

K.C.O.B.A. Primary School No.2

2018-2019



Programme Plan for English

Programme Plan for English

1. Aims

- a. To promote self-directed learning
- b. To cater for learner diversity
- c. To promote students' high-order thinking skills

2. Present States of Play

a. Strengths

- i. Supportive incorporated management committee and principal.
- ii. The teachers are professionally trained. They are able to take up responsibilities and willing to initiate innovative strategies.
- iii. A culture of co-planning and peer observation has been developed.
- iv. The English curriculum is able to improve students' reading, writing, listening and speaking abilities.

b. Weaknesses

- i. There are great learning diversities among students.
- ii. There is room for improvement in the classroom implementation of high order thinking skills.
- iii. Students were able to give their ideas in group discussion. However, more linking words and sentence starters can be introduced to enhance the discussion.

3. Focuses of the year

- a. Promote self-directed learning to enhance students' learning proficiency
- b. Cater for learner diversity with equal emphasis on more able and less able students
- c. Flexibly use various thinking skills to promote students' high-order thinking especially independent thinking skills

Area of concern 2 : Promote self-directed learning to enhance students' learning proficiency

Objectives	Strategy/Task	Success Criteria	Evaluation methods	Schedule	Teachers in charge	Resource
<ul style="list-style-type: none"> To enhance students' self-directed learning skills 	<ul style="list-style-type: none"> Improve the pre and post lesson activities to increase students' interest in learning. Apply note-taking skills in the lessons and other assignments 	<ul style="list-style-type: none"> Students are able to apply the self-directed learning skills in the lessons and assignments. 	<ul style="list-style-type: none"> Teachers' observation Students' assignments 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> PSMCD English Panels P.1 -P. 6 coordinators and English teachers 	
	<ul style="list-style-type: none"> Introduce and use some new apps, software and strategies e.g. Flipped Classroom 	<ul style="list-style-type: none"> P4-6 students need to use Flip classroom as lesson preparation at least once a year. 	<ul style="list-style-type: none"> Teaching plans Students' work Lesson observation records 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> PSMCD English Panels P.1 -P. 6 coordinators and English teachers 	

Objectives	Strategy/Task	Success Criteria	Evaluation methods	Schedule	Teachers in charge	Resource
<ul style="list-style-type: none"> • to cater for learner diversity with equal emphasis on more able and less able students 	<ul style="list-style-type: none"> • The School has joined the Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS). (School-based implementation plan please see attachment) • develop graded resources to enhance the school based GE curriculum. • 12 sets of school-based teaching resources packages will be developed. • English Room activity packages will be ready. 	<ul style="list-style-type: none"> • 70% of students will enhance their confidence and skills in using English. • 20-30% of students will make improvements in the GE part of summative assessments. 	<ul style="list-style-type: none"> • CLP • evaluation meetings • questionnaire • Students' internal General English (mid-term and end-term) assessment results • Peer lesson observation will be conducted by the core team once per class per term. Lessons will be videotaped for evaluation of teaching effectiveness. 	<ul style="list-style-type: none"> • 1st Term planning for P1 • 2nd Term - try out P1 materials • 2nd Term - plan P2 • 1st Term activities 	<ul style="list-style-type: none"> • PSMCD • English Panels • P1 and 2 English teachers • TA 	<ul style="list-style-type: none"> • PEEGS

Areas of Concern 3: Flexibly use various thinking skills to promote students' high-order thinking

Objectives	Strategy / Task	Success Criteria	Evaluation Methods	Schedule	Teachers in Charge	Resource
<ul style="list-style-type: none"> To promote students' high-order thinking skills especially independent thinking skills 	<ul style="list-style-type: none"> One learning activity related to the followings should be designed each term: <ul style="list-style-type: none"> - Information convergence - independent thinking - knowing right from wrong - expression of own opinion 	<ul style="list-style-type: none"> Students are able to use convergence thinking, think independently and give their own opinion. 	<ul style="list-style-type: none"> teaching plans students' work collaboration lesson observations 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> PSMCD English Panels P.1 -P. 6 coordinators and English teachers 	
	<ul style="list-style-type: none"> Improve students' classroom language. Students need to listen and give response to their group members during discussion. Linking words and conjunctions should be used. 	<ul style="list-style-type: none"> 70% of students find the discussion language helps to process and organize information in group learning activities. Ss can have better interaction in group discussion. 	<ul style="list-style-type: none"> questionnaire collaboration lesson observations 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> PSMCD English Panels P.1 -P. 6 coordinators and English teachers 	

