English Language Programme Plan

(A) Aims

The overall aims of the English Language Education curriculum are:

1. To provide every learner of a second language with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and

2. To enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

(B) Subject Objectives

1. To develop good teaching and learning strategies through the collaboration of the NET and English teachers; and to enhance and develop the school-based curriculum; and conduct professional development programmes for teachers with the help of the NET and the Advisory Teacher of the NET Section.

2. To cultivate a good learning atmosphere in the classroom by giving encouragement and providing opportunities to use English.

3. To develop pupils' language ability through communicative approach and task-based teaching.

4. To enhance learning and teaching through effective assessment.

5. To encourage pupils to read extensively and develop a good habit of reading through Space Town Literacy Programme (P1-3), Keys 2 Literacy Development (P4-6) and the home reading scheme (P1-6).

6. To encourage pupils to write creatively through Space Town Literacy Programme (P1-3), Keys 2 Literacy Development (P4-6) and the School-based Language Arts Programme (P4-6).

7. To maximize pupils' opportunities in speaking and listening through task-based activities with e-learning elements.

8. To support students to develop the knowledge and skills in science, technology, engineering and mathematics through reading STEM-related materials and participating in STEM-related activities.

9. To strengthen students' ability of appreciation to the language through integrating drama in education.

(C) Situation Analysis

1. Strengths

   a. The head of the school always supports the development of the subject. Teachers' opinions on the subject are also welcomed.

   b. The English panel chairpersons are devoted to leading, planning, managing the school-based English curriculum and enhancing teaching and learning.

   c. All English teachers are specialized teachers. They are responsible, enthusiastic, open-minded and co-operative when carrying out activities. They also take an active role to enhance the effectiveness of learning and teaching through their pedagogical content knowledge and to develop professional expertise to bring the best effect of learning and teaching based on the specific needs of the students and the school.

   d. EDB has provided a NET as an extra resource for the school to develop good teaching and learning strategies through the collaboration of the NET and English teachers. The NET has fostered the launching of the school-based curriculum and conducted professional workshops and training for English teachers. Both teachers and students have benefited.

   e. The school has implemented Keys 2 Literacy Development in KS2 since September 2016. The programme aims at enhancing students' learning and teachers' knowledge of literacy skills in reading and writing, using different text types. A thorough home reading scheme in KS2 has also been developed. Language arts have been integrated in the school-based curriculum to

arouse students' sense of appreciation to the language.

f. The school has implemented Space Town Literacy Programme in KS1 since September 2015. The programme is mainly designed to develop students' reading and writing skills in KS1. Phonemic awareness, high frequency words, reading and writing strategies, e-learning, self-directed learning, as well as the interrelationship between planning and assessment on the process of reading and writing are highlighted.

g. The school-based speaking curriculum is systematically developed. The curriculum has been refined regularly so that students' speaking skills can be further enhanced.

h. Small class teaching helps teachers take care of individuals more intensively and cater for the learning differences effectively.

i. In English lessons, teachers speak and use English as frequently as possible, not only for instructional purposes, but also for carrying out daily classroom routines, organizing teaching activities and providing opportunities for exposure to the pupils.

j. Co-planning meetings provide opportunities for teachers to exchange their teaching ideas or experiences.

k. Lesson observation provides opportunities for the sharing of teaching materials, knowledge and experiences.

l. A language-rich English room, English Funland, allows more space for group learning.

m. The school has created an IT-friendly environment. The whole school campus is equipped with WIFI infrastructure. Students can be engaged in e-learning activities all around the school. Sufficient tablets are provided to support e-learning.

n. BYOD scheme has been implemented since January 2019. It provides students with more opportunities to access e-learning resources through e-books and different e-learning apps. It raises students' participation in the English lessons.

2. Challenges

a. Some students come from low-income families and they lack family support. They need to be equipped with some self-learning skills, such as note-taking, so that they know how to learn.

b. The number of students from Mainland China gradually increases and their abilities are relatively lower than local students. They need more support in learning the language.

c. The teaching of values and attitudes in the English Curriculum needs to be further strengthened.

d. Some students are still passive when they learn. They need to further develop their autonomy on learning and e-learning skills so that they can become independent and life-long learners.

e. Students' ability of appreciation to the language needs to be strengthened.

f. Teachers' knowledge and skills in science, technology, engineering and mathematics need to be broadened.

g. The mode of learning has been switching to online learning due to school suspension caused by the outbreak of COVID-19. The new mode of learning and teaching are unfamiliar to some students and teachers. It takes time for them to get used to the new mode of learning and teaching.

