



MARYMOUNT  
PRIMARY SCHOOL



*Annual School Plan*  
**(2020-2021)**



# 1. School Vision and Mission

Marymount Primary School aims to provide quality education. According to our Catholic and cultural traditions, we aim at the greater development of our students in moral, intellectual, physical, social, aesthetic and spiritual aspects.

Through care and concern for each individual person, we seek to form our students in such a way that

1. their acquisition of knowledge and skills is joined to Christian values;
2. they will become reflective and will accept their strengths and weaknesses;
3. they will come to the knowledge of God and put Christian values into practice;
4. they are sensitive to the needs of others, especially the poor;
5. they fulfil the role in serving others to build a just and compassionate society.

To achieve our Vision and Mission, Our Team of Teachers and Support Staff are

**M**-iracle Workers who work with  
**P**-assion and  
**S**-erve with Smiles.

With teachers as their role models, students of Marymount will learn to be

**C**-aring  
**L**-oving and  
**C**-ompassionate.

With continued support from their parents, students of Marymount will grow into Integrated Persons of  
**W**isdom as they learn life-long  
and work for the Greater Glory of God.

## 2. Profile of the MPS Graduate

MPS Graduates are



**Caring,**

**Loving**

and



**Compassionate**

**Global Citizens**

who love to

**Learn,**

**Lead**

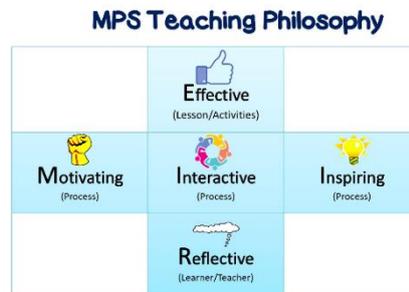
and

**Serve**

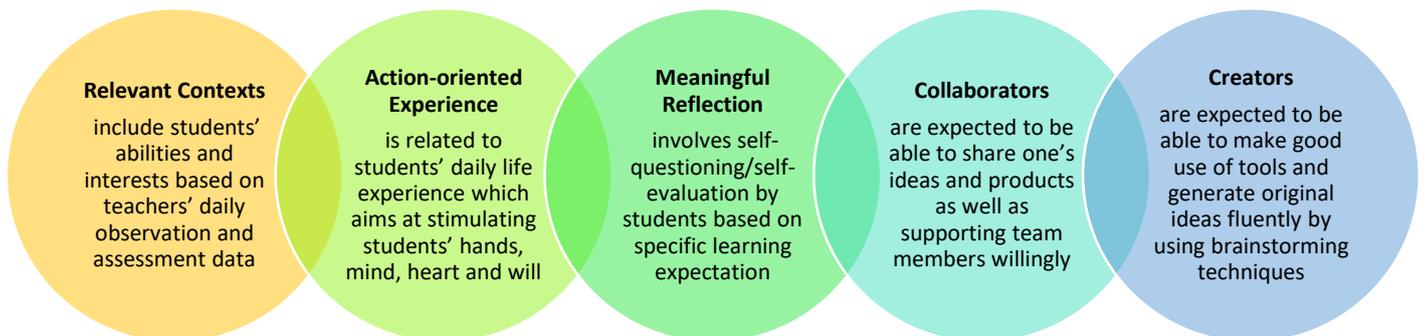


### 3. Our Aspirations

As we continue to be guided by Ignatius Spirituality, the spirit of MAGIS (a Latin word which means for more and for better) is always our motivation to provide quality education at our school. Since 2012, ‘MPS Teaching Philosophy’ has been developed to ensure quality learning and teacher processes. The Philosophy is illustrated in the diagram below:



In response to the rapid change of the world and the insights from the 21<sup>st</sup> century education, we worked out our new School Development Plan through the collective wisdom of our team of teachers who have contributed substantially to reflection in different Professional Learning Communities in school and SWOT analysis at different levels under the leadership of our Executive Committee. Building on our present strengths and experiences as well as the inspiration from the book ‘*Learning by Refraction: A Practitioners Guide to 21st Century Ignatian Pedagogy*’ (2019, Go & Atienza), a more in-depth elaboration to enhance our MPS Teaching Philosophy was developed is summarised below.



This Annual School Plan has formulated from evaluation, reflection, professional conversations among teachers as well as feedback from our Stakeholders.

Initial strategies and tasks planned for implementation have addressed our Major Concerns:

**Develop young leaders with positive mindsets**

and

**Develop young leaders with independent learning skills**

**References:**

Johnny C. Go, S. J., Rita J. Atienza (2019). *Learning by Refraction: A Practitioners Guide to 21<sup>st</sup> Century Ignatian Pedagogy*. Quezon City: BlueBooks

Lucas, B., G. Claxton and E. Spencer (2013). *Progression in Student Creativity in School: First Steps Towards New Forms of Formative Assessments*. OECD Education Working Papers, No. 86, OECD Publishing. (The Tallis Habits)

Torrance, E. P. (1998). *The Torrance tests of creative thinking norms—technical manual figural (streamlined) forms A & B*. Bensenville, IL: Scholastic Testing Service, Inc. (Elements of Creativity)

Kim Y. J. (2018). *MIT Playful Journey Lab (Maker Elements)*

## 4. Our Annual School Plan -- Major Concern A

### To develop young leaders with positive mindsets

#### Target 1

Foster students' awareness of "The Power of Yet" through a whole-school approach

Strategy A: Through class-based pastoral care, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Conduct class-based activities such as <b>Quote of the Semester</b> and <b>Goal Setting</b> to promote students' awareness of "The Power of Yet"	70% of students agree that the class-based activities can inspire them to focus on the "The Power of Yet" and will not easily give up	Feedback from teachers and students  Scrutiny of the records in the HA notebooks and Gritty Journal	Sep 2020 to Jun 2021	Values Ed Committee	/

Strategy B: Through the informal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<b>Visual Reminders in the School Campus</b> Display decorations about stories and messages about perseverance	70% of students agree that the display can increase their awareness of "Power of Yet" and will not easily give up	Verbal Feedback	Sep 2020 to Jun 2021	School Identity Team	Decorations
<b>Games Day (P.1- P.2)</b> All students are assigned to one or two relay events on Games Day  Teachers will emphasis "The Power of Yet" and replay the first attempt time record /video and the last practice time record video before Games Day	70 % of students can review and improve the collaboration skills and master the event skills throughout practices	Students Feedback  Teacher Observation  Time Record throughout Practice/ Video for the 1 <sup>st</sup> attempt of students	Feb 2021	PE Panel	Stopwatch
<b>Sports Day (P.3- P.6)</b> All students are assigned to one individual event on Sports Day  Teachers will emphasis "The Power of Yet" and give constructive comments verbally throughout their practice	70 % of students can review and improve their skills through multiple times of training and practices	Student Reflection  Teacher Observation	Apr 2021	PE Panel	Reflection Cardboard

## Target 1 (Cont'd)

### Foster students' awareness of "The Power of Yet" through a whole-school approach

Strategy B: Through the informal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Conduct <b>Music Busking</b> activities (P.1-4) for students to share their on-going music learning process in the ' <b>MPS Got Talent</b> '	70% of participants (P.1-4) agree that the activity can increase their awareness of "Power of Yet" and will not easily give up	Verbal Feedback	Nov 2020 to May 2021	Music Panel	Portable PA Amplifier
' <b>Learning Buffet X MPS Got Talent</b> ' Teachers and students demonstrate interesting DIY to show the "Power of Yet"	70% of participants agree that the activity can increase their awareness of "Power of Yet" and will not easily give up	Verbal Feedback	Sep 2020 to Jun 2021	Informal Curriculum Committee	/
Invite NCS to join <b>Di Zi Gui competition</b>	More than 60% of students would like to continue in the coming year even they cannot get any award	Questionnaire  Teacher Observation	TBC	NCS Team	/
Invite NCS to join <b>Children Storytelling Competition 2021</b>	More than 60% of students would like to continue in the coming year even they cannot get any award	Questionnaire  Teacher Observation	TBC	NCS Team	/

