

English Enhancement Grant Scheme for Primary Schools (EEGS)

School Name: Island Road Government Primary School

(I) Present state of play

<p>Strength</p>	<ul style="list-style-type: none"> - Students are well behaved and willing to learn - PLPR/W is carried out in P.1 and P.2 with graded readers - Effective support from NET promotes an English-rich environment and develops a school-based reading programme in P.3 - Good use of English Room attracts students to participate in different English activities - On-line reading programme is introduced to promote reading - Collaborative and sharing culture has developed through effective use of co-planning lesson time - The school head is supportive - There is a team of hardworking teachers with potential to develop as curriculum leaders - Teachers are sent to attend English courses outside school 	<p>Keep</p>	<ul style="list-style-type: none"> - PLPR/W in Key Stage 1 - English Room - Students are encouraged to read more graded English readers - Use of assessment data (e.g. TSA) to improve teaching and learning - On-line reading programme - Peer lesson observation culture
<p>Weakness</p>	<ul style="list-style-type: none"> - Family support is poor - Increasing learner diversity (e.g. SEN) - Students are relatively weak in writing and reading (as indicated in the TSA results) 	<p>Improve</p>	<ul style="list-style-type: none"> - Create more time and space for teachers to tailor a curriculum for catering learner diversity - Strengthen teachers' reflective sharing culture - Improve students' reading and writing skills

Opportunity	- Provision of a small-class environment in P.1 and P.2	Stop	- Bound by the use of textbooks and workbooks
Threat	- Downsizing of the school	Start	- Create holistic curriculum planning culture - Identify and equip curriculum leaders (level coordinators) at different levels - Develop and use assessment on learning tools and data to improve teaching and learning

(II) A holistic school-based plan

To recruit a teacher to take up some lessons of panel heads and level coordinators to allow them to tailor a reading and writing curriculum through holistic planning of P.1 to P.4 curriculum in order to cater for the diverse needs of our students. The team aims to enhance teachers’ professional capacity to teach reading and writing skills in P.1 to P.4.

Objectives:

- To tailor a reading and writing curriculum through holistic planning of P.1 to P.4 curriculum so as to cater for the diverse needs of students in two phases.
- To enhance teachers’ professional capacity to teach reading and writing skills.

(III) Implementation details of the proposed measure(s)

A. To tailor a reading and writing curriculum through holistic planning of P.1 to P.4 curriculum so as to cater for the diverse needs of students in two phases.

Phase 1: Develop a school-based reading and writing curriculum in P.1 and P.2 (2010-2011 School year)

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress-monitoring and evaluation
<p>(1) Assessment of P.1 and P.2 students' reading and writing levels</p> <ul style="list-style-type: none"> ● Prepare assessment tools ● Assess students' reading and writing levels 	<p>The developed assessment tools will be used to assess P.1 and P.2 students in future</p> <p>From the results of the assessment, teachers will be able to classify students into two groups based on their reading and writing levels</p>	<p>Aug-Sep 2010</p> <p>Aug 2010</p> <p>Sep 2010</p>	<p>Reading and writing level assessment tools</p> <p>Assessment tools from the NET section and on-line resources as references</p>	<p>Completion of assessment</p> <p>Assessment tools are developed and validated</p> <p>All students in P.1 and P.2 are assessed</p> <p>Panel heads, level coordinators and English teachers review the effectiveness of the assessment and make adjustment if necessary</p>

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress-monitoring and evaluation
<p>(2) Based on the result of the reading and writing assessment, the school develops the first term P.1 and P.2 school-based reading and writing curriculum to cater for learning differences</p> <p>(3) To identify the core and extended curriculum for stretching the more able and supporting the less able students</p> <ul style="list-style-type: none"> ● Develop two sets of resource packages (teaching plans, teaching kits and task materials) for the two groups ● Design core and extended reading and writing objectives checklists as assessment on learning tool to be used in lessons 	<p>The school-based reading and writing curriculum will foster teaching and learning, especially on reading and writing as learners' diversity is catered for</p> <p>The reading and writing checklists enable teachers to track students' learning progresses so as to adjust their teaching effectively</p> <p>Enrich the resources for teaching reading and writing which can be adapted and used in future</p>	Oct-Dec 2010	Result of the reading and writing assessment	<p>Completion of the resource packages</p> <p>Using assessment on learning checklists to track students' learning progress</p> <p>Regular panel discussion to review the effectiveness of the school-based curriculum</p> <p>Carry out peer lesson observation to evaluate the effectiveness of the school-based curriculum</p>
<p>(4) Mid-term evaluation of the P.1 and P.2 school-based reading and writing resource packages (teaching plans, teaching kits and task materials) and the assessment on learning checklists</p>	<p>Teachers will be able to adjust the developed curriculum and the related resources effectively based on the evaluation</p>	Jan 2011	<p>The school-based reading and writing resource packages</p> <p>Teachers' questionnaire</p> <p>Peer lesson observation reports</p>	<p>Analysis of students' performances through the data of the assessment on learning checklists</p> <p>Feedback collected from teachers through</p> <ul style="list-style-type: none"> ● questionnaire on the effectiveness of the resource packages ● peer lesson observation reports

