2), with more variety of reading materials and concerning the needs of students who are on average, above average and below average, by referring to the result collected from the review.

Proposed Measures	Benefits anticipated and how they can be sustained	Time scale (month/year)	Resources Required	Method of progress – Monitoring and evaluation
1) To develop a school-based reading enhancement program for KS2 with consultant. (Reference 1&2)	<ul style="list-style-type: none"> The school-based reading materials can facilitate students' learning of extended text types and will provide an important impact on students' reading skills Students are involved in meaningful and interactive activities. Graded worksheets are developed to cater for learners' diversity. The school-based materials 	09 / 2010 – 08 / 2011 (Development year) 09/2011- 08/2012 (Modify the developed program by using the 1 st)	<ul style="list-style-type: none"> The sub-committee with 7 teachers (Panel Head and P.1-P.6 level coordinators) to lead the project Consultant support to work with the sub-committee and the whole English panel An anthology of school based reading materials which fully 	<ul style="list-style-type: none"> Level coordinators work in group with other teachers and report the status Monthly meeting of the sub-committee and the professional to review the progress and set check point to measure if contingency actions required Feedback collected from teachers Review of school-based

	require a compliment of follow-up writing tasks and consolidation worksheets, which let students transfer their receptive language into productive language	<i>year evaluation result)</i>	integrate with existing textbooks <ul style="list-style-type: none"> ● Corresponding PowerPoint materials for classroom teaching purposes 	reading materials, lesson plans <ul style="list-style-type: none"> ● class observations
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C. To assess the development of students' reading abilities by using 'Reading Assessment Scheme' and online assessment.

Proposed Measures	Benefits anticipated and how they can be sustained	Time scale (month/year)	Resources Required	Method of progress – Monitoring and evaluation
1) 'Reading Assessment Scheme' (Formative assessment) (Reference 1)	<ul style="list-style-type: none"> ● Teachers have a clear understanding on students' learning progress so as to design suitable follow-up measures. 	09 / 2010 – 08 / 2012	<ul style="list-style-type: none"> ● Corresponding guidelines and complete sets of materials for subsequent reading assessments 	<ul style="list-style-type: none"> ● 'Reading Assessment Scheme' as an objective evaluation mechanism on assessing students' reading abilities ● Results from such evaluations will be analyzed. ● Teachers will focus on students' weaknesses (certain reading skills) and teach them the specific skills through English lessons ● Discussion on corresponding suggestions for improvement will be held. ● Review of online assessment
2) Online assessment (This includes formative assessment & summative assessment). *Teachers design the content of the online assessment on an on-going basis through discussion. *Employ a company to set up the online assessment.	<ul style="list-style-type: none"> ● The online assessment would be arranged at home and it focuses on assessing students' reading skills that they learn during lessons. ● Through analyzing the data collected from the online assessment, teachers can find out students' weaknesses so as to modify their teaching strategies during reading lessons. ● The online assessment will be used continuously after 2 years. Review of its content will be done every year. Adjustment may be 		<ul style="list-style-type: none"> ● An online assessment system 	

*The copyright of the online assessment is solely owned by our school.	made if necessary.			
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D. Through active involvement in the project, teachers have enhanced their teaching skills and hence acquired the capacity to sustain the positive impact of the project beyond two years.

Proposed Measures	Benefits anticipated and how they can be sustained	Time scale (month/year)	Resources Required	Method of progress – Monitoring and evaluation
1) To co-teach with an expert (Reference 1) 2) To observe the demonstration lessons provided by the expert (Reference 1)	<ul style="list-style-type: none"> Teachers will enhance their teaching skills through co-teaching A critical mass of teachers has acquired the required capacity through co-teaching. They can sustain the positive impact of the project beyond two years. 		<ul style="list-style-type: none"> Hiring consultant services (To provide an expert) for 2 years 	<ul style="list-style-type: none"> Regular co-planning meetings with the expert for developing the program on an on-going basis (Focus: evaluate the progress of the programme, adjust the programme according to the feedback from teachers.)
3) To deliver a comprehensive school-based professional development programme (workshops and lesson observations) with consultant. (Reference 1)	<ul style="list-style-type: none"> Teachers will apply the teaching skills they have learnt in the workshops in their reading lessons. A critical mass of teachers has acquired the required capacity through workshops demonstration lessons and being coached. They can sustain the positive impact of the project beyond two years. 	Teachers' workshops: 1 st 07 / 2010 (Reading Strategies) 2 nd 01 / 2011 (Reading Circle) 3 rd 07/2011 (Writing Project) 4 th 01/2012 (Writing Report) (2 hours for each	<ul style="list-style-type: none"> Hiring consultant services 	<ul style="list-style-type: none"> Lesson observation and questionnaire (Feedback will be given to teachers and adjustment of teaching methods or content may be needed.)