Strategy C: Through the formal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
在一、二年級的課堂中透過 <b>聲情教學</b> ，全班以特定口號和動作來鼓勵勇於嘗試，主動學習的同學	70% 同學的學習興趣得以提升，並能建立信心自信，不輕言放棄	老師訪問	Sep 2020 to Jun 2021	PTH Panel (P.1-2)	/
在中文課堂中，透過 <b>課文內容理解與語文知識</b> 外，還加上正向思考的學習，使學生能使用正向思考生活  每級學生能在一次進展性評估(FA)中，寫出正向思考的作品(形式為實用文，如書籤創作、新詩創作、書信、賀卡等)	70% 同學的學習興趣得以提升，並能建立信心自信，不輕言放棄	老師訪問	Sep 2020 to Jun 2021	Chinese Panel	/
在每次的進展性評估(FA)和默書中，老師除給予分數之外，還加上一些 <b>鼓勵的話</b> ，學生和家長也可以因應是次默書寫出回應，以對自己或子女作出勉勵	70% 同學的學習興趣得以提升，並能建立信心自信，不輕言放棄	老師訪問	Sep 2020 to Jun 2021	Chinese Panel	/

## Target 1 (Cont'd)

Foster students' awareness of "The Power of Yet" through a whole-school approach

Strategy C: Through the formal curriculum, provide students with action-oriented experience (Cont'd)					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<p>Include a part in English Dictation for teachers to give <b>positive comments</b> to encourage students</p> <p>Students and parents can also make use of that for reflection or encouragement</p>	<p>70% of students agree that the arrangement can increase their awareness of "Power of Yet" and will not easily give up</p>	<p>Verbal Feedback</p>	<p>Sep 2020 to Jun 2021</p>	<p>English Panel</p>	<p>/</p>
<p>Give constructive feedback and receive feedback positively in "<b>Two stars and a wish</b>" activity</p>	<p>70% of students can improve their product design based on peer feedback</p>	<p>Student performance in product design and peer feedback</p>	<p>Sem 2-3</p>	<p>IT Panel</p>	<p>/</p>
<p><b>Visual Arts Portfolio for P.3-5 students</b> Provide A3 Portfolio for students to keep their artworks</p> <p>Teachers give positive and constructive comments in either verbal or written formats</p>	<p>70% of students agree that the arrangement can increase their awareness of "Power of Yet" and will not easily give up</p> <p>70% of the students make good use of the teacher feedback for reviewing and improving their learning progress</p>	<p>Verbal Feedback</p>	<p>Sep 2020 to Jun 2021</p>	<p>VA Panel</p>	<p>A3 Portfolio</p>

## Target 2

Develop "grit" in our students through a whole-school approach

Strategy A: Through class-based pastoral care, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<p><b>Art Language</b> Specific comments are given by teachers to students' artworks in order to appreciate students' creativity</p> <p>The constructive comments are given based on the Art Language such as "Principles of Design and Elements of Art"</p>	<p>70% of students agree that the arrangement can help them develop "grit" and will make effort continuously</p> <p>70% of the students make good use of the teacher feedback for reviewing and improving their learning progress</p>	<p>Verbal Feedback</p>	<p>Sep 2020 to Jun 2021</p>	<p>VA Panel</p>	<p>Teacher's Guide</p> <p>Peer appreciation stickers</p>

## Target 2 (Cont'd)

### Develop "grit" in our students through a whole-school approach

Strategy A: Through class-based pastoral care, provide students with action-oriented experience (Cont'd)					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Students complete various <b>class-based challenges</b> to help Diamond Donkey on her journey to get the secret message from God	70% of students agree that the class-based challenges can help them develop "grit" and will make effort continuously	Verbal Feedback	Sep 2020 to Jun 2021	Values Ed Committee	Stickers, prizes and a puzzle piece (After completing a challenge)
Conduct <b>P.1-6 Discipline Competition</b> (Self-Assigned Target Behaviour)	70% of the selected students agree that they have shown determination during the whole process	Student Questionnaire  Teacher Questionnaire	Jan 2021 to Feb 2021	GF Committee	Mark Sheet

Strategy B: Through the informal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<b>Prayer Wall in Chapel</b> Students can share their challenges and ask God to have courage  KS2 students/Catholic Ambassadors are invited to write some suggested solutions/words of encouragement	70% of students agree that prayers can help them develop grit in times of challenges	Verbal Feedback	Oct 2020 to Jun 2021	RME Panel	/
<b>Minute to Win it @MPS</b> Students need to demonstrate their grit in the process of learning interesting tricks	70% of students agree that the programme can help them develop grit and perseverance	Student Questionnaire  Teacher Questionnaire	Mar 2021	GF Committee	Mini-games materials
<b>School Team Exploration Pathway (STEP) Sheet</b> School Team members are encouraged to focus on grit and perseverance during the training  Debriefing sessions will be arranged after each term	70% of students agree that the STEP sheet and debriefing sessions can help them develop grit and perseverance	Teacher Observation  Verbal feedback  Student Reflection	Nov 2020 to Jun 2021	ICDC ASTA	STEP sheet
<b>Gritty Journal</b> Students complete various " <b>Individual Challenges</b> " to help Diamond Donkey on her journey to get the secret message from God.	70% of students agree that the individual challenges can inspire them to develop grit and to give them an opportunity to try new things	Verbal feedback  Student Reflection	Sep 2020 to Jun 2021	Values Ed Committee	Stickers, prizes and a puzzle piece (After completing a challenge)

## Target 2 (Cont'd)

### Develop "grit" in our students through a whole-school approach

Strategy B: Through the informal curriculum, provide students with action-oriented experience (Cont'd)					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<b>Gritty Journal</b> Students set a goal per semester and document their progress and achievements in the Gritty Journal	70% of students are able to complete the Gritty Journal by the end of the school year by trying out 3 different goals and documenting their progress  70% of students agree that the Gritty Journal has given them an opportunity to enhance/develop grit and determination	Verbal feedback  Student Reflection	Sep 2020 to Jun 2021	Values Ed Committee	Gritty Journals

Strategy C: Through the formal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<b>字卡配詞遊戲</b> P.1 學生以字卡配詞遊戲學習中文，並教導自行製作在家玩配詞遊戲，訓練學習的持續性  學生於 Sem 3 由 P.3 學生於 Lunch Break 時段在 LG1 跟 P.1 學生考問詞語活動中能正確配詞及掌握正確讀音	70% 學生能透過遊戲體驗及領略持續性的訓練能掌握正確讀音	口頭訪問	Sep 2020 to Jun 2021	Chinese Panel P.1 & 3	字卡 (P.1 老師預備) 及 小獎勵 (P.3 老師預備)
<b>「一讚賞一提醒」故事創作</b> P.2 及 P.3 學生學習有關毅力的故事，然後進行毅力故事創作。每位學生有機會在課室講自己創作的故事，並讓同學以「一讚賞一提醒」作出評鑑，藉以學習毅力的重要	70% 學生能藉創作毅力故事及對同學有「一讚賞一提醒」的評語以學習毅力的重要	老師觀察記錄學生的故事創作及學生給予同學的評語	Sep 2020 to Jun 2021	Chinese Panel P.2 & 3	/
<b>西遊記話劇</b> 在 P.5 單元學習(Module)中，配合話劇演繹西遊記故事，從中體會到挑戰、解難及學習	70% 學生能透過活動體驗及領略挑戰中所得到的收穫	活動回顧紙 (內容包括：我的挑戰、解決方法 ABC、我的學習)	Sep 2020 to Jun 2021	Chinese Panel P.5 Module	/
<b>P.6 S3 專題研習</b> 題目為《我的小學生活》，同學需要通過不同方法，回顧小學生活中最難忘、最困難的事，並分享如何面對和克服	70% 學生能反思自己成功跨越困境的經驗，而且透過分享，明白成功背後需要堅毅	評估紀錄 學生報告文件 錄影紀錄 學生訪問 口頭訪問老師	May 2021	PTH Panel P.5	電腦，相機

