Year : 16-17 English Department Programme Plan Subject Code (S03)

1. Aim:

The English Language Curriculum aims to provide learners with learning experiences to increase their language proficiency for study, work, leisure and personal enrichment. The teaching and learning of English in our school is to focus not only on developing students' knowledge, skills, values and attitudes but also to promote lifelong learning so as to enhance their personal and intellectual development, cultural understanding and global competitiveness.

2. SWOT Analysis

2.1 Strengths

2.1.1 The Department has a panel of conscientious teachers with varying experiences and areas of expertise.

2.1.2 The school is playing a supportive role in promoting English language teaching in terms of resources for buying reference books, teaching aids and outsource service.

2.1.3 The school has equipped each classroom with an LCD projector, a visualizer and there is an intranet by which teachers can try out IT teaching conveniently.

2.1.4 A very well-developed intranet allows teachers to upload their notes and teaching materials on the net to facilitate effective teaching.

2.1.5 The establishment of the Self-Access Learning Corner can facilitate independent learning in English.

2.1.6 The establishment of English Corner provides students a caring, encouraging and focused language learning environment.

2.1.7 Expertise help from native English-speaking teacher is available.

2.1.8 A form coordinator system was well established to facilitate curriculum and syllabus implementation.

2.2 Weaknesses

2.2.1 Students in general are quite dependent and lack initiative to learn English well.

2.2.2 Many students are weak in listening and speaking and lack confidence in expressing themselves.

2.2.3 Students' exposure to English is inadequate. English is rarely used outside the classrooms.

2.2.4 Language learning is a slow and cumulative process. It is difficult to see immediate results, and this can be very frustrating for the learners.

2.3 Opportunities

2.3.1 A well-developed resource bank of task-based learning materials are to help students play an active role in their own learning.

2.3.2 A wide use of audio-visual materials and authentic materials including English newspapers/ magazines/movies in class are to arouse students' interest.

2.3.3 Well-designed and well-organised off-campus visits are to widen students' horizon.

2.3.4 The active involvement in various open / inter-class competitions and English assemblies are to increase students' exposure of English.

2.4 Threats

2.4.1 Lack of parental competence and confidence in English means that opportunities and encouragement to use the language at home are limited.

2.4.2 All teachers are burdened with some other administrative duties which affect teachers' devotion to the teaching of English.

2.4.3 Tight schedule is always the constraint for integrating language art activities in regular junior curriculum.

Objectives of Year 2014-2017

1. To promote life planning in our students and guide students to develop positive values.
2. To strengthen students' learning effectiveness through building on the effective learning and teaching practices promoted in different Key Stages or levels;

3. To develop students' ever-improving capability to use English:
3.1 to think and communicate;
3.2 to acquire, develop and apply knowledge;
3.3 to respond and give expression to experience;
3.4 to promote language development strategies and positive attitudes (esp. civic and moral awareness);

Areas of Concern 2016-17 (Learning and Teaching)

1. Improvement shown in students' public exam results
2. Adoption of effective strategies on catering for learners diversity
3. Enhancement of students' bilingual and triliterate ability
4. The development of autonomous learners
5. The reinforcement of the professional exchange culture

Focused work areas 16-17

1. To review and revise the SS curriculum (both the core scheme and the elective modules)
2. To implement support measures for catering for learners' diversity regularly
3. To enrich the English learning environment inside and outside classrooms
4. To develop students' own regular reading habits and culture through intensive and extensive reading scheme
5. To develop students' self-learning habits, e.g. lesson preparation, peer learning etc.
6. To implement Cross KLA links in S1-S3 curriculum (effective teaching strategies to be adopted for a difficult area of a lesson)
7. To collaborate with other KLAs in S1-S3 curriculum (S1-IS, LS, S2-VA, LS, IS & S3-LS, Science KLA)

3. Objectives of Year 2016-2017 (Junior Forms)

1. To motivate students to learn and interact actively by creating interesting situations in the classroom. Effective questioning and feedback are to be varied to increase students' classroom participation and achievement.
2. To provide students with a variety of activities both inside and outside the classroom which give them pleasurable and enjoyable experiences and greater exposure to English language.
3. To provide students with proper guidance and opportunity to read for pleasure and information.
4. To enhance students' writing & speaking skills through organizing various classroom activities and inter-class competitions.
5. To incorporate theme-based project work in the curriculum that engages students in integrative use of the language.
6. To infuse nine generic skills (especially critical thinking skills, problem-solving, creativity, communication skills and study skills) into the learning and teaching of English.
7. To cater for learner diversity through developing tasks and activities that suit the specific needs of both less able learners and more able learners.
8. To equip students with knowledge and understanding of the basic skills needed for performing in drama and writing short play.
9. To facilitate interaction and collaboration between teachers through sharing good teaching practices and start to compile language arts teaching resources.