	workshop)		
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IV. Targets to be attained

- The school has completed all Reading Enhancement Program with effective and sustainable learning and teaching materials.
- There will be a mass of teachers (at least 70 % of our English teachers) who have clear understandings of the holistic structure of our school-based reading program and can grasp the skills of enhancing students' reading abilities effectively.
- Students can learn different reading skills (Reference 3) according to their standard.
- Students can connect their receptive and productive language.
- Students' reading motivation and self-learning ability will be promoted.
- Students are more willing to read inside and outside classroom. Students will develop a habit of reading in varied and interesting English readers.
- Set up an online reading assessment platform.

V. Budget

Enhanced Reading Skill Initiative to be funded by the Scheme	Estimated cost 2010-2011	Estimated cost 2010-2011	
1) To evaluate & review the vertical & horizontal components of the reading program with consultant (Reference 1)	\$20,000		
2) To develop a Reading Enhancement Program for KS2 with consultant(Reference 1)	\$155,000		
3) To develop Online assessment	\$80,000		
4) To organize workshops conducted by consultants (Reference 1)	\$4,000	\$4,000	
5) To co-teach reading lessons with expert and learn how to deliver a good reading lesson from the expert (Reference 1)	\$118,125	\$118,125	
	\$377,125	\$122,125	Total:
			\$499,250

VI. Cash flow

School Year	2010 - 2011	2011 - 2012
Cash Requirement	\$377,125	\$122,125

Reference 1

Consultant's duties

1. Meetings with our school's English panel members to evaluate & review the vertical & horizontal components of the existing reading program for P.1-P.6
 2. To develop a Reading Enhancement Program for KS2 with Local English teachers (LET). (1. Designing the reading materials, 2. Co-planning for the lessons)
 3. To developing the 'Reading Assessment Scheme'
 4. Class observations (at least 18 times)
 5. Provide workshops (4 times)
 6. Provide expert to co-teach with LET (Co-teaching with LET for two years --- 900 lessons (525 hours))
 - As our teachers are not prepared to carry out the brand-new school-based reading scheme, they need to grasp all the relevant teaching skills within two years. Therefore, it is essential for the expert to transfer his / her knowledge to our teachers through co-teaching (one double-lesson in alternative week).
 - There are two roles in our co-teaching, Teacher 1 and Teacher 2. Teacher 1 plays the main role. Yet, Teacher 2 is still supposed to carry out some teaching activities. At the beginning of each term, the expert will be Teacher 1 whereas our teachers will be Teacher 2. As time goes by, our teachers will take the role of Teacher1.
 7. Provide demonstration lessons provided by the expert
- Qualification for expert's appointment (Suggested)**
- native-speaker of English
 - a recognized teacher training qualification in primary education
 - a Teaching of English as Foreign Language or a Second Language (TEFL/TESL) qualification at least at certificate level, or an equivalent course of study recognized by EDB*.
 - a bachelor's degree in any subject, preferably in English (i.e. majoring in English Language or English Literature or English Studies or Linguistics or a Modern Language)
 - Preference will be given to applicants with experience in teaching English as a second/foreign language.

Reference 2

Target (School year 2010-2011)

Level	1 st term		2 nd term	
	Stage	No. of lessons	Stage	No. of lessons
P.4	Reading Strategies	14	Reading Circle	16
P.5	Reading Strategies	14	Reading Circle	16
P.6	Writing Report	14	Writing Project	16

Target (School year 2011-2012)

Level	1 st term		2 nd term	
	Stage	No. of lessons	Stage	No. of lessons
P.5	Writing Report	14	Writing Project	16
P.6	Writing Report	14	Writing Project	16

*35 minutes for each lesson

Reference 3

Develop students' reading skills

- Understand the basic conventions of written English
e.g. use knowledge of letter-sound relationships to read aloud a variety of simple texts
sight read a wide range of common words
- Construct meaning from texts
e.g. Skim a text to obtain the main ideas
Understand the information provided on the book cover index and glossary
- Located information and ideas
e.g. Scan a text by using strategies such as looking at headings and repeated phrases
Identify details that support the gist or main ideas