## Target 2 (Cont'd)

### Develop “grit” in our students through a whole-school approach

Strategy C: Through the formal curriculum, provide students with action-oriented experience (Cont'd)					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<p>Introduce the practice of providing constructive feedback (1 thing to admire and 1 thing to magis) when having presentations</p> <p>① Self-evaluate: write down their evaluation and reflection of their own performance ② Evaluate others: write constructive feedback based on their classmate's presentation performance</p>	70% of students agree that the practice has given them an opportunity to enhance/develop grit and determination	<p>Verbal feedback</p> <p>Student Reflection</p>	Sem 2-3	<p>English Teachers</p> <p>[English]</p>	Feedback sheet
Design an English/RME task in each level to bring out the message of “Grit”	70% of students agree that the task has given them an opportunity to enhance/develop grit and determination	<p>Verbal feedback</p> <p>Student Reflection</p>	Sep 2020 to Jun 2021	English & RME Panels	/
<p><b>P.1-6 Maths Gritty Challenge</b></p> <p>Students are encouraged to attempt the weekly challenge on e-book online platform</p>	70 % of students agree that the e-book online platform has given them an opportunity to enhance/develop grit and determination	Student Questionnaire	Sem 2-3	Maths Panel	Performance Report
<p><b>P.1-6 Science Experiments</b></p> <p>Students try out science experiments with POE and 5E models to experience the process of the grit of scientists</p> <p>Students need to try out at least one science experiment and be able to reflect on their process and keep trying</p>	70 % of students agree that the science experiments have given them an opportunity to enhance/develop grit and determination	<p>Science Report</p> <p>Student Reflection</p>	Sep 2020 to Jun 2021	GS Panel	Experiment supplies
<p><b>My Favourite Scientist</b></p> <p>P.1 &amp; 2 students learn about how their favourite scientists became famous with their grit by writing brief profiles</p>	70 % of students agree that learning about famous scientists has given them an opportunity to enhance/develop grit and determination	Student Reflection	Sep 2020 to Jun 2021	GS Panel P.1-2	Scientist Reading Books

## Target 2 (Cont'd)

Develop "grit" in our students through a whole-school approach

Strategy C: Through the formal curriculum, provide students with action-oriented experience (Cont'd)					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<p><b>PE Challenge 1-2-3</b> Students need to set up a short-term goal and a long-term goal for particular events (e.g. P.4 Fancy Rope Skipping)</p> <p>PE Teachers monitor students' progress in class and give constructive comments</p>	70 % of students are able to achieve their goals and make the continuous effort so as to achieve their goals	Challenge 1-2-3 Record Sheet	Oct 2020 to Jun 2021	PE Panel	PE Challenge 1-2-3 Record Sheet
<p><b>Practice Makes Progress (PMP) Log</b> P.3-6 students record their learning progress in playing the recorder by colouring the given picture progressively</p>	70% of students agree that the PMP Log has given them an opportunity to enhance/develop grit and determination	Teacher Observation  PMP Log	Oct 2020 To Jun 2021	Music Panel	Printing of PMP Log

## Major Concern B

To develop young leaders with independent learning skills

### Target 1

Provide student-centred opportunities to foster students' CC skills (Creativity, Collaboration)

#### Strategy A:

Develop action-oriented experience through the **informal curriculum** in which students play the roles as creators and/or collaborators

Creators – able to take risk, investigate problems and generate original ideas fluently from different perspectives

Collaborators – able to give constructive feedback and receive feedback positively

Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<p><b>School Team Exploration Pathway (STEP) Sheet</b> Guide the School Team members to be a creator and or collaborator through the learning process.</p> <p>Teachers-in-charge arrange evaluation sessions to allow students to give and receive feedback for improvement</p>	70% of students agree that the STEP sheet and evaluation session can help them to be a creator and collaborator through the learning process	<p>Teacher Observation</p> <p>Student Reflection</p>	Nov 2020 to Jun 2021	ICDC ASTA	Printing of STEP sheet
<p><b>NCS Reading Buddy Scheme</b> Being reading buddy, P4-5 local and NCS students read stories P1-3 NCS students using creative ways such as role plays</p>	More than 70% of participants agree that the scheme has given them opportunities to create different ways in telling stories	<p>Teacher Observation</p> <p>Student Questionnaire</p>	Sep 2020 to Jun 2021	NCS Team	Storybooks

#### Strategy B:

Develop action-oriented experience through the **formal curriculum** in which students play the roles as creators and/or collaborators

Creators – able to take risk, investigate problems and generate original ideas fluently from different perspectives

Collaborators – able to give constructive feedback and receive feedback positively

Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<p><b>「一讚賞一提醒」故事創作</b> P.2 及 P.3 學生學習有關毅力的故事，然後進行毅力故事創作。每位學生有機會在課室講自己創作的故事，並讓同學以「一讚賞一提醒」作出評鑑，藉以學習毅力的重要</p>	70% 學生能藉創作毅力故事啟發創意	老師觀察記錄學生的故事創作及學生給予同學的評語	Sep 2020 to Jun 2021	Chinese Panel P.2 & 3	/

## Target 1 (Cont'd)

### Provide student-centred opportunities to foster students' CC skills (Creativity, Collaboration)

Strategy B: (Cont'd)					
Develop action-oriented experience through the formal curriculum in which students play the roles as creators and/or collaborators					
Creators – able to take risk, investigate problems and generate original ideas fluently from different perspectives					
Collaborators – able to give constructive feedback and receive feedback positively					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<b>P.4 賽馬會中國詩人別傳教育劇場計劃</b> 期望透過輕鬆的活動，學生參與「演教員」(Actor/Teacher) 激發學生思考，與學生們商議如何於戲劇情境中解決困難	70% 學生在活動中能啟發創意，積極回應及參與	老師觀察 口頭訪問	TBC	Chinese Panel P.4	/
在 P.5 單元學習(Module) 中，配合話劇演繹西遊記故事，激發學生的創意及合作精神。學生在老師的引導下分配角色：導演、場務、道具、演員等，由學生主導學習分工及檢討演出效果	70% 學生能在活動中發揮所長，並能分工合作完作有關目標(話劇表演)	老師觀察 口頭訪問	Sep 2020 to Jun 2021	P.5 Module 負責老師 [Chinese]	/
P.4 在 S2 專題研習題目為《設計未來交通工具》，並口頭報告	70% 學生能利用不同的頭震盪工具創作有原創性專題研習	評估紀錄 學生報告 學生訪問 口頭訪問老師	Mar 2021	PTH Panel P.4	畫紙，相機
P.5 在 S2 專題研習會製作海報，題目為《假日好去處》	70% 學生能以不同角度去介紹好去處，提升吸引力	評估紀錄 學生報告 學生訪問 口頭訪問老師	Mar 2021	PTH Panel P.5	畫紙，相機
<b>Maths MiniGames by Scratch</b> Collaborate with Maths Panel to design Maths MiniGames by Scratch in P4	70% of students agree that the task enables them to apply the Maths knowledge and enhance the creativity	Student Questionnaire  Verbal feedback	Mar 2021	Maths & IT Panels	/
<b>SCAMPER Method</b> Integrate the elements of SCAMPER method into learning task design to cultivate students' creativity  Students can apply "Substitute", "Combine", "Adapt", "Modify", "Put into other use", "Eliminate" and/or "Reverse" in product design or other creative works	70% of students agree that the thinking tool--- SCAMPER Method enables them to generate original ideas fluently from different perspectives	Student Work  Verbal feedback	Sem 2-3	IT Panel	/

## Target 1 (Cont'd)

Provide student-centred opportunities to foster students' CC skills (Creativity, Collaboration)

<b>Strategy B: (Cont'd)</b>					
<b>Develop action-oriented experience through the formal curriculum in which students play the roles as creators and/or collaborators</b>					
Creators – able to take risk, investigate problems and generate original ideas fluently from different perspectives					
Collaborators – able to give constructive feedback and receive feedback positively					
<b>Tasks</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>PIC</b>	<b>Resources Required</b>
<b>English Drama</b> Integrating drama elements into reading and writing so that students can improve their creative writing skills	70% of students are able to generate ideas from different perspectives to incorporate into their writing tasks	Records of individual student's learning log	Sep 2020 to Jun 2021	English Panel  PEEGS Core team	See Appendix
<b>Maths Video Competition</b> Encourage the student to make videos for demonstrating Maths problem solving	70% of students are able to make creative videos with original ideas	Student Questionnaire  Teacher Questionnaire	Sem 2-3	Maths Panel	Marking Sheet
<b>P.2 GS Play Day</b> In P.2 GS, with different brainstorming tools, students would design interactive games for peers and set up booths	70% of students agree that the thinking tools introduced enable them to generate original ideas fluently from different perspectives	Student Work  Verbal feedback	Oct 2020 to Jan 2021	GS Panel P.2	Rooms for booths
<b>P.3 GS Play Day</b> In P.3 GS, students design different sports games for P.1 & 2 students to participate in Games Day  Students are asked to apply the knowledge in the Unit, 'Health & Sports'	70% of students agree that the thinking tools introduced enable them to generate original ideas fluently from different perspectives	Student Work  Verbal feedback	Oct 2020 to Jan 2021	GS Panel P.3	/
<b>P.4 MPS Journalists</b> Using various brainstorming tools such as <i>Six Thinking Hats</i> , students propose how to solve the world/societal problems discovered  P.4 students need to conduct interviews with adults/students to understand more about different current issues	70% of students agree that the thinking tools introduced enable them to generate original ideas fluently from different perspectives	Student presentation (display boards, broadcast, videos etc.)  Student proposals	Sep 2020 to Jun 2021	GS Panel P.4	/
<b>MPS Science TV</b> P.5 & P.6 students create their own Science TV channels such as doing mini-experiments, science stories or demonstrations	70% of students are able to produce their own presentation with original ideas	Student work  Peer feedback	Sep 2020 to Jun 2021	GS Panel P.5 & 6	Google Classroom