Members of the English team

Chair persons:

Ms Lee Wing Hung Ms Lo Hermione Ms Yung Pan Pan

Team members:

Ms. Chan Ka Wai Ms. Wong Pui Yee Ms. Tang Wai Kee Ms. Fan Sing
Ms. Lau Yuk Yin Ms. Lee Ho Yun Mr. Wong Ho
Ms. Wong Ka Pik Mr. Stephen Bellamy
(PSMCD) (NET)

Chairpersons' signature : _____(written by : Yung Pan Pan)
 _____(checked by : Lee Wing Hung)
 _____(checked by : Lo Hermione)

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

School Name: King's Old Boys' Association Primary School No. 2 (English)

Application No.: B 019 (for official use)

(A) General information:

No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 11

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	3	3	3	3	3	3	18

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							

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)
SEED Project	J.4	Supported reading to help students understand the details of the story and develop their critical thinking.	Language Learning Support Section (EDB)
促進實踐社群以優化 小班教學支援計劃	J.2	優化課堂教學邁向自主學習	Chinese University of Hong Kong

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

Strengths	Opportunities
<ul style="list-style-type: none"> ● Supportive incorporated management committee and principal ● A part-time native-English speaking teacher (in addition to the EDB NET), who is employed with the school subsidy, has enriched the English-language environment both inside (through co-planning and co-teaching the KS2 curriculum) and outside the classroom (through conducting after-school activity classes / programmes). ● A culture of co-planning, peer observation, evaluation and sharing has been established. ● Our teachers are professionally trained. The English team is hard-working and keen on attending various kinds of professional development programmes. They are able to take up responsibilities and are receptive to innovative strategies. 	<ul style="list-style-type: none"> ● Additional resources will create room for further development. ● The PLP/R-W programme (P.1-3) and speaking curriculum (P.4-6) will be extended to other levels in subsequent years. ● This year, one of the development focuses of the English panel is to improve the reading and e-learning curriculum and strengthen students' self-directed learning skills in KS2.
Weaknesses	Threats
<p><i>Students</i></p> <ul style="list-style-type: none"> ● With reference to teachers' observation and internal assessment results, the learning differences are obvious among P.1 newcomers. <p><i>Teachers</i></p> <ul style="list-style-type: none"> ● Teachers do not have time to prepare additional teaching resources for learners with diverse needs and analyse assessment data for better planning. 	<ul style="list-style-type: none"> ● With an increasing number of SEN students nowadays, the learning diversities among students are widening. ● Keen competition exists among neighboring schools in Central and Western District.

(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
Development of KS2 Speaking Programme	- A part-time NET was hired to co-develop KS2 speaking packages with teachers.	P. 4-6