(D) Comments on the Programme Plan 19-20

Main Concern 1: Promote STEM education to strengthen students' ability to integrate and apply knowledge and skills, and to nurture students' creativity, collaboration and problem solving skills, so as to solve daily life problems.

Objectives	Strategies	Achievements	Reflections	Follow-ups
Support students to develop the knowledge and skills in science, technology, engineering and mathematics.	• To provide students with opportunities to read a wider variety of STEM-related reading materials such as books, magazines and websites. • To further expose students to STEM-related online reading materials by reviewing and revising reading logs.	• 100% of the teachers agreed that students' knowledge and skills in science, technology, engineering and mathematics could be developed through reading STEM-related materials. The objective has been achieved. • 100% of the teachers agreed that the revised reading logs could further expose students to STEM-related online reading materials. The	• The reading logs were revised with the reading features and newly added STEM-related websites. • P6 students reflected that the revised reading logs were informative and interesting. Students' STEM knowledge could also be enhanced by exploring the STEM-related websites.	• The strategies would be continued in the coming school year.

Objectives	Strategies	Achievements	Reflections	Follow-ups
		objective has been achieved.		
		• 96% of the P6 students agreed that their knowledge and skills in science, technology, engineering and mathematics could be developed through reading STEM-related materials. The objective has been achieved.		
		• 96% of the P6 students agreed that the revised reading logs could further expose them to STEM-related online reading materials. The objective has been		

Objectives	Strategies	Achievements	Reflections	Follow-ups
		achieved.		
		• All the graded reading logs were reviewed and revised. Specific reading features were included. QR codes of STEM-related websites were also added to the reading logs for students' extended reading.		
		• Due to the outbreak of coronavirus, schools were closed for several months. All the P4 and P5 classes could not finish the reading logs for non-fiction books. Therefore, the activity will be extended to the following year.		
	• To provide opportunities for students to acquire and apply STEM knowledge by	• 100% of the teachers agreed that students could acquire and apply knowledge in the organized activities	• The designed lesson plans and teaching resources were concise and appropriate. Through online	• The strategies would be continued in the coming school year. • As some planned learning activities such

Objectives	Strategies	Achievements	Reflections	Follow-ups
	organizing after-exam language activities with STEM elements.	with STEM elements. • 92% of the students agreed that they could acquire and apply knowledge in the organized activities with STEM elements. • 92% of the students enjoy participating in the organized activities with STEM elements. • Briefing sessions and co-planning meetings were carried out to prepare teachers with the implementation skills of STEM activities, and to equip teachers with STEM	learning, teachers could carry out the revised after-exam language activities with STEM elements smoothly. • Due to the outbreak of coronavirus, schools were closed early in July, 2020. Some planned learning activities such as book sharing sessions could not be implemented.	as book sharing sessions could not be implemented due to the outbreak of coronavirus, the interactive learning activities such as book sharing sessions will be extended to the following year.

Objectives	Strategies	Achievements	Reflections	Follow-ups
		knowledge.		
		• Due to the outbreak of coronavirus, the Education Bureau announced to close schools immediately. Therefore, the after-exam language activities with STEM elements were simplified and conducted online. All P1 to P6 students read a core reader with STEM elements through online learning. They also learnt how to make a STEM product or conduct an experiment		

Objectives	Strategies	Achievements	Reflections	Follow-ups
		through online learning.		

Main Concern 2: Promote life education to enrich student's life through cultivating positive values and attitudes.

Objectives	Strategies	Achievements	Reflections	Follow-ups
Promote and implement life education.	• Design appropriate learning activities for students to further develop positive values and attitudes, focusing on 'setting individual goals, exploring personal strengths and serving others'.	• 100% of the teachers agreed that the learning activities designed could further develop students' positive values and attitudes, focusing on 'setting individual goals, exploring personal strengths and serving others'. The objective has been achieved.	• Interactive learning activities such as group discussions and presentations were designed in the lessons so that students could have more opportunities to set individual goals, explore personal strengths and serve others. Take an activity 'Helping at home' as an example, students were requested to serve others by doing housework at home and present what they did at home in the lessons.	• The teaching materials and learning activities would be used in the coming school year. • The teaching of values and attitudes such as setting individual goals, exploring personal strengths and serving others would be strengthened in the coming year.