## Target 1 (Cont'd)

Provide student-centred opportunities to foster students' CC skills (Creativity, Collaboration)

<b>Strategy B: (Cont'd)</b> Develop action-oriented experience through the <b>formal curriculum</b> in which students play the roles as creators and/or collaborators Creators – able to take risk, investigate problems and generate original ideas fluently from different perspectives Collaborators – able to give constructive feedback and receive feedback positively					
<b>Tasks</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>PIC</b>	<b>Resources Required</b>
<b>Conduct New Dance Design in P.3 PE lessons</b> In groups of 4, students create a new move of the dance	70 % of students can generate creative ideas and learn how to collaborate with classmates ideas from a different perspective	Teacher Observation	Sem 2	PE Panel P.3	Positive Feedback Guideline WS
<b>Formative-oriented Assessment in Art</b> “Pre-task” is conducted before students work on their final artworks  Teachers give a formative exercise for brainstorming, force associating etc.	70% of students can make use of different creative thinking skills and generate their ideas creatively	Teacher Observation  Art Journal	Sep 2020 to Jun 2021	VA Panel	Art journal SOW Resources Bank (guidelines for pre-task)
<b>P.5-6 Music Composing</b> By using different brainstorming tools and collaboration in groups, students generate creative music ideas to express a scene in a musical	70% of students are able to make good use of brainstorming tools to generate and refine creative music ideas and respect ones' ideas throughout the process	Students work  Teacher Observation  Peer evaluation	Sem 3	Music Panel P.5-6	/

## Target 2

Equip students with solid literacy, numeracy and digital literacy aiming at fluency and accuracy

<b>Strategy A: Design action-oriented experience which involves meaningful reflection based on relevant contexts</b>					
<b>Tasks</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>PIC</b>	<b>Resources Required</b>
<b>概念圖</b> P.4-6 學生能培養出在寫作前先畫出概念圖(約 5 分鐘), 以能使寫作有系統建構所學	60% 學生能在作文前寫出概念圖, 以計劃寫作內容不同段落的鋪排及運用已學的語文知識或成語寫作	寫作前的概念圖  老師觀察	Sep 2020 to Jun 2021	Chinese Panel P.4-6	/
<b>重組句子自學活動</b> 學生透過重組句子自學活動, 領略句子結構及句子中詞匯的通順排列	70% 學生能在重組句子活動中掌握句子的通順排列	老師觀察 簡單問卷	Sep 2020 to Jun 2021	Chinese Panel	/

## Target 2 (Cont'd)

Equip students with solid literacy, numeracy and digital literacy aiming at fluency and accuracy

Strategy A: Design action-oriented experience which involves meaningful reflection based on relevant contexts (Cont'd)					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
在 P.1-3 單元學習 (Module) 中，透過聆聽故事，能流暢複述故事內容，找到重點。學生能說出故事的內容大綱，並能把讀後感與人分享	70% 學生能透過活動掌握說故事大綱的技巧，並能在人前流暢分享故事及自己的讀後感	錄影學生說故事	Sep 2020 to Jun 2021	Chinese Panel  P.1-3 Module	/
<b>讀音訓練</b> P.1-3 學生對中文詞語、句子及段落中的讀音訓練，以提升對詞匯、句子結構以致文章的脈絡認識與鞏固。 P.1 「詞語讀音」 P.2 「句子流暢」 P.3 「朗讀文章段落」	70% 學生能流暢讀出詞語讀音、句子流暢、朗讀文章段落	說話評估	Sep 2020 to Jun 2021	Chinese Panel P.1-3	/
<b>中文部首鞏固</b> P.1-3 學生對中文部首的學習及鞏固，並把學習連結在生活中	70% 學生能在日常生活中找出相關的部首	在進展性評估中顯示(Take Home FA，每 sem1-2 次，全年共四次)	Sep 2020 to Jun 2021	Chinese Panel P.1-3	/
<b>P.1 高效識字教學</b> 根據教科書內容，並配以校本學習冊(高效識字)教授，以「主題識字、部件識字、配詞識字」等形式進行	70% 學生能從活動(如 kahoot, Quizlet)中掌握所學	從學生的課業工作紙中作評估。另預備有關練習於 kahoot，讓學生可在家練習以熟習字形結構	Sep 2020 to Jun 2021	Chinese Panel P.1	高效識字學習冊
<b>Sight Word Booklets</b> School-based sight words booklets for P. 1 students will be used to equip students with a solid bank of high-frequency words	70% of students are able to get the sight words part correct (able to spell and write) in their Dictation	Records of Dictation (with sight words included)	Sep 2020 to Jun 2021	English Panel P.1	Sight Words Booklets (One per semester)  Dictation Books
<b>Maths Elf Training Booklet</b> P.1 and 2 students make use of 'Maths Elf Training' booklets for consolidating the basic calculation operation daily	70% of students agree that the booklet can equip students with solid numeracy aiming at fluency and accuracy	Student Performance Record  Students Questionnaire	Sep 2020 to Jun 2021	Maths Panel P.1-2	'Maths Elf Training' booklet
<b>Speed Calculation</b> Speed calculation activities/competitions will be conducted during lunch break	70% of students agree that the activities can equip students with solid numeracy aiming at fluency and accuracy	Students Questionnaire	Sep 2020 to Jun 2021	Maths Panel	Games
<b>e-STAR Problem Solver</b> Launch 'e-STAR Problem Solver' in Google Classroom in P.4-6 to enhance students' numeracy and digital literacy skills	70% of students agree that online practice can equip students with solid numeracy, enable them to be a problem solver	Students Questionnaire	Sep 2020 to Jun 2021	Maths Panel P.4-6	'e-STAR Problem Solver'

## Target 2 (Cont'd)

Equip students with solid literacy, numeracy and digital literacy aiming at fluency and accuracy

Strategy B: Develop a school-based curriculum by cross-subject collaboration and integration					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
P.6 中文科跟常識科合作，就認識中國歷史人物的介紹作為活動的目標(岳飛)，讓學生更深刻認識有關的代表人物	70% 學生能透過活動認識一些中國歷史人物	老師觀察 (學生在資料搜集 中收集到資料)	Jun 2021 (約一星期)	Chinese and GS Panels P.6	/
Collaborate with IT Panel to create Maths Games through Scratch in P.4	70% of students agree that the collaboration can equip students with solid numeracy and digital literacy aiming at fluency and accuracy	Student Questionnaire  Teacher Questionnaire	Sem 2	Maths and IT Panels	Scratch
Display Thematic Books match with school curriculum via Library Master OPAC every month in order to enhance students' exposure and provide them with information for independent learning	70% of students agree that the books displayed enable them to read and learn more for their solid literacy	Verbal feedback from students	Nov 2020 to Jun 2021	School Librarian  Subject Panels	Library books

Strategy C: Develop a school-based learning progression framework based on relevant contexts through building up a professional learning community					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
With the support of the CD Head, regular meetings will be conducted to develop learning progression (P.1-6) with the following focus:  1. IT—School-based IT Curriculum  2. English—Speaking Skills  3. GS—Thinking Tools  4. VA—FOUR Learning Targets	Participants agree that the regular meetings enable teachers to develop learning progression framework which facilitates students' solid literacies	Meeting Record	Sep 2020 to Jun 2021	CD Head  English, GS, IT and VA Panels	/