(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 checked="" type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate)</i></p> <p><input 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” (*Please delete as appropriate)</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 checked="" 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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <p>_____</p> <p>_____</p> <p>_____</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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<p>(1) To employ a full-time teaching assistant to help refine the school-based J.1 and J.2 General English (GE) programme and deliver J.1 Bridging Programme for</p> <ul style="list-style-type: none"> - catering for learning diversity; - smoothening the transition from kindergarten; and - enriching the language environment. 					
<p>Development of graded GE teaching resource packages</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> ● The initiative is aimed at strengthening teachers' professional capacity to cater for learning diversity. ● For more-able students, the newly-developed graded resources will help stretch their boundaries of competence by providing them with: <ul style="list-style-type: none"> ✓ more opportunities to use the language for communicative purpose; and ✓ more challenging input and tasks (e.g. the introduction of extended grammar items related to textbook themes). ● For less-able students, 	<p>J. 1 J. 2</p>	<p><u>Development of the graded GE curriculum</u></p> <p>J.1 Co-planning and developing materials Sept-Dec 2018</p> <p>Trying out materials in class and lesson observation Jan 2018- May 2019</p>	<ul style="list-style-type: none"> ● 18 sets of school-based teaching resources packages with schemes of work, teaching plans, teaching materials and formative assessments will be developed. ● English Room activity packages will be ready in the first project year. ● 70% of students will enhance 	<ul style="list-style-type: none"> ● After the try-out, the school-based teaching resource packages developed will be evaluated and refined for future use. ● The electronic copies of the newly developed materials will be uploaded onto a resource bank. 	<ul style="list-style-type: none"> ● Level-meetings will be held at term end to review/evaluate the progress and effectiveness of the measures. Records of meetings will be kept for future reference. ● Surveys to collect feedback from teachers and students on the school-based teaching resource packages will be conducted.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation								
<p>the newly-developed graded resources will help cater their needs by:</p> <ul style="list-style-type: none"> ✓ revisiting basic grammar and vocabulary items; ✓ providing them with more focused language support; and ✓ building up their confidence in English. <p><u>Strategies to cater for diversity</u></p> <ul style="list-style-type: none"> ● Content: ✓ 18 graded teaching resources packages on the following target grammar features and communicative functions closely aligned to the General English curriculum will be produced. ✓ All the school-based resources packages contain scheme of work, teaching plans, graded teaching materials and formative assessments (quizzes) appropriate to students' English abilities. <p>6 packages for J.1 second term:</p> <table border="1" data-bbox="109 1078 869 1388"> <thead> <tr> <th data-bbox="109 1078 360 1150">Units</th> <th data-bbox="360 1078 869 1150">Target grammar features/ Communicative functions</th> </tr> </thead> <tbody> <tr> <td data-bbox="109 1150 360 1217">Fun with colours</td> <td data-bbox="360 1150 869 1217">- Ask and answer questions about colours</td> </tr> <tr> <td data-bbox="109 1217 360 1289">Our colourful clothes</td> <td data-bbox="360 1217 869 1289">- Use possessive adjectives to identify other people's clothes</td> </tr> <tr> <td data-bbox="109 1289 360 1388">What can you see?</td> <td data-bbox="360 1289 869 1388">- Ask and answer questions about what one can see - Use a, an and the for reference</td> </tr> </tbody> </table>	Units	Target grammar features/ Communicative functions	Fun with colours	- Ask and answer questions about colours	Our colourful clothes	- Use possessive adjectives to identify other people's clothes	What can you see?	- Ask and answer questions about what one can see - Use a, an and the for reference		<p>Evaluation Jun 2019</p> <p>J.2 Co-planning and developing materials Jan-Aug 2019</p> <p>Trying out materials in class and lesson observation Sept 2019-May 2020</p> <p>Evaluation June 2020</p> <p><u>J.1 Bridging Programme</u> Planning and implementation Sept 2019 and 2020</p> <p>Evaluation Oct 2019 and 2020</p>	<p>their confidence and skills in using English.</p> <ul style="list-style-type: none"> ● Smoother transition to upper grades will be ensured as learning differences are minimized. ● 20-30% of students will make improvements in the GE part of summative assessments. ● 100% of the existing teachers will acquire effective instructional strategies on catering learners' diversity. 	<ul style="list-style-type: none"> ● The data derived from the evaluation tasks will be analysed to facilitate future planning and improvement of the school-based teaching packages. ● New teaching ideas will be disseminated among all the school's English teachers through internal sharing. 	<ul style="list-style-type: none"> ● Students' internal General English (mid-term and end-term) assessment results will be collected and analysed and data will be used for future planning & improvement on learning and teaching. ● Peer lesson observation will be conducted by the core team once per class per term. Lessons will be videotaped for evaluation of teaching effectiveness.
Units	Target grammar features/ Communicative functions												
Fun with colours	- Ask and answer questions about colours												
Our colourful clothes	- Use possessive adjectives to identify other people's clothes												
What can you see?	- Ask and answer questions about what one can see - Use a, an and the for reference												