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress-monitoring and evaluation
			Data from the students' performances in the assessment on learning checklists	<p>80% of the teachers found the developed curriculum is effective in</p> <ul style="list-style-type: none"> ● catering for learner differences ● developing students' reading and writing skills <p>Use data collected to complete the Mid-term Evaluation Report with focus on the effectiveness of the developed curriculum</p>
<p>(5) Based on the result of the Mid-term Evaluation Report, the school develops the second term P.1 and P.2 school-based reading and writing curriculum to cater for learning diversity</p> <p>(6) To identify the core and extended curriculum for stretching the more able and supporting the less able students</p> <ul style="list-style-type: none"> ● Develop two sets of resource packages (teaching plans, teaching kits and task materials) for the two groups ● Design core and extended reading and writing objectives checklists as assessment on learning tool to be used in lessons 	<p>The school-based reading and writing curriculum will foster teaching and learning, especially on reading and writing as learners' diversity is catered for</p> <p>The reading and writing checklists enable teachers to track students' learning progresses so as to adjust their teaching effectively</p> <p>Enrich the resources for teaching reading and writing which can be adapted and used in future</p>	Feb-May 2011	Mid-term Evaluation Report	<p>Completion of the resource packages</p> <p>Using assessment on learning checklists to track students' learning progress</p> <p>Regular panel discussion to review the effectiveness of the school-based curriculum</p> <p>Carry out peer lesson observation to evaluate the effectiveness of the school-based curriculum</p>

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress-monitoring and evaluation
<p>(7) Final Evaluation of the P.1 and P.2 school-based reading and writing resource packages (teaching plans, teaching kits and task materials) and the assessment on learning checklists</p>	<p>Teachers will be able to adjust the developed curriculum and the related resources effectively based on the evaluation</p> <p>The developed curriculum and related resources can be used in future</p>	<p>Jun-Jul 2011</p>	<p>The school-based reading and writing resource packages</p> <p>Teachers' questionnaire</p> <p>Peer lesson observation reports</p> <p>Data from the students' performances in the assessment on learning checklists</p> <p>Students' exam result</p>	<p>Analysis of</p> <ul style="list-style-type: none"> ● students' assessment on learning checklists ● Students' Final Exam performances <p>Feedback collected from teachers through</p> <ul style="list-style-type: none"> ● questionnaire on the effectiveness of the school-based teaching materials ● peer lesson observation reports <p>80% of the teachers found the developed curriculum is effective in</p> <ul style="list-style-type: none"> ● catering for learner differences ● developing students' reading and writing skills <p>70% of students passed the reading and writing parts in their Final Exam</p> <p>70% of the less able students could achieve all the core reading and writing objectives set in the assessment on learning checklists</p> <p>80% of the more able students could achieve 70% of the extended reading and writing objectives set in the assessment on learning checklists</p> <p>Use data collected to complete the Final Evaluation Report with focus</p>

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress-monitoring and evaluation
				on the effectiveness of the developed curriculum

Phase 2: Develop a school-based reading and writing curriculum in P.3 and P.4 (2011-2012 School year)

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress-monitoring and evaluation
(1) Assessment of P.3 and P.4 students reading and writing levels		Aug-Sep 2011	Reading and writing level assessment tools	Completion of assessment
● Prepare assessment tools	The developed assessment tools will be used to assess P.3 and P.4 students in future	Aug 2011	Assessment tools form the NET section and on-line resources as references	Assessment tools are developed and validated
● Assess students' reading and writing levels	From the results of the assessment, teachers will be able to classify students into two groups based on their reading and writing levels.	Sep 2011		All students in P.3 and P.4 are assessed Panel heads, level coordinators and English teachers review the effectiveness of the assessment and make adjustment if necessary

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress-monitoring and evaluation
<p>(2) Based on the result of the reading and writing assessment, the school develops the first term P.3 and P.4 school-based reading and writing curriculum to cater for learning differences</p> <p>(3) To identify the core and extended curriculum for stretching the more able and supporting the less able students</p> <ul style="list-style-type: none"> ● Develop two sets of resource packages (teaching plans, teaching kits and task materials) for the two groups ● Design core and extended reading and writing objectives checklists as assessment on learning tool to be used in lessons 	<p>The school-based reading and writing curriculum will foster teaching and learning, especially on reading and writing as learners' diversity is catered</p> <p>The reading and writing checklists enable teachers to track students' learning progresses so as to adjust their teaching effectively</p> <p>Enrich the resources for teaching reading and writing which can be adapted and used in future</p>	Oct-Dec 2011	Result of the reading and writing assessment	<p>Completion of the resource packages</p> <p>Using assessment on learning checklists to track students' learning progresses</p> <p>Regular panel discussion to review the effectiveness of the school-based curriculum</p> <p>Carry out peer lesson observation to evaluate the effectiveness of the school-based curriculum</p>
<p>(4) Mid-term evaluation of the P.3 and P.4 school-based reading and writing resource packages (teaching plans, teaching kits and task materials)</p>	<p>Teachers will be able to adjust the developed curriculum and the related resources effectively based on the evaluation</p>	Jan 2012	<p>The school-based reading and writing resource packages</p> <p>Teachers' questionnaire</p> <p>Peer lesson observation reports</p>	<p>Analysis of students' performances through the data of the assessment on learning checklists</p> <p>Feedback collected from teachers through</p> <ul style="list-style-type: none"> ● questionnaire on the effectiveness of the resource packages