# 5. Staff Development Plan

## Purpose of Staff Development Planning

1. To provide school leadership and support for Teachers' CPD (to address our Major Concerns, continue with professional development and achieve personal growth as teachers)
2. To respect Teachers' professional autonomy by providing a school-based reference for them to facilitate their own planning for CPD for choices

To address our *major concerns and continue with professional development as teachers, we commit to the Staff Development Plan as follows:*

<b>A. Staff Wellness / Addressing Major Concerns A and B</b>			
<b>Date</b>	<b>Topic/Goal</b>	<b>Participants</b>	<b>Speaker(s)/ Facilitator(s)</b>
Sep 2020 to 31 Jun 2021	Positive Education Learning Circle	Ms. K. To Ms. A. Ho Ms. J. Chow	Bei Shan Tang Foundation Positive Education Hong Kong
21 Dec 2020	Values Education—Grit and The Power of Yet	All Teachers	Ms. W. Tse Ms. J. Chow
19 Feb 2021	Creativity—Brainstorming Tools	All Teachers	Ms. J. Leung
Nov 2020 to Jun 2021	Various School Visits	Related Teachers	Ms. B. Lo Mr. W. Chau Ms. W. Tse
<b>B. Support for New Teachers</b>			
<b>Date</b>	<b>Topic/Goal</b>	<b>Participants</b>	<b>Speaker(s)/ Facilitator(s)</b>
19 Aug 2020	New Teachers' Induction	New Teachers: Ms. Lisa Lau Ms. Sabrina Tsang Ms. Crystal Yeung Mentors: Ms. Ammie Ng Ms. C. Tsang Ms. V. Lui	Ms. B. Lo Mr. W. Chau Ms. W. Tse Ms. J. Leung
27 Nov 2020 10 Mar 2021	New Teachers' Sharing Ignatian Pedagogical Paradigm	Ms. Lisa Lau Ms. Sabrina Tsang Ms. Crystal Yeung	Ms. B. Lo
<b>C. Empowerment of Senior Teachers/Middle Managers</b>			
<b>Date</b>	<b>Topic/Goal</b>	<b>Participants</b>	<b>Speaker(s)/ Facilitator(s)</b>
29 Aug 2020	P.1 Orientation	All Teachers P.1 Parents	Ms. B. Lo Mr. W. Chau Mr. E. Chiu Ms. J. Leung Ms. R. Li Ms. J. Chow
20, 21, 22 Oct 2020	P.1-6 Parents' Night	All Teachers P.1-6 Parents	Ms. B. Lo All Team Heads All Subject Panel Heads All Class Teachers
28 Oct 2020 4 Nov 2020	IT Training for Home Learning I & II	All Teachers	Ms. J. Leung Mr. E. Chiu
21 Apr 2021	Cultivating Catholic School Ethos— A Whole-school Approach to Values Education at MPS	Students of Religious and Moral Education Diploma Course for Teachers, Caritas	Ms. B. Lo Ms. W. Tse Ms. J. Leung Ms. J. Chow

<b>D. Teacher Capacity Building</b>			
<b>Date</b>	<b>Topic/Goal</b>	<b>Participants</b>	<b>Speaker(s)/ Facilitator(s)</b>
19, 20, 21 Aug 2020	Online Platforms for Home Learning— Technical Skills and Pedagogy	All Teachers	Ms. J. Leung Mr. E. Chiu Mr. F. Cheng Mr. G. Chan Ms. B. Leung Ms. I. Yau
Sep 2020 – Jul 2021	Certification Program for Compassionate Systems Master Practitioners	Ms. B. Lo Ms. J. Leung	Centre for Systems Awareness Dr. Peter Senge & Dr. Mette Miriam Böll
29 Sep 2020	升旗禮研習導師網上課程	Ms. B. Leung Ms. V. Wong Ms. A. Ho Ms. C. Yeung	Association of HK Flag-guards
Oct 2020- Jun 2021	Certificate in Primary School Curriculum Development Leadership Training	Ms. J. Leung	Education Bureau & The Hong Kong Education University
10 Oct 2020	Jockey Club Theatre-in-Education Project on Legendary Stories of Chinese Poets	Ms. B. Leung Ms. I. Yau Ms. L. Lau Ms. S. Sze	Alice Theatre Laboratory
17 Oct 2020	Jesuit Education Forum	10 Teachers in D3	Dr. DeGioia Rev. Fr. Stephen Chow, S. J. Prof. Huilin Yang Fr. Johnny Go, S. J.
Oct 2020- Jul 2021	Professional Training for SENCO	Ms. A. Fung	Education Bureau
5 Oct- 6 Nov 2020	Thematic Course on Supporting Students with SEN - Behavioural, Emotional and Social Development Needs (Focusing on the needs of students with ASD, AD/HD)	Mr. F. Cheng	The Education University of Hong Kong
12 Oct- 13 Nov 2020	Certificate in Professional Development Programme for Deputy Heads in Primary School	Ms. W. Tse	The Education University of Hong Kong
11 Nov 2020	STEM—Doing Experiments	All GS Teachers	HKFYG Centre for Creative Science and Technology
Nov 2020	The use of artificial intelligence in App Inventor	All IT Teachers	TBC
Mar 2020	Robotics for Beginners	All IT Teachers	TBC
Mar-Jun 2021	Drama in Education	Teachers teaching in the related modules	Ms. J. Leung Class 7A Drama Group
Mar, Jun 2021	J-Wel Week, MIT	TBC	Catalyst Education Lab & MIT
TBC	Incorporating Drama Elements in developing students' reading and writing skills	P.1, 5 and 6 English Teachers	Ms. J. Leung Ms. C. Tsang
TBC	1st year Implementation Experience sharing in PEEGS	All English Teachers	Ms. C. Tsang, P.1, 5 and 6 English Teachers, NET
TBC	Pottery Workshop	All Teachers	Ms. C. Lau Mr. S. Li
TBC	Panel-based Teacher Development Programme	Panel Members	Panel Heads

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

**School Name: Marymount Primary School (English)**

**Application No.: D 010 (for official use)**

**(A) General information:**

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 20

2. No. of approved classes in the 2019/20 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	4	4	24

3. No. of operating classes in the 2019/20 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	--	--	--	--	--	--	--

4. Programmes/Project implemented or support service(s) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus(es) of the programme/project/ support service	External support (if any)
Development of Text Sets	P.2 & 4	Reading	NET Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. The school has a team of committed and experienced English Language teachers.</li><li>2. An English-rich learning environment and a positive learning atmosphere have been established.</li><li>3. Students demonstrate a strong interest towards learning English. They have good reading habits and read widely for leisure.</li></ol>	<ol style="list-style-type: none"><li>1. Students generally have a good foundation in English and are confident speakers. That facilitates the running of language activities both inside and outside class time.</li><li>2. Supported by a teacher with formal qualification in Drama in Education (DiE), the English Language panel has introduced DiE and received favourable feedback from co-workers.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Though reading extensively, students still experience difficulties applying cognitive strategies taught in class for different purposes.</li><li>2. There is a noticeable gap among students especially during the transitions between key stages (i.e. from Kindergarten to Primary 1; from Primary 3 to Primary 4; from Primary 6 to Secondary 1).</li></ol>	<ol style="list-style-type: none"><li>1. There exists an increasing learning diversity among students within class as well as level, making teaching difficult.</li><li>2. Students who are weak in English are not given adequate support whereas high-flyers are not given enough challenges to stretch their potentials.</li></ol>

**(C) Measures taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:**

<b>Areas of Development</b>	<b>Usages of the grant</b>	<b>Grade Level</b>
<ol style="list-style-type: none"><li>1. Development of 3 school-based creative writing units:<ul style="list-style-type: none"><li>✧ Narrative writing</li><li>✧ Poetry writing</li><li>✧ Drama script writing for the target levels involved in the project</li></ul></li></ol>	<ol style="list-style-type: none"><li>1. Purchasing reference materials</li><li>2. Hiring a Creativity and Service Administrator (CSA) to assist teachers in project development</li></ol>	P.3 - 4

2. Organising workshops for linguistically talented students on presentation skills to equip them with the necessary techniques to share the work produced in the 3 creative writing units with students in other schools		
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**(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS**