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	<ul style="list-style-type: none"> - Ask questions about the location of things - Use prepositions to talk about where things are 		English Room Activities Throughout the project years			
<i>Animal fun</i>	<ul style="list-style-type: none"> - Ask questions about numbers - Use there is / are to talk about the number of animals 					
<i>Fun time</i>	<ul style="list-style-type: none"> - Use present tense to ask and answer questions about hobbies 					
<i>What are they doing?</i>	<ul style="list-style-type: none"> - Use present continuous tense to ask and answer about what people and animals are doing 					
6 packages for J. 2 first term:						
<i>Units</i>	<i>Target grammar features/ Communicative Functions</i>					
<i>Places at school</i>	<ul style="list-style-type: none"> - Ask and answer questions about places at school - Use ordinal numbers to talk about floors 					
<i>Please be good!</i>	<ul style="list-style-type: none"> - Use imperatives to talk about school rules - Use modal verbs to talk about proper behavior at school 					
<i>Caring for others</i>	<ul style="list-style-type: none"> - Use adjectives to talk about someone's feelings - Ask and answer questions about feelings - Use let's to make suggestions 					
<i>Sharing things</i>	<ul style="list-style-type: none"> - Ask and answer questions about needs - Make different plural forms 					
<i>About me</i>	<ul style="list-style-type: none"> - Ask and answer questions about 					

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
	<ul style="list-style-type: none"> where people live - Ask questions about how people come to school - Use prepositions to talk about means of transport 					
<i>Meet my family</i>	<ul style="list-style-type: none"> - Ask and answer questions about people's jobs - Use simple present tense to talk about what people do in their jobs - Ask and answer questions about the number of brothers and sisters - Use connectives in positive and negative sentences 					
6 packages for J. 2 second term:						
<i>Units</i>	<i>Target grammar features/ Communicative Functions</i>					
Let's help at home	<ul style="list-style-type: none"> - Ask and answer questions with do and does - Use simple present tense to describe habitual actions 					
Good boys and girls	<ul style="list-style-type: none"> - Use imperatives to describe rules - Use does not to make negative sentences 					
Free time	<ul style="list-style-type: none"> - Ask and answer questions about what people do for leisure 					
My day	<ul style="list-style-type: none"> - Ask and answer questions about daily routine 					
Weather and seasons	<ul style="list-style-type: none"> - Ask and answer questions about favourite seasons - Use adjectives to talk about the weather 					

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
	- Use gerund and common nouns to talk about what people usually do and wear in different seasons					
Favourite festivals	- Ask and answer questions about favourite festivals - Ask for and give reasons - Ask and answer questions about what people like doing at different festivals					
<p>✓ Apart from the above target structures, graded vocabulary related to the above themes will also be covered. For the theme '<i>Fun with colours</i>', basic colour vocabulary will be introduced to less able students while an extended part with words like <i>amber, bronze and beige</i> will be covered for more able students.</p> <p>✓ For less able students with different learning styles, multisensory materials such as videos and PowerPoint slideshows are developed to arouse their motivation. The use of multimodal texts and graphic organizers – e.g. KWL (What I know, What I wonder, What I learned) charts and word maps are also applied to facilitate text comprehension. As for high flyers, more challenging materials such as texts of high lexical density will be designed.</p> <p>✓ 3 sets (for less able, average and more able students) of graded worksheets will be developed to cater for students' learning diversities. For weak learners, simplified grammar and vocabulary worksheets on</p>						

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
<p>sentence level will be designed while contextualized grammar and vocabulary exercises in paragraph form will be assigned to high flyers.</p> <p>● Process:</p> <p>A variety of teaching strategies and tasks/activities will be deployed during the English lessons to cater for diverse learning needs:</p> <p>✓ Inquiry-based approach</p> <p>Bloom’s taxonomy will be used as a reference and questions testing different levels of understanding are asked to students of different learning abilities. For low achievers, questions testing understanding of basic grammar usage will be asked while high flyers will be required to compare various target structures and explain their use in context.</p> <p>✓ Flexible grouping strategies:</p> <p>In conventional teacher-centered setting, students will be allowed to employ the think-pair-share tactics before answering teachers’ questions.</p> <p>For collaborative tasks, students of various ability levels will be put in the same groups, so that weaker students can get help on the communicative use of the target vocabulary and structures while their stronger peers can revisit taught grammar items.</p> <p>When graded individual tasks such as writing</p>					

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<p>activities are assigned, students will be grouped according to their abilities. After instructions are given, students of similar ability levels will be put together. The teaching assistant will tend to the less able groups and offer individual support.</p> <ul style="list-style-type: none"> ● Product: ✓ Flexibilities in contents covered according to students' needs and English proficiency <p>A tailored (core) GE curriculum will be designed for average and weak learners while an extended part will be introduced to stretch the potentials of the high flyers.</p> <ul style="list-style-type: none"> ✓ Diversified assessment modes <p>A challenging part will be included for high flyers in term quizzes. Emphasis will be placed on the grammar and vocabulary items taught in the teaching packages. Extra bonus 20 marks will be awarded to those sections.</p> <p>J.1 bridging programme</p> <ul style="list-style-type: none"> ● The captioned programme is aimed at preparing J.1 students for the learning of the first key stage (KS1) and enriching the school's English language environment. 					

