

The Church of Christ in China
Chuen Yuen Second Primary School
English Language Year Plan (2018/19)

Major Concern (2): To develop a holistic school based English curriculum with innovative learning modes to strengthen English teaching and learning capacity 關注項目(二): 優化教學設計，展示創新學習模式，提升學與教效能。	
Coordinators: Amy Chui, Phoebe Lo	Team members: All English teachers
Evaluation Time: February 2018 & July 2019	Mode of evaluation: Evaluation at the co-plan and panel meetings
Main Objectives: 1. To strengthen English teaching and learning capacity 2. To develop a holistic school-based English curriculum 3. To cultivate positive values and flourish students' well-being.	
Subject Concern: 4. To lay a more solid foundation for English language learning and improve the public examination results	

Objectives and Initiatives of English Curriculum	Answering to the School Major Concerns
Main Objective 1: To strengthen teaching and learning capacity	2.1 優化教學策略，建立卓越教學團隊。
1.1 Introduce diverse teaching modes and increase students' autonomy and motivation in English learning	2.1.1 加強校內的專業交流，加強教學效能。
1.2 Enhance the effectiveness of teachers' professionalism	2.1.2 引入專業支援或參加培訓計劃，加強教師專業培訓
1.3 Refine teaching strategies in taking care of learners' diversity	
Main Objective 2: To develop a holistic school-based English curriculum	2.2 開拓校本課程，展示創新學與教模式。
2.1 Promote reading across the curriculum (RaC) and literacy across the curriculum (LaC) in respect of the updated English Language Curriculum (Primary) (PEEGS)	2.2.1 優化課程規劃，提升學與教效能。
2.2 Refine the school-based NET Programme focusing on facilitating KS1 students' reading, writing and phonics skills	
2.3 Continue to enhance the school based reading and writing curriculum of both KS1 and KS2 to strengthen students' language skills (EDB Language Learning Support Service)	
2.4 Sustaining a stronger curriculum interface to facilitate continuity and transition across levels (Kindergarten and KS1, KS2 and KS3)	
1.1.2 Incorporate Major Renewed Emphases (MRE) into learning and teaching (e-learning)	2.2.2 積極發展電子學習，提升學習興趣，照顧學生的多樣性。
1.1.2.1 E-learning teaching and learning elements are to be incorporated into the at least one	

<p>module in each term in P.3 and P.4, which are implemented under the 'PIEF' strategies)</p> <p>1.1.2.2 Continue to make use of online resources such as recordings of dictations, eClass PowerPoints and online reading platform to facilitate teaching and learning</p> <p>1.1.3 Encourage students to make meaningful use of self-directed learning materials (e.g. self-learning corner and reading corner) and the school based online extensive reading platform</p>	
<p>Major Concern 3: To cultivate positive values and flourish students well-being.</p> <p>3.1 Incorporate positive values (intellectuality / spirituality) into the English curriculum and design appropriate teaching and learning activities to cultivate students' well-being.</p> <p>3.1.1 Integrate at least one positive value on intellectuality and/or spirituality in both terms for all levels. Apply the 'PIEF' methodology to illustrate the chosen value elements in the co-plan records, the implementation of such in the lesson plan and evaluation upon the completion of the teaching module.</p> <p>3.1.2 Mark a 'P' in the corresponding period in the scheme of work to indicate the incorporation of positive values into the teaching scheme.</p>	<p>2.3 發展正向教育，培養正向思維。</p> <p>2.3.1 各主科對焦正向教育元素，設計適切的學習活動，培養學生的正向態度。</p>

Main Objectives:

1. To strengthen English teaching and learning capacity
2. To develop a holistic school-based English curriculum
3. To cultivate positive values and flourish students' well-being.

Main Objectives	Strategies	Time Scale	Success Criteria / Expected Outcomes	Means of Evaluations (Qualitative / Quantitative)	Coordinator	Resources Required
1. To strengthen teaching and learning capacity	<p>1.1 Introduce diverse teaching modes and increase students' autonomy and motivation in English learning</p> <p>1.1.1 Continues to conduct small class teaching in KS2 based on students' academic performance and design appropriate teaching materials to strengthen the interaction</p>	Whole year	<p>1. 70% of teachers agree that the Incorporate Major Renewed Emphases (MRE) are incorporated into learning and teaching</p> <p>2. 70% of teachers agree that students have made meaningful use of self-directed learning</p>	<p>1. Lesson plans and teaching materials</p> <p>2. Evaluation in meetings</p> <p>3. Lesson observation</p> <p>4. Teachers' and students' feedback</p> <p>5. Evaluation of students' work</p> <p>6. Related meeting</p>	All English teachers	Lesson plans, meeting records, class, materials, lesson observation records,