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (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"> <li>- conducting more English language activities*; and/or</li> <li>- <del>developing more quality English language learning resources for students*</del></li> </ul> <p>(*Please delete as appropriate)</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 checked="" type="checkbox"/> Employ a full-time* or part-time* supply teacher (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate)</p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2020/21 school year</p> <p><input checked="" type="checkbox"/> 2021/22 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>Employing a full-time supply teacher for allowing the core team space to integrate drama with the school-based literature programme at P.1, 5 and 6 with a view to:</p> <ul style="list-style-type: none"> <li>✧ enriching the English language environment; and</li> <li>✧ catering 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”</li> </ul>					
<p><b><u>Background</u></b></p> <ul style="list-style-type: none"> <li>● Literature provides a rich resource for teaching language in context and has long played a pivotal role in supporting literacy development in our school. About 40% of the total lesson time for English Language is allocated to the school-based literature programme. Literary texts are used as primary teaching resources for reading and also a springboard for composition.</li> <li>● To address the increasing diversity at our school, drama will be incorporated into our school-based literature curriculum. <ul style="list-style-type: none"> <li>✧ Drama activities engages multiple intelligences (e.g. intrapersonal, interpersonal, music, logical and kinesthetic). Every student will have the opportunity to voice out and act out emotions her way, thereby developing a more active, interactive and reflective relationship to the core text as well as building on knowledge for further use.</li> </ul> </li> </ul>	<p>P.1, 5 &amp; 6</p> <p><u>P.1 &amp; 5:</u> Sep 2020 - Aug 2021</p> <p><u>P.1, 5 &amp; 6:</u> Sep 2021 - Aug 2022</p>	<p><b><u>2020/2021</u></b></p> <p>P.1 Semesters 1-3</p> <p>P.5 Semesters 1-2</p> <p><b><u>Semester 1</u></b> Planning 09/20 Implementation 10-11/20 Evaluation 12/20</p> <p><b><u>Semester 2</u></b> Planning 01/21 Implementation 02-03/21 Evaluation 03/21</p> <p><b><u>Semester 3</u></b> Planning 03/21</p>	<p>Refined literature programme packs covering a total of 60 lessons will be developed.</p> <p>To demonstrate students’ learning (especially in terms of their writing development), there will be different opportunities for students to showcase their work:</p> <ol style="list-style-type: none"> <li>1. in-house sharing</li> <li>2. publication</li> <li>3. sharing with kindergarten kids (as</li> </ol>	<p>The materials and units developed will be incorporated as part of the core English Language Curriculum in the long run.</p> <p>PowerPoints, worksheets and other materials for teaching creative writing can be recycled and further developed for future use.</p> <p>Lessons will be recorded and shared among panel members during panel</p>	<p>Co-planning meetings will be recorded.</p> <p>Lesson observation records (for fine-tuning of materials) will be kept.</p> <p>Students’ performance during the lessons will be video-taped for sharing and evaluation among panel members.</p> <p>Students’ work will be reviewed to monitor and evaluate the curriculum materials developed.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>           ✧ A multisensory medium like drama offers students an experiential structure to access and explore the core texts visually, auditorily and kinesthetically. It also provides the context to improve writing skills, to develop realistic dialogue and to extend vocabulary.         </p> <p>           ✧ Contextualised writing opportunities facilitate the depth of students' understanding of texts. Before writing, students will develop the habits in exploring, experimenting and imagining by being in role.         </p> <p>           ✧ Drama helps create an environment for students to experiment languages in a make-believe world without being worried about making mistakes.         </p> <p> <b><u>Objectives</u></b> </p> <ul style="list-style-type: none"> <li>● The refined school-based literature programme has the following aims:               <p><u>Students</u></p> <ul style="list-style-type: none"> <li>✧ Equipping students with skills necessary for a new key stage (from Kindergarten to Key Stage 1 and Key Stage 2 to 3)</li> <li>✧ Accommodating their diverse learning needs</li> <li>✧ Allowing them to experience and explore the world through different characters and roles</li> </ul> </li> </ul>		<p>Implementation 04-05/21</p> <p>Evaluation 06/21</p> <p><u>Professional Sharing</u> 01/21 07/21</p> <p><u>Programme refinement</u> 08/21</p> <p><b><u>2021/2022</u></b></p> <p>P.1 Semesters 1-3 P.5 Semesters 1-2 P.6 Semester 3</p> <p><u>Semester 1</u> Planning 09/21</p> <p>Implementation 10-11/21</p> <p>Evaluation 12/21</p> <p><u>Semester 2</u> Planning</p>	<p>community service)</p> <p>70% of high-flying students in the target levels will improve their performance in the reading, writing and speaking assessments.</p> <p>50% of less able students in the target levels will improve their performance in the reading, writing and speaking assessments.</p> <p>80% of target level students demonstrate an improved interest in reading and writing out of literature.</p> <p>90% of teachers involved will develop a better</p>	<p>meetings for professional development purpose.</p> <p>By the end of the project, the core team members and teachers involved will share the programme details and their experience with other panel members in the panel meeting, hoping to introduce and incorporate similar ideas in the writing curriculum in other levels.</p>	<p>Students' assessment results will be analysed.</p> <p>Each student will keep her own learning log for tracking her own learning progress throughout the programme.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<ul style="list-style-type: none"> <li>❖ Guiding them in developing and forming positive values and attitudes (such as sympathy and empathy)</li> <li>❖ Fostering critical and creative thinking skills</li> <li>❖ Enhancing the classroom environment</li> </ul> <p><u>Teachers</u></p> <ul style="list-style-type: none"> <li>❖ Improving teachers’ understanding of how to integrate drama with the reading and writing curriculum</li> <li>❖ Developing adaptation strategies to cater for learning diversity</li> <li>❖ Providing them with alternative ways to assess students’ learning</li> </ul> <p><b><u>The Core Team</u></b></p> <ul style="list-style-type: none"> <li>● A core team with 5 members (English Language panel head, Curriculum Coordinator trained in DiE and 3 level coordinators) will be set up. They will be supported by the EDB NET and a drama consultant employed with other funding sources.</li> <li>● The team members will be responsible for the following: <ul style="list-style-type: none"> <li>❖ Reviewing the existing literature programme</li> <li>❖ Hosting at least 3 core team meetings before each literature unit</li> </ul> </li> </ul>		<p>01/22 Implementation 02-03/22</p> <p>Evaluation 03/22</p> <p><u>Semester 3</u> Planning 03/22 Implementation 04-05/22 Evaluation 06/22</p> <p><u>Professional</u> <u>Sharing</u> 01/22 07/22</p> <p><u>Programme</u> <u>refinement</u> 08/22</p>	<p>understanding of effective DiE strategies.</p>		

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<ul style="list-style-type: none"> <li>✧ Developing related learning and teaching materials</li> <li>✧ Collecting teachers' feedback on the newly-developed materials in level co-planning meetings</li> <li>✧ Adjusting the materials based on teachers' comments</li> <li>✧ Observing lessons at least once every semester</li> <li>✧ Arranging one peer lesson observation for non-target level teachers</li> <li>✧ Evaluating the project using both qualitative and quantitative methods</li> <li>✧ Refining the programme based on the evaluation data</li> <li>✧ Delivering professional development sessions at the end of each term.</li> </ul> <p><b><u>The Full-Time Supply Teacher's Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>● A full-time English Language supply teacher will be hired under the Scheme to take up around 26 English Language and/or non-English Language lessons (around 4-8 lessons for each member) for releasing the core team members for the abovementioned duties</li> <li>● The full-time supply teacher employed may as well take up non-teaching duties (such as class-teacher, morning patrol and self-study lessons).</li> </ul> <p><b><u>Expected Learning Outcomes</u></b></p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>● Through our refined literature programme, our students will:</p> <p style="text-align: center;"><i>P.1</i></p> <p><b>For all</b></p> <ul style="list-style-type: none"> <li>✧ achieve a basic understanding of the narrative framework through experiencing plot, character and setting;</li> <li>✧ appreciate different ways in which writers achieve their effects;</li> <li>✧ make connections between literary texts and their knowledge of self;</li> <li>✧ communicate effectively informed personal responses to simple narratives through performative means;</li> <li>✧ cultivate an enjoyment and appreciation of literature; and</li> <li>✧ increase students' creative writing skills.</li> </ul> <p><b>For high flyers</b> In addition to the above:</p> <ul style="list-style-type: none"> <li>✧ identify and articulate the main themes in the text; and</li> <li>✧ apply simple literary devices (e.g. rhyming, onomatopoeia and similes) in their work.</li> </ul> <p style="text-align: center;"><i>P.5-6</i></p> <p><b>For all</b></p>					