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<p>● Content:</p> <ul style="list-style-type: none"> ✓ A bridging programme will be conducted in the first week of the school year and 10 English lessons will be allocated. ✓ It will cover the following contents to help newcomers fit in. <ul style="list-style-type: none"> - order of the alphabets and alphabet shape - basic vocabulary knowledge such as numbers, colours, items in the classroom and school - basic classroom instructions such as <i>Open / Close your book. / Don't talk. / Don't run.</i> ✓ Songs such as <i>Alphabet song, I Can Sing a Rainbow</i> will be used. Games will also be introduced to motivate low achievers. <p>J.1 and J.2 English activities</p> <ul style="list-style-type: none"> ✓ Chit-chat / Board-game / Storytelling sessions will also be delivered to P.1-2 students during recess three days a week. During the sessions, only English can be used. ✓ The sessions will be carried out by the school's EDB NET / part-time NET with the assistance of the teaching assistant. <ul style="list-style-type: none"> - Chit-chat session: Chit-chat sessions will be 					

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<p>conducted and students will talk about their daily life / school life in English using the target structures and vocabulary covered in the core curriculum.</p> <ul style="list-style-type: none"> - Board-game session: Board game competitions will be run to develop students' understanding of simple English instructions. Certain useful expressions will be taught. e.g. 'Take a turn.' / 'Your turn!'/ 'Pick a card / miniature / faction randomly.' / 'Draw a card.' / 'Shuffle a deck of cards.'/ 'Throw dice, or roll dice.' / 'Reroll dice.' - Storytelling sessions: The school's EDB NET / part-time NET will conduct storytelling sessions in English with the assistance of the teaching assistant. Key vocabulary items from the book will be taught and plot quizzes will also be carried out to test students' understanding of the stories. <p>✓ To ensure participation, a roster will be made. Each class will be divided into three small groups. (Group A goes to the English room in the first recess on Monday; Group B goes to the English room in the first recess on Wednesday and Group C goes to the English room in the first recess on Friday)</p> <p>✓ One round will take six weeks and the teaching assistant will assist the NET teachers in developing activity packs.</p> <p>✓</p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
<p>Duties and roles of school teachers</p> <ul style="list-style-type: none"> ● Planning and developing teaching packs with the assistance of the teaching assistant <ul style="list-style-type: none"> ✓ selecting the target grammar and vocabulary items for students of different abilities ✓ preparing performance data reports for grouping arrangements ✓ conducting 1 co-planning meeting for each package (18 meetings in total for the 2 project years) ✓ arranging peer observation once per term ● Executing newly-developed materials with the support of the teaching assistant in the English lessons ● Arranging recess timeslots for J.1-2 students to visit the English room for recess activities ● Evaluating and refining the materials developed after trying-out in the classroom <p>Duties and roles of the Teaching Assistant</p> <ul style="list-style-type: none"> ✓ No. of working days per week: The teaching assistant will be at school five full days per week and alternate half day on Saturdays. He/She will have to help in 24 lessons (4 lessons for each J.1 and J.2 class) per week throughout the two project years. ✓ Qualification of the teaching assistant: An associate or university bachelor's degree holder who is proficient in English ✓ Sitting in co-planning meetings with the school teachers and assisting them in material development. 					

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<p>Frequency of co-planning meetings with the school teachers: 18 times per term per level</p> <ul style="list-style-type: none"> ✓ Helping the less able students in J.1 and J.2 English lessons ✓ Extra lessons will also be arranged for the teaching assistant to go into the J.1 and J.2 classrooms to assist the less able students whenever necessary. ✓ Recess timeslots will also be arranged for the teaching assistant to help the school's EBD NET / part-time NET conduct activities for students of different levels. ✓ The teaching assistant will help school teachers design e-assessments on General English and generate mark reports for evaluation of the teaching packages. ✓ If the teaching assistant's performance is satisfactory, the same teaching assistant will be hired in the second year in order to maintain sustainability. 					