Objectives	Strategies	Achievements	Reflections	Follow-ups
			• Teachers could obtain adequate support from co-planning meetings in which they discussed the lesson plans that were attached to the scheme of work. Detailed steps for conducting the learning activities were stated explicitly in the lesson plans so teachers could implement the learning activities effectively. • As the outbreak of coronavirus in 2019, schools were closed for several months. Some	

Objectives	Strategies	Achievements	Reflections	Follow-ups
			planned learning activities could not be implemented and students' questionnaires could not be conducted.	

Main Concern 3: Enhance learning and teaching.

Objectives	Strategies	Achievements	Reflections	Follow-ups
Enhance students' speaking skills.	• To further review and refine speaking activities with e-learning elements to raise students' awareness to apply the language in different contexts.	• 100% of the P4-P6 teachers agreed that students' awareness of using the language in different contexts could be raised by conducting speaking activities with e-learning elements. The objective has been achieved. • Due to the outbreak of coronavirus, the Education Bureau announced to close schools immediately. Therefore, students' questionnaires could not be conducted.	• The designed lesson plans and teaching resources could help teachers carry out the speaking activities with e-learning elements. Some teaching procedures could be simplified in order to allow students to have more time for practice and recording. • Some professional development sessions were conducted for teachers before carrying out the speaking lessons. Teachers were	• The strategy would be continued in the coming school year. • Teachers would keep on using effective teaching and learning apps in the speaking lessons. • Refinement on the lesson plans would be carried out.

Objectives	Strategies	Achievements	Reflections	Follow-ups
		• Different speaking skills were explicitly introduced to students. They learnt how to employ appropriate tones, intonation and formulaic expressions in different contexts. • A variety of e-learning apps such as Edpuzzle, Pupplet and Seesaw were used in the speaking lessons. The e-learning apps could arouse students' sense to use appropriate expressions in communication and	equipped with appropriate knowledge and skills of using the e-learning apps. • Due to the outbreak of coronavirus, schools were closed for several months. Some planned speaking activities could not be implemented.	

Objectives	Strategies	Achievements	Reflections	Follow-ups
		provide more opportunities for students to learn from their peers.		

Main Concern 4: Promote drama in education.

Objectives	Strategies	Achievements	Reflections	Follow-ups
Strengthen students' ability of appreciation to the language.	• To further review and refine the drama lessons in P4 Keys 2 Literacy Development.	• 100% of the P4 teachers agreed that students' ability of appreciation to the language was strengthened through integrating drama elements in Keys 2 Literacy Development. The objective has been achieved. • Due to the outbreak of coronavirus, the Education Bureau announced to close schools immediately. Therefore, students' questionnaires could	• The teachers had several co-planning meetings to refine the lesson plans developed with Mr. Leung (QSHK) in the previous school year, and prepare the related learning and teaching resources in order to strengthen the students' ability of appreciation to the language. • Due to the outbreak of coronavirus, schools were closed for several months. Some planned	• The strategy would be continued in the coming school year.

Objectives	Strategies	Achievements	Reflections	Follow-ups
		not be conducted. • All students participated in the drama activities. They could use the language and creativity to perform the script. • Students were able to understand the characters' feelings and behaviour through different drama activities from the readers *I'm Going to the Moon* and *The Fun Bus*.	drama activities could not be implemented.	

(E) Programme Plan 20-21

Main Concern 1: Promote STEM education to strengthen students' ability to integrate and apply knowledge and skills, and to nurture students' creativity, collaboration and problem solving skills, so as to solve daily life problems.

Objectives	Strategies	Time Scale	Success Criteria	Evaluation Method	Person-in-charge	Resources
Support students to develop the knowledge and skills in science, technology, engineering and mathematics.	• To provide students with opportunities to read a wider variety of STEM-related reading materials such as books, magazines and websites. • To further expose students to STEM-related online reading materials by reviewing and revising reading logs.	Whole year	• 70% of the teachers agree that students' knowledge and skills in science, technology, engineering and mathematics can be developed through reading STEM-related materials. • 70% of the teachers agree that the revised reading logs can further expose students to STEM-	• Teachers' survey • Students' survey • Reviewing students' reading logs • Staff meetings	All English teachers and the librarian teacher	• Teachers' questionnaires • Students' questionnaires • Students' reading logs • Minutes • Books, magazines and websites