<p>between teachers and students</p> <p>1.1.2 Incorporate Major Renewed Emphases (MRE) into learning and teaching (e-learning):</p> <p>1.1.2.1 E-learning teaching and learning elements are to be incorporated into the at least one module in each term in P.3 and P.4, which are implemented under the 'PIEF' strategies)</p> <p>1.1.2.2 Continue to make use of online resources such as recordings of dictations, eClass PowerPoints and online reading platform to facilitate teaching and learning</p> <p>1.1.3 Encourage students to make meaningful use of self-directed learning materials (e.g. self-learning corner and reading corner) and the school based online extensive reading platform</p> <p>1.1.4 Promote a richer English language environment by conducting English activities like English Library, English Day, English Assembly and English Decoration</p>		<p>materials (e.g. self-learning corner and reading corner) and the school based online extensive reading platform</p> <p>3. 70% of teachers agree that the level of students' participation in English activities are increased</p> <p>4. 70% of teachers agree that the 'PIEF' strategies are incorporated into the English curriculum with follow-up work implemented in a meaningful way.</p>	minutes		collection of students' work, Records of participation, certificates (if any)
<p>1.2 Enhance the effectiveness of teachers' professionalism</p> <p>1.2.1 Reinforce English language as the ONE and ONLY medium of instructions in class.</p>	Whole year	<p>1. 70% of teachers agree to the importance of using English as the only medium of instructions in class.</p> <p>2. 70% of teachers agree that</p>	<p>1. Evaluation in meetings</p> <p>2. Lesson observation</p> <p>3. Teachers' and students' feedback</p> <p>4. CPD records</p>	All English teachers	

	<p>1.2.2 Collaborate with EDB officers in projects or bring in outside experts to share and facilitate professional development in subject knowledge and pedagogy.</p> <p>1.2.3 Encourage teachers to undertake refresher training and more professional exchange, share marking experience in public examinations.</p> <p>1.2.4 Arranging common period to enhance the effectiveness of lesson preparations.</p>		<p>collaboration with EDB or outside experts help facilitate professional development in subject knowledge and pedagogy.</p> <p>3. 70% of teachers have participated in English related professional development courses, programmes or served as a public examination marker</p>	<p>5. Related meeting records</p>		
	<p>1.3 Refine teaching strategies in taking care of learners' diversity</p> <p>1.3.1 Adopt a variety of teaching approaches such as 'PIEF', task based approach, higher-order thinking, and formative assessments to cater for individual differences</p> <p>1.3.2 Conduct English enhancement and remedial programmes for with equal emphasis on more able and less able students</p>	<p>Whole year</p>	<p>1. 70% of teachers agree that the teaching approaches can help cater to learners; diversity</p> <p>2. Students show progressive improvement throughout the whole year in both the formative and summative assessments</p> <p>3. 70% of teachers agree that the programmes help learners of different needs.</p>	<p>1. Lesson plans and teaching materials</p> <p>2. Evaluation in meetings</p> <p>3. Lesson observation</p> <p>4. Teachers' and students' feedback</p> <p>5. Evaluation of students' work</p> <p>6. Related meeting minutes Teachers' observation</p> <p>7. Records of participation</p>	<p>All English teachers</p>	

Main Objectives	Strategies	Time Scale	Success Criteria / Expected Outcomes	Means of Evaluation (Qualitative / Quantitative)	Coordinator	Resources Required
2. To develop a holistic	2.1 Promote reading across the curriculum (RaC) and literacy across the	Whole year	1. 70% of target students are able to complete the learning tasks of the programme.	1. Evaluation in meetings 2. Lesson observation 3. Teachers' and students'	P.1-P.3 English teachers,	Lesson plans, meeting

school-based English Curriculum	curriculum (LaC) in respect of the updated English Language Curriculum (Primary) (PEEGS)		2. 70% of teachers agree that the PEEGS programme can help enhance students' reading and writing proficiency.	feedback 4. Evaluation of students' work 5. Related meeting minutes	NET, PEEGS Coordinators, Panel Heads	records, class readers, materials, lesson observation records, collection of students' work
	2.2 Refine the school-based NET Programme focusing on facilitating KS1 students' reading, writing and phonics skills	Whole year	1. 70% of teachers agree that the programme can help strengthen students' reading, writing and phonics skills. 2. Students show progressive improvement in the various language skills.		NET, P.1-P.3 English teachers, Panel Heads	
	2.3 Continue to enhance the school based reading and writing curriculum of both KS1 and KS2 to strengthen students' language skills (EDB Language Learning Support Service)	Whole year	1. 70% of target students are able to complete the learning tasks of the programme. 2. 70% of teachers agree that the LLSS programme can help enhance students' reading and writing proficiency.		EDB Officer, P.3-P.4 English teachers, LLSS Coordinators, Panel Heads	
	2.4 Sustaining a stronger curriculum interface to facilitate continuity and transition across levels (Kindergarten and KS1, KS2 and KS3)	Whole year	1. 70% of teachers agree that the project can help facilitate a smoother transition across levels. 2. 70% of target students are able to complete the learning tasks of the programme.		P1, P.5-P.6 English teachers, ELTA, Panel Heads	