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<ul style="list-style-type: none"> <li>✧ understand simple literary texts in different forms, periods and cultures;</li> <li>✧ analyse and evaluate how language (including figurative language), structure, form and presentation contribute to quality and impact</li> <li>✧ make connections between literary texts and their knowledge of self and the world;</li> <li>✧ expand and deepen responses through analysis of textual evidence and work in role;</li> <li>✧ cultivate an enjoyment and appreciation of literature; and</li> <li>✧ increase their creative writing skills</li> </ul> <p><b><u>For high flyers</u></b></p> <ul style="list-style-type: none"> <li>✧ recognise the significance of contexts (e.g. cultural, historical, social, economic, political) in which texts are written, in shaping the texts' main concerns;</li> <li>✧ convince others of their interpretations, based on sound reasoning with evidence with the use of persuasive language; and</li> <li>✧ reassessing and refining their personal perspectives in the light of others' views.</li> </ul>					
<p><b><u>Implementation of the Literature Programme</u></b> The Existing Programme</p>					

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<ul style="list-style-type: none"> <li>● Our school-based literature programme takes up 3 lessons a week. Popular children’s literature/ abridged classic titles are adopted across all levels and a relatively traditional, teacher-centred approach is followed.</li> <li>● The programme consists of two parts with the following learning and teaching focuses:</li> </ul>																																			
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	<ul style="list-style-type: none"> <li>✚ Moral-philosophical activities: discussion on moral dilemmas</li> <li>✚ Stylistic activities: identifying linguistic features and discussing different meanings of a text</li> </ul>					
Writing	<p><u>Focuses</u></p> <ul style="list-style-type: none"> <li>✧ Creative writing assignments developed around the plot, characters, settings and themes</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>✚ Information-based activities: providing students input with text features and language input</li> <li>✚ Personal response activities: eliciting students' response to the text</li> <li>✚ Language-based activities: language practice</li> </ul>					
<p><u>The refined programme</u></p> <ul style="list-style-type: none"> <li>● Capitalising on additional resources, the core team will refine the existing literature programme by incorporating drama activities into 6 of the core titles. Each refined literature unit covers a total of 10 lessons and a more reader-centered and process-oriented approach will be adopted.</li> </ul>						
<i>P.1</i>						

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<i>Semester</i>	<i>Core texts / Reading focuses / Writing task</i>					
1	<p><i>Greedy Cat</i> by Joy Cowley (ISBN: 978-0477040013) <u>Reading focuses:</u></p> <ul style="list-style-type: none"> <li>✧ Understand the plot and main character (Greedy Cat)</li> <li>✧ Introduce adjectives describing personality traits</li> <li>✧ Find ways to improve Greedy Cat's behaviour</li> <li>✧ Highlight the importance of behaving properly</li> <li>✧ Reinforce students' understanding of narrative structure</li> <li>✧ Explore literary devices – repetition, onomatopoeia and rhyming</li> </ul> <p><u>Writing task:</u></p> <ul style="list-style-type: none"> <li>✚ Create a poem about an imaginary animal</li> </ul>					
2	<p><i>The Boy who Cried Wolf and The Lion and the Mouse</i> by Aesop (ISBN: 9791156801801) <u>Reading focuses</u></p> <ul style="list-style-type: none"> <li>✧ Understand the plot and main characters</li> <li>✧ Introduce simple sequencing connectives (e.g. first, then and finally)</li> <li>✧ Search morals from the text and bring</li> </ul>					

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	<p>out the importance of integrity and care</p> <ul style="list-style-type: none"> <li>✧ Explore the features of a fable (e.g. contrasting characters, a moral, the consequences of not following a moral).</li> </ul> <p><u>Writing task:</u></p> <ul style="list-style-type: none"> <li>✚ Rewrite part of the story in the form of a comic strip</li> </ul>					
3	<p><i>Winnie and Wilbur: Happy Birthday Winnie</i> by Valerie Thomas (ISBN: 9780192748249)</p> <ul style="list-style-type: none"> <li>✧ Understand the plot and main character (Winnie the Witch)</li> <li>✧ Brainstorm different solutions to change the ending</li> <li>✧ Discuss the theme – friendship</li> <li>✧ Introduce Valerie Thomas, the author and her <i>Winnie the Witch</i> series</li> </ul> <p><u>Writing task:</u></p> <ul style="list-style-type: none"> <li>✚ Write a diary entry for Winnie the Witch</li> </ul>					
<b>P.5</b>						
1	<p><i>Oliver Twist</i> by Charles Dickens (ISBN: 9780746077078)</p> <ul style="list-style-type: none"> <li>✧ Understand the plot and main characters</li> <li>✧ Introduce the Victorian London and social issues at that time (e.g. poverty and child labourers)</li> <li>✧ Raise suggestions for improving</li> </ul>					

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	<p>children's lives</p> <ul style="list-style-type: none"> <li>✧ Bring out the value of care and perseverance</li> <li>✧ Explain the features of historical fiction</li> <li>✧ Explore characterisation (Antagonists and protagonists)</li> <li>✧ Introduce literary devices, simile and metaphor</li> <li>✧ Introduce Charles Dickens, the author and his works</li> </ul> <p><u>Writing task:</u></p> <p>✚ Write a persuasive letter to a charity asking for support to the poor children</p>					
2	<p><i>Unexpected Twist! An Oliver Twisted Tale</i> by Michael Rosen (ISBN: 9781407188560)</p> <ul style="list-style-type: none"> <li>✧ Understand the plot and main characters</li> <li>✧ Compare the settings and characters of the two stories (the original and modern versions)</li> <li>✧ Bring out the value of care and perseverance</li> <li>✧ Introduce features of a two-pronged story</li> <li>✧ Explore Michael Rosen, the author and his works</li> </ul> <p><u>Writing task:</u></p>					

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
	✚ Write a simple two-pronged story					
<b>P.6</b>						
3	<p><i>Les Miserables</i> by Victor Hugo (ISBN: 9781474938020)</p> <ul style="list-style-type: none"> <li>✧ Understand the plot and main characters</li> <li>✧ Introduce the setting – the French Revolution</li> <li>✧ Discuss poverty, social inequality and injustice</li> <li>✧ Define the role of women in 19<sup>th</sup> Century France</li> <li>✧ Bring out the value of social justice and human rights as well as meaning of life</li> <li>✧ Explore important parts of the book with the musical</li> <li>✧ Understand the literary devices (e.g. figurative language, analogy and imagery)</li> </ul> <p><u>Writing task:</u></p> <p>✚ Students take up different roles in the story and make use of their respective point of view to produce a piece of persuasive writing (e.g. a persuasive speech to the Parliament or a persuasive letter to Valjean)</p>					