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress-monitoring and evaluation
			Data from students' performances in the assessment on learning checklists	<ul style="list-style-type: none"> ● peer lesson observation reports <p>80% of the teachers found the developed curriculum is effective in</p> <ul style="list-style-type: none"> ● catering for learner differences ● developing students' reading and writing skills <p>Use data collected to complete the Mid-term Evaluation Report with focus on the effectiveness of the developed curriculum</p>
<p>(5) Based on the result of the Mid-term Evaluation Report, the school develops the second term P.3 and P.4 school-based reading and writing curriculum to cater for learning differences</p> <p>(6) To identify the core and extended curriculum for stretching the more able and supporting the less able students</p> <ul style="list-style-type: none"> ● Develop two sets of resource packages (teaching plans, teaching kits and task materials) for the two groups ● Design core and extended reading and writing 	<p>The school-based reading and writing curriculum will foster teaching and learning, especially on reading and writing as learners' diversity is catered for</p> <p>The reading and writing checklists enable teachers to track students' learning progresses so as to adjust their teaching effectively</p> <p>Enrich the resources for teaching reading and writing which can be adapted and used in future</p>	Feb-May 2012	Mid-term Evaluation Report	<p>Completion of the resource packages</p> <p>Using assessment on learning checklist to track students' learning progress</p> <p>Regular panel discussion to review the effectiveness of the school-based curriculum</p> <p>Carry out peer lesson observation to evaluate the effectiveness of the school-based curriculum</p>

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress-monitoring and evaluation
objectives checklists as assessment on learning tool to be used in lessons				
(7) Final Evaluation of the P.3 and P.4 school-based reading and writing resource packages (teaching plans, teaching kits and task materials)	<p>Teachers will be able to adjust the developed curriculum and the related resources effectively based on the evaluation</p> <p>The developed curriculum and the related resources can be used in future</p>	Jun-Jul 2012	<p>The school-based reading and writing resource packages</p> <p>Teachers' questionnaire</p> <p>Peer lesson observation reports</p> <p>Data from students' performances in the assessment on learning checklists</p> <p>Students' exam result</p>	<p>Analysis of</p> <ul style="list-style-type: none"> ● students' assessment on learning checklists ● Students' Final Exam performances <p>Feedback collected from teachers through</p> <ul style="list-style-type: none"> ● questionnaire on the effectiveness of the school-based teaching materials ● peer lesson observation reports <p>80% of the teachers found the developed curriculum is effective in</p> <ul style="list-style-type: none"> ● catering for learner differences ● developing students' reading and writing skills <p>70% of students passed the reading and writing parts in their Final Exam</p> <p>70% of the less able students could achieve all the core reading and writing objectives set in the assessment on learning checklists</p> <p>80% of the more able students could achieve 70% of the extended reading and writing objectives set in the</p>

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress-monitoring and evaluation
				<p>assessment on learning checklists</p> <p>Use data collected to complete the Final Evaluation Report with focus on the effectiveness of the developed curriculum</p>

B. To enhance teachers' professional capacity to teach reading and writing skills

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress-monitoring and evaluation
(1) To conduct workshops or sharing sessions for all English teachers on teaching reading and writing skills (e.g. curriculum planning and use of resources developed)	<p>Teachers' knowledge on teaching reading and writing skills enhanced</p> <p>Teachers' knowledge and skills on catering for learner diversity strengthened</p> <p>Knowledge and skills successfully transferred and sustained</p>	Sep 2010 - Jun 2012	Teachers' questionnaire	Feedback from the teachers on their teaching of reading and writing skills through questionnaires
(2) All P.1 to P.4 teachers co-plan with the level coordinators and panel heads	<p>Teachers' knowledge on teaching reading and writing skills enhanced</p> <p>Teachers' knowledge and skills on catering for learner diversity strengthened</p> <p>Knowledge and skills successfully transferred and sustained</p>	Sep 2010 - Jun 2012	<p>Teachers' questionnaire</p> <p>Peer lesson observation reports</p>	<p>Feedback from the teachers on their teaching of reading and writing skills through questionnaires</p> <p>Feedback from lesson observation through self-evaluation and peer-evaluation on skills on catering for learner diversity</p> <p>Participation in the workshops of teaching reading and writing</p> <p>About 80% of the teachers found the co-planning effective</p>

(IV) Targets to be attained

1. A P.1 to P.4 school-based reading and writing curriculum is developed (includes two sets of resource packages with teaching plans, teaching kits, task materials and reading and writing objectives checklists) to cater for the diverse needs of our students.
2. Teachers' professional capacity to teach reading and writing skills is enhanced.