Main Objectives	Strategies	Time Scale	Success Criteria / Expected Outcomes	Means of Evaluations (Qualitative / Quantitative)	Coordinator	Resources Required
3. To cultivate positive values	3.1 Incorporate positive values (intellectuality / spirituality) into the English curriculum and	Whole year	1. 70% of teachers agree that the positive values (intellectuality / spirituality) are incorporated into learning and teaching 2. 70% of teachers agree that students	1. Lesson plans and teaching materials 2. Evaluation in meetings 3. Lesson observation	All English teachers	Lesson plans, meeting records,

<p>and flourish students well-being.</p>	<p>design appropriate teaching and learning activities to cultivate students' well-being.</p> <p>3.1.1 Integrate at least one positive value on intellectuality and/or spirituality in both terms for all levels. Apply the 'PIEF' methodology to illustrate the chosen value elements in the co-plan records, the implementation of such in the lesson plan and evaluation upon the completion of the teaching module.</p> <p>3.1.2 Mark a 'P' in the corresponding period in the scheme of work to indicate the incorporation of positive values into the teaching scheme.</p>		<p>have made meaningful use of the moral values cultivated in class to realize their well-being</p>	<p>4. Teachers' and students' feedback 5. Evaluation of students' work 6. Related meeting minutes</p>		<p>class, materials, lesson observation records, collection of students' work, Records of participation, certificates (if any)</p>
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Subject Concern: To lay a more solid foundation for English language learning and improve the public examination results.

Subject Objectives	Strategies	Time Scale	Success Criteria / Expected Outcomes	Means of Evaluations (Qualitative / Quantitative)	Coordinator	Resources Required
<p>4. To lay a more solid foundation for English language learning and improve the public examination results</p>	<p>4.1 Continue to cultivate students' English reading habits across Key Stages and develop effective reading skills and strategies</p> <p>4.1.1 Strengthen students' reading skills explicitly in GE lessons in terms of test-wise strategies</p> <p>4.1.2 Collaborate with the school library to provide reading activities during the reading periods including Buddy Reading (KS1) and Literature Circle (KS2)</p> <p>4.1.3 Provide a wide range of English books, including both fiction and non-fiction, in different genres and level of difficulties in the English Library which help facilitate students' reading, writing and lexical skills at the same time.</p>	<p>Whole year</p>	<ol style="list-style-type: none"> 1. 70% of teachers agree that students' reading English reading habits are enhanced. 2. 70% of students are observed to have their reading skills strengthened in learning tasks. 3. Increase in the level of participation of the English library activities 	<ol style="list-style-type: none"> 1. Lesson plans and teaching materials 2. Evaluation in meetings 3. Lesson observation 4. Teachers' and students' feedback 5. Evaluation of students' work 6. Related meeting minutes 	<p>All English teachers</p>	<p>Lesson plans, meeting records, class, materials, lesson observation records, collection of students' work</p>
	<p>4.2 Revise unified strategic planning for writing with pre-writing tasks, vocabulary items and useful expressions</p> <p>4.2.1 Use a range of scaffolding activities, modelling, class writing and mini-writing to</p>	<p>Whole year</p>	<ol style="list-style-type: none"> 1. 70% of teachers agree that students' English writing skills are improved. 2. Writing activities are devised, implemented and archived for sustainable future use. 			

	help students build their writing skills starting from the sentence level to a text eventually.					
	<p>4.3 Improve P3 BCA, P6 TSA and Pre-S.1 examination results in a progressive manner</p> <p>4.3.1 Conduct TSA quizzes regularly and mock speaking assessments to monitor students' progress and reflect upon teaching strategies</p> <p>4.3.2 Adopt TSA writing and speaking marking scheme in the school internal assessments</p> <p>4.3.3 Ongoing skills / past papers practice throughout the year starting from P.3</p> <p>4.3.4 Reinforce speaking and listening skills training in NET lessons</p> <p>4.3.5 Intensive writing in elite classes, including Free Writing and past paper writing practice</p> <p>4.3.6 Invite teachers who served as markers before to share marking criteria and paper answering techniques</p>	Whole year	<ol style="list-style-type: none"> 1. Analysis of students' TSA quiz results 2. 70% of teachers agree that the adoption of TSA writing and speaking marking scheme enable a more comprehensive understanding of the assessment marking criteria 3. 70% of teachers agree that marking experience sharing in meetings are useful. 4. P3 BCA and P6 TSA results improve comparatively. 	<ol style="list-style-type: none"> 1. Related meeting records 2. Regular quiz results analysis 3. Teachers' and students' feedback 4. Evaluation of students' work 5. P3 BCA and P6 TSA results 6. School timetable 	P3, P5-P6 English teachers, TSA coordinators, Panel Heads	TSA past papers, analysis of students' performance