Objectives of Year 2016-2017 (Senior Forms)

1. To engage students in exam-oriented (purposeful) tasks that allows them to learn and use English in realistic settings.
2. To strengthen the teaching of writing & speaking through a wide range of tailor-made materials and classroom activities.
3. To organize a variety of activities or inter-class competitions that promote genuine and effective communication so as to develop students' competence in using English.
4. To provide students with proper guidance and opportunity to read for academic and intellectual pursuits.

5. To infuse nine generic skills into the learning and teaching of English.
6. To facilitate interaction and collaboration between teachers, students and resources for knowledge sharing and building through the use of IT in teaching and learning English.
7. To cope with the senior secondary English curriculum, small-class teaching will be implemented in S4 to S6. Small class teaching helps enhancing learning effectiveness with sharper focus on the implementation of the Elective modules and HKDSE school-based assessment.

4. Actions

Tasks (Learning & Teaching)	Plan (Objectives)	Implementation (Strategies)	Target Students	Date	T-i-c	Methods of Evaluation	Resources required
1b Enriching students other learning experience	Arranging Singapore English study tour	Collaboration with other KLAs in overseas study tour to enrich students' other learning experience	20-27 S5 Ss	12-16 Apr 2017	CHY	Teachers and students feedback	
2a Increasing higher institution admission rate	Comparing students' school ranking and public exam results	Effective use of F3 TSA and F6 DES assesment data to inform learning and teaching	F3 F6	After the release of results	CHY	external assessment data	2016 TSA 2016 DSE
	Providing remedial measures for weak students	Extra English lessons for F5 & F6 students who withdraw 1 elective subjects	F5 F6	Sept – June	Concerned Teachers	Teachers and students feedback	
	Arranging extra F6 Uniform test week	Effective use of summer holiday in planning studies	F5	29/8/16 - 2/9/16	F6 Teachers	Students feedback	

Tasks (Learning & Teaching)	Plan (Objectives)	Implementation (Strategies)	Target Students	Date	T-i-c	Methods of Evaluation	Resources required
	Providing enhancement programmmes/activities for top students	A wide variety of support and enhancement programmes to be held to stretch top students' potential	F1-F2 15 F3-F5 20 F6 20	Sept – June	Teachers of classes A	Internal and external assessment data	
2b Catering for learner diversity	Narrowing the learning diversity gap among core subjects	Varied teacher input and support to provide extra help to the less able students	F1 F4 F6	Sept – June	All teachers	Improved ranking after Term 1 & Term 2 exam	
	Tailor-making different worksheets design for two different ability groups	Two sets of graded worksheets (newspaper reading exercises) for more-abled and less-abled classes are to cater students' diversity.	F1-F6	Sept – June	All teachers	W.S. Design	

2c Enhancement of students' bilingual and triliterate ability	Making cross-curricular links	Curriculum mapping in JS to reinforce topics covered in other KLAs. (F1 IS&LS, F2-IS & VA, LS ; F3 LS &HE)	F1-F3	Sept – June	All teachers	W.S. Design & Teachers feedback	
	Creating a language-rich environment	Implementation of 'English Speaking Days' & spelling competitions' help facilitate junior student participation in co-curricular activities.	ALL	Sept – June	DAP	Teachers and students feedback	
2d Developing students' self-learning habits	Further developing students' study habits and study skills	Effective use of scaffolding activities in classes for promoting collaborative learning and self-directed learning	ALL	Sept – June	All teachers	Teachers and students feedback	
	Setting up ad hoc "E-learning' team	Mulitple opportunities for learners to take charge of their own learning through selective use of online resources	F1-F3	Sept – June	All teachers	Teachers and students feedback	

Tasks (Learning & Teaching)	**Plan (Objectives)**	**Implementation (Strategies)**	**Target Students**	**Date**	**T-i-c**	**Methods of Evaluation**	**Resources required**
	Developing self-directed learning habit	More promotion on book reading in morning reading session (Term 1 Fiction / Magazine) (Term 2 Chinese)	F1-F3	Sept – June	All teachers	Degree of participation Teachers and students feedback	
	Promoting cross-departmental reading activities	More variety of 'reading across the curriculum' activities' in junior classes	F1-F3	Sept – June	All teachers	No. of awardees Teachers and students feedback	
		Promotion of 'inter-class' extensive reading activities	F3	Term 2	SPK	Degree of participation Teachers and students feedback	