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<p>● How Drama in Education (DiE) will be incorporated into the literature programme</p> <p>✧ Students' literacy will improve through the integration of DiE throughout the literature unit.</p> <table border="1" data-bbox="129 411 882 1423"> <tr> <td data-bbox="129 411 318 895">Reading</td> <td data-bbox="318 411 882 895"> <ul style="list-style-type: none"> <li>✚ Literary texts will be used for context-building. Related drama activities will be conducted to enhance students' understanding and analysis of the texts.</li> <li>✚ Extended activities, such as putting on a performance and completing a writing task, will be used to consolidate students' learning of the literary texts.</li> </ul> </td> </tr> <tr> <td data-bbox="129 895 318 1423">Writing</td> <td data-bbox="318 895 882 1423"> <ul style="list-style-type: none"> <li>✚ A context will be built through the core text at the beginning of each writing unit, thus each writing task will be given a meaning.</li> <li>✚ DiE aims at providing students a make-believe experience to produce a piece of more authentic writing using the most appropriate register and diction when in-role. It allows students to explore more deeply the conditions of the role given. Roles</li> </ul> </td> </tr> </table>	Reading	<ul style="list-style-type: none"> <li>✚ Literary texts will be used for context-building. Related drama activities will be conducted to enhance students' understanding and analysis of the texts.</li> <li>✚ Extended activities, such as putting on a performance and completing a writing task, will be used to consolidate students' learning of the literary texts.</li> </ul>	Writing	<ul style="list-style-type: none"> <li>✚ A context will be built through the core text at the beginning of each writing unit, thus each writing task will be given a meaning.</li> <li>✚ DiE aims at providing students a make-believe experience to produce a piece of more authentic writing using the most appropriate register and diction when in-role. It allows students to explore more deeply the conditions of the role given. Roles</li> </ul>					
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	<p>will be assigned to students for each writing unit so as to provide more context for students to develop their writing.</p> <p>✚ Through different drama games, such as hot-seating, thought-tracking, teacher-in-role and student-in-role, students would be able to grasp the ideas more readily and able to produce a writing piece with an appropriate tone when they are in role.</p>											
<p>● Types of drama activities</p> <p>✧ A broad array of drama activities will be conducted to empower learning.</p>												
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	<i>Unexpected Twist! An Oliver Twisted Tale</i> , based on the context and the conditions given by teachers.					
Critical thinking	✚ These will be designed to improve students' understanding of the characters and context, such as hot seating which allows students to be in-role and being fired at with questions.					
Other representations in drama	✚ Through participating drama activities related to the core texts, students will also be awakened to other representations in drama, such as spatial relationship of stage and construction of scripts.					
<ul style="list-style-type: none"> <li>Strategies to cater for diversity</li> </ul>						
<p style="text-align: center;"><b><i>To facilitate text comprehension</i></b></p> <ul style="list-style-type: none"> <li>✧ Pre-teach difficult vocabulary and critical facts such as the historical settings in <i>Oliver Twist</i> and <i>Les Misérables</i>.</li> <li>✧ Look for same content in another medium like movies, pictures and audio books.</li> <li>✧ Use graphic organisers to help students keep track of their thoughts as they read.</li> </ul>						

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<ul style="list-style-type: none"> <li>- Prediction tree</li> <li>- Story map / Sequence-of-events chart</li> <li>- Problem and solution organiser</li> <li>- Compare and contrast / Venn diagram</li> <li>- Character web / chart / map</li> </ul> <p>✧ Design a list of questions to help students practise making different kinds of connections to the text (text-to-self, text-to-text and text-to-world).</p>					
<b><i>To support participation in drama activities</i></b>					
<ul style="list-style-type: none"> <li>✧ Conduct theatre games as part of the warm up routine or motivating introduction to the topics.</li> <li>✧ Deliver shared, collaborative drama activities so that students can support each other.</li> <li>✧ Model language appropriate to the role, context and theme.</li> <li>✧ Challenge more able students to explain their interpretations</li> </ul>					
<b><i>To facilitate imaginative expansion of writing assignments</i></b>					
<ul style="list-style-type: none"> <li>✧ Get students to research, plan and prepare in advance of the drama.</li> <li>✧ Ask questions to help children understand and elaborate on their characters</li> <li>✧ Use dramatic story reenactments to familiarise students with narrative structures, support comprehensible input and contextualising language.</li> </ul>					

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<p>✧ Providing vocabulary input</p> <p style="text-align: center;"><b><i>To evaluate students' learning</i></b></p> <p>✧ Teachers will adopt diversified strategies (e.g. observation of students' drama performance, review of assignments and learning logs as well as analysis of assessment results) to gauge students' learning.</p>					
<p>● Descriptions of sample drama activities:</p>					
<b><i>Key Stage 1</i></b>					
Anchor text	<i>Greedy Cat</i> by Joy Cowley (ISBN: 978-0477040013)				
Learning objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✧ appreciate the story;</li> <li>✧ explore and express understanding of the text through performing it using their voice, body language, movement and gesture; as well as</li> <li>✧ apply phonics knowledge learnt to write a poem with rhyming and onomatopoeia words.</li> </ul>				
Learning activities	<p><u>Before beginning the story:</u></p> <ul style="list-style-type: none"> <li>- Teacher sets the context by telling students they are going to read a story about a hungry, greedy cat.</li> <li>- Students explore the character from being in-role with the gestus created collectively.</li> </ul>				

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<ul style="list-style-type: none"> <li>- Teacher helps students with their physical representation and predict the story content with the following questions:               <ul style="list-style-type: none"> <li>✓ <i>How does a greedy cat look like?</i></li> <li>✓ <i>How does it move?</i></li> <li>✓ <i>What would it do when it sees delicious food?</i></li> <li>✓ <i>What sounds would it make?</i></li> </ul> </li> <li><u>While reading:</u> <ul style="list-style-type: none"> <li>- Teacher checks students' understanding with a story whoosh activity. They retell part of the story by creating a tableau of the characters / objects in the story.</li> </ul> </li> <li><u>Before writing:</u> <ul style="list-style-type: none"> <li>- Students create an imaginary animal, for example, a grumpy dog and improvise a scene about it misbehaving (e.g. always barking at its owner).</li> <li>- The following features of the story are revisited:               <ul style="list-style-type: none"> <li>✓ The repetition pattern</li> <li>✓ Animal onomatopoeia sounds</li> </ul> </li> </ul> </li> </ul>					

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	<ul style="list-style-type: none"> <li>✓ Rhyming</li> <li>- Students write a poem with what was learnt in the reading lessons and drama activities.</li> </ul> <p><u>After writing:</u></p> <ul style="list-style-type: none"> <li>- Students create an enactment of their stories.</li> </ul>					
Learning outcomes	<ul style="list-style-type: none"> <li>• Embodied representation of the story read and written</li> <li>• A poem using rhyming words and animal onomatopoeia sounds</li> </ul>					
<b><i>Key Stage 2</i></b>						
Anchor text	<i>Les Miserables</i> by Victor Hugo (ISBN: 9781474938020)					
Learning objectives	<p>Students will develop a deeper understanding of the characters, conflict and theme of the story through:</p> <ul style="list-style-type: none"> <li>✧ various drama activities;</li> <li>✧ interviewing different people-in-role to gather information needed; and</li> <li>✧ write a persuasive letter in role.</li> </ul>					
Learning activities	<p><u>Before beginning the story:</u></p> <ul style="list-style-type: none"> <li>- Teacher introduces the setting of the story with the musical of the same title: <i>Les Misérables Cast - Do You Hear The People Sing? (Official Video)</i></li> </ul>					

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<p><a href="https://bit.ly/2Wvs7KT">https://bit.ly/2Wvs7KT</a></p> <p><u>During reading:</u></p> <ul style="list-style-type: none"> <li>- The Hot Seat strategy is used to connect students with the characters and check their understanding. Students get into groups of 4 and retell the part of the story from the perspectives of the four story characters: Jean Valjean, Javert, Fantine and Marius.</li> </ul> <p><u>After the reading:</u></p> <ul style="list-style-type: none"> <li>- Students consolidate their understanding of the story through creating a character map.</li> </ul> <p><a href="https://bit.ly/3c8DjUI">https://bit.ly/3c8DjUI</a></p> <ul style="list-style-type: none"> <li>- Students recall the backstory with a story whoosh activity. <ul style="list-style-type: none"> <li>✓ Why Valjean wants to rescue Cosette from the Thenardiers</li> <li>✓ Why Fachelevant would help Valjean</li> </ul> </li> </ul> <p><u>Before writing:</u></p> <ul style="list-style-type: none"> <li>- Students are divided into 2 groups; the interviewers and interviewees. Flashcards with background information about the interviewees</li> </ul>					

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	<p>are given to students. Students are asked to gather information about the Thenardiers through interviews or interrogation.</p> <ul style="list-style-type: none"> <li>- After gathering information, students will be in role of Fachelevant to write a persuasive letter to Valjean to warn him about the Thenardiers.</li> </ul> <p><u>After writing</u></p> <ul style="list-style-type: none"> <li>- Students create an enactment of their stories.</li> </ul>					
Learning outcomes	<ul style="list-style-type: none"> <li>• Embodied representation of the story read and written</li> <li>• Persuasive letters</li> </ul>					
<p><b><u>Project Deliverables:</u></b></p> <ul style="list-style-type: none"> <li>● The refined literature programme packs covering a total of 60 lessons will be produced. <ul style="list-style-type: none"> <li>- Unit plans</li> <li>- Lesson plans</li> <li>- Reading and writing task sheets</li> <li>- Drama activity instructions</li> <li>- Students' learning logs</li> <li>- Teacher and peer assessment forms</li> </ul> </li> </ul>						