Objectives	Strategies	Time Scale	Success Criteria	Evaluation Method	Person-in-charge	Resources
			related online reading materials.			
			• 70% of the students agree that their knowledge and skills in science, technology, engineering and mathematics can be developed through reading STEM-related materials.			
			• 70% of the students agree that the revised reading logs can further expose them to STEM-related online			

Objectives	Strategies	Time Scale	Success Criteria	Evaluation Method	Person-in-charge	Resources
			reading materials.			
	• To provide opportunities for students to acquire and apply STEM knowledge by organizing after-exam language activities with STEM elements.	June-July 2021	• 70% of the teachers agree that students can acquire and apply knowledge in the organized activities with STEM elements. • 70% of the students agree that they can acquire and apply knowledge in participating in the activities with STEM elements. • 70% of the students enjoy participating in the organized	• Teachers' survey • Students' survey • Reviewing students' works • Lesson observation • Staff meetings	All English teachers	• Teachers' questionnaires • Students' questionnaires • Students' worksheets and task materials • Lesson observation reports • Minutes • Books

Objectives	Strategies	Time Scale	Success Criteria	Evaluation Method	Person-in-charge	Resources
			activities with STEM elements.			

Main Concern 2: Promote life education to enrich student's life through cultivating positive values and attitudes.

Objectives	Strategies	Time Scale	Success Criteria	Evaluation Method	Person-in-charge	Resources
Promote and implement life education.	• Implement appropriate learning activities for students to further develop positive values and attitudes, focusing on 'setting individual goals, exploring personal strengths and serving others'.	Whole year	• 70% of the teachers agree that the learning activities designed can further develop students' positive values and attitudes, focusing on 'setting individual goals, exploring personal strengths and serving others'. • 70% of the students agree that the learning activities designed can further develop	• Teachers' survey • Students' survey • Reviewing scheme of work • Reviewing co-planning reports • Staff meetings	All English teachers	• Teachers' questionnaires • Students' questionnaires • Scheme of work • Co-planning reports • Minutes

Objectives	Strategies	Time Scale	Success Criteria	Evaluation Method	Person-in-charge	Resources
			their positive values and attitudes, focusing on 'setting individual goals, exploring personal strengths and serving others'.			

Main Concern 3: Enhance learning and teaching.

Objectives	Strategies	Time Scale	Success Criteria	Evaluation Method	Person-in-charge	Resources
Enhance students' speaking skills.	• To further review and refine speaking activities with e-learning elements to raise students' awareness to apply the language in different contexts.	Whole year	• 70% of the P4-P6 teachers agree that students' awareness of using the language in different contexts can be raised by conducting speaking activities with e-learning elements. • 70% of the P4-P6 students agree that their awareness of using the language in different contexts can be raised by participating in speaking activities	• Teachers' survey • Students' survey • Lesson observation • Co-planning meetings • Staff meetings	P4-P6 English Teachers	• Teachers' questionnaires • Students' questionnaires • Lesson observation reports • Co-planning reports • Minutes

Objectives	Strategies	Time Scale	Success Criteria	Evaluation Method	Person-in-charge	Resources
			with e-learning elements.			

Main Concern 4: Promote drama in education.

Objectives	Strategies	Time Scale	Success Criteria	Evaluation Method	Person-in-charge	Resources
Strengthen students' ability of appreciation to the language.	• To further review and refine the drama lessons in P4 Keys 2 Literacy Development.	Whole year	• 70% of the P4 teachers agree that students' ability of appreciation to the language is strengthened through integrating drama elements in Keys 2 Literacy Development. • 70% of the P4 students agree that their ability of appreciation to the language is	• Teachers' survey • Students' survey • Lesson observation • Staff meetings	P4 English teachers	• Teachers' questionnaires • Students' questionnaires • Lesson observation reports • Minutes

Objectives	Strategies	Time Scale	Success Criteria	Evaluation Method	Person-in-charge	Resources
			strengthened through integrating drama elements in Keys 2 Literacy Development.			

(F) Budget

	Items	Amount ($)
1.	Teaching aids and resources	2000
2.	Space Town Literacy Development	2000
3.	Keys 2 Literacy Development	1000
	Total	5000

(G) Team Members

So Shui Chun   Lam Tsz Mei   Leung Yee Ka