2e Enhancement of curriculum leadership	Disseminating good practices regarding learning and teaching among teachers through the sharing sessions in Panel meetings, Form meetings and Staff Development Days	More cross-departmental lesson observation especially focusing on 'catering for learning diversity', 'Language across curriculum' and 'developing self-directed learning habit'		Sept – June	Panel Heads	Increased number of sharing in different occasions	
	Disseminating reflective practice among teachers	Effective use of ' assessment data to inform learning and teaching		Meetings	Panel Heads	Teachers' empowerment	

5. Actions

Tasks (Learning & Teaching)	Plan (Objectives)	Implementation (Strategies)	Target Students	Date	T-i-c	Methods of Evaluation	Resources required
To review and revise the SS curriculum	1. Review of the senior secondary English language curriculum and assessment 2. Smooth transition between junior and senior secondary levels 3. Higher passing rates in public exam	● Review and revise the school-based teaching scheme and the assessment design to show their close alignment with the major updates of the English language Curriculum and assessment ● Expose students to elements of the eight elective modules over the course of 6 years ● Provide a more balanced internal assessment arrangement, increasing the range and diversity of assessment task types ● Help senior students prepare for their external public examination through analyzing question types or/and tasks requirements ● Help junior students develop lesson preparation and notes taking habits in lessons	F1-F6 F1-F6 F1-F5 F4-F6 ALL	Whole year Whole year Whole year Whole year Whole year	Panel Heads Coordinators Teachers Coordinators & Teachers Setters & Teachers Teachers	● Teachers' empowerment and teaching resources bank ● Teachers' empowerment and teaching resources bank of 8 electives modules ● Varieties of assessments tasks / question types set for each level ● Teacher s' satisfaction rate on the assessment data analysis ● Positive feedback from students and teachers	

Tasks (Learning & Teaching)	Plan (Objectives)	Implementation (Strategies)	Target Students	Date	T-i-c	Methods of Evaluation (Success Criteria)	Resources required
To implement support measures for catering for learners' diversity regularly (Different WS / tasks design for two ability groups in junior forms ; more enhancement and remedial courses for senior students)	Catering for learner diversity through varying 1. the organisation of learning content ; 2. the learning and teaching strategies ; 3. the pace of learning and teaching ; 4. the homework requirements and the modes of assessment	● Adopt various differentiation strategies in junior classes e.g. tailor-making different worksheets design for two different ability groups ● Adopt different teaching approaches for handling the difficult point/area of a lesson ● Vary the expected output of different students ● Vary the amount and style of teacher input and support to provide extra help to the less able students and stretch the more able ones. ● Set different types of H.W. / assessment (e.g. daily dictation, graded tasks, projects) for different ability groups	F1-F3 F1-F3 F1-F6 F1-F6 F1-F6	2 themes / year 1 theme / year Whole year Whole year Whole year	Junior form teachers Junior form teachers All teachers All teachers All teachers	● Teachers' empowerment and teaching resources bank ● Teachers' empowerment and teaching resources bank ● Positive feedback on lesson plans ● Positive feedback from students and teachers ● Positive feedback from students and teachers	

To enrich the English learning environment inside and outside classrooms To develop students' own regular reading habits and culture through intensive and extensive reading scheme	1. Making cross-curricular links and encouraging collaboration among English teachers and teachers of other KLAs 2. Creating a language-rich environment to allow students ample opportunities for using English	● Collaborate with teachers of other KLAs for curriculum mapping in junior forms, developing and evaluating the learning, teaching and assessment materials and activities. (S1-I.S. & L.S, S2-V.A. & L.S & S3-L.S & Science Education Key Learning Area) ● Reinforce students' learning experiences by encouraging them to read about and discuss the topics they are working on in the other KLAs in English. ● Collaborate among English teachers and teachers of other KLAs for running 'English Speaking Days', 'inter-class phonics competitions' & 'inter-class spelling competitio	F1-F3 F1-F3 F1-F3	2 themes / year Whole year & whole-school Reading Day 1 /year	Coordinators & Teachers Reading Team teachers & Junior form teachers Panel Head NET & Junior form teachers	● Positive feedback from students & teachers ● Sustained impact on the use of resources ● Collaboration between language and non-language teachers ● Positive feedback from students and teachers ● degree of participation in various activities ● Students' positive feedback ● Survey on the popularity of various programmes / activities	

To develop students' self-learning habits, e.g. lesson preparation, peer learning etc.	1. Further developing students' study habits and study skills 2. Enhancing students' self-learning capacity through reading and the use of internet/ multimedia presentation tools	● Promote self-access, independent learning both inside and outside classroom ● Make use of flexible grouping or scaffolding activities in junior classroom for promoting collaborative learning and self-directed learning ● Promote reading through encouraging to read wide range of materials with different subject content and text-types ● Promote 'whole–school Reading activities' in junior classes ● Make effective use of a 'Reading records' to record and reflect on their reading experiences as well as to monitor their reading progress towards their own targets ● Provide opportunities for learners to take charge of their	F1-F3 F1-F3 F1-F3 F1-F3 F1-F3 F1-F6 F1-F5	Whole year Whole year Whole year Whole year Whole year Whole year Whole year	All teachers All teachers Panel Heads coordinators & All teachers Reading Team teachers Reading Team teachers Reading Team teachers Panel Heads & all teac	● Positive feedback from students & teachers ● Positive feedback from students and teachers ● Teachers' empowerment and positive feedback from students and teachers ● degree of participation in various activiti	

To share effective strategies for S1-S4 students to achieve pass rate easier in Writing/ catering for learner diversity	Creating time for professional exchange through the school-based peer observation scheme	Disseminate good practices regarding learning and teaching among teachers through the sharing sessions in Panel meetings, Form meetings and Staff Development Days.	Teachers	Panel meetings Form meetings & Staff Dev. Days.	Panel Heads & Teachers	● Teachers' empowerment ● Positive feedback from teachers	

1. Extra-curricular activities 2. Off-campus activities	To promote life planning and life-wide learning in our students.	Promoting learning through formal and informal curricular activities through 1.1 Campus TV programmes 1.2 Celebration of festivals & Newsletter publication 1.3 Hong Kong Schools Speech Festival (Sept-Dec) 1.4 English Week activities 1.5 English Corne activities 1.6 Self-access Corner activities 1.7 inter-class and open Competitions (Writing & Speaking related) 1.8 End-term talent show and Alumni Day (Post-exam Period) 1.9 posting awardees' list in/outside classroom 2.0 20th School Anniversity activities/ competitions	All	Year throughout	ALL	● Teachers' reflection ● Positive students' feedback ● Gd writings submitted & published ● Students' oral English improved ● Students' active participation ● Degree of participation	

5. Routine Tasks

Tasks / Activities	Month												T-i-c	Resource Required
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July		
Hire of service for running courses for students	✓				✓				✓			✓	CHY	$20,000
Running Musical training activities in junior forms		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	CHY T.A.	$49,800 (ECA)
Running Speech Festival training activities			✓	✓	✓								PYLY & Ts	$10,000 (ECA)
Arranging students to participate in open competitions			✓	✓	✓	✓	✓	✓	✓				LYY T.A.	$1,000
Arranging Post exam activities											✓	✓	SPK	
Promoting morning Reading Sessions		✓	✓	✓	✓	✓	✓	✓	✓	✓			SPK	
F.1 – F.5 Mobile Class Library Promotion (NEW class library books)		✓	✓	✓	✓	✓	✓	✓	✓	✓			SPK T.A.	**$30,000**
Implementation and Promotion of the whole-school "Reading Award Scheme"		✓	✓	✓	✓	✓	✓	✓	✓	✓			SPK T.A.	$3,000
Arranging Reading activities for junior classes				✓	✓		✓	✓	✓				SPK T.A.	$1,000
Arranging Self-access Learning corner activities across levels			✓	✓	✓	✓	✓	✓	✓	✓			LYY T.A.	$3,000
English Corner Activities		✓	✓	✓	✓	✓	✓	✓	✓	✓			DAP TSH	$3,000
Lunch Time English Activities			✓		✓		✓			✓			F.5 Ts	$1,000
English Week Activities			✓		✓			✓	✓	✓			Form Co.	$5,000
Primary 5 English Camp												✓	CHY LCN	$3,000
Singapore English Study Tour												✓	CHY	$90,000 (Aca. C)

6. Work Team

Panel Chairperson : Miss Cheung Hau Yan, Anne (CHY)

Assistant Panel Chairperson : Miss Sum Pui King, Priscilla (SPK) & Miss Luk Yuen Yee, Joanna (LYY)

Members : Miss Cheung Lai Ling (CLL), Miss Kong Tak Yee, Bertha (KTY), Miss Lam Sau Wah, Anita (LSW), Miss Lui Cho Ngai, Eliza (LCN), Miss Peng Yan Yu Yu (Ivy), Miss Pang Yuk Lin, Yvonne (PYLY), Miss Tang Shuk Han, Shirley (TSH), Miss Tang Yuet Ling, Connie (TYL), Mr. David Andrew Paul (DAP), & Angel Hon Ngai Yee (Teaching Assistant)