

English Department
Year Plan

Teachers: LWP, WYK, YLW, LYF, LSW, NMC, LSY, CHW, LCK, HWY, LHS, KE, KI, CLT

Subject Coordinator: LWP

Year: 2013-2014

I. Mission

To provide students with the opportunity to develop the maximum degree of functional competence in English Language and to enable them to use the language as a tool for communication, study, pleasure and work.

II. Vision

To arouse students' interest and build up their confidence in learning English and equip them in all forms with appropriate levels of English skills by emphasizing school-based teaching materials, the consolidation of knowledge and the use of extra-curricular activities.

III Internal Analysis

A. Strengths:

1. Additional resources are given by school to reduce class size, and thus relieve the problem of students' learning diversity and reduce teachers' workload. Various support programmes are also provided such as the English Summer Course to further cater for learners' different ability.
2. Students' learning attitude is on the whole positive and they are generally cooperative. When they are given chances to learn with fun, they display
3. motivation and creativity.
4. There is a strong sense of responsibility among colleagues. Their good rapport with students helps establish a relaxed atmosphere for English learning.
5. Good attempts have been made to introduce task-based projects to develop students' language and generic skills.
Co-curricular activities including English Morning Assemblies, Lunchtime broadcast and English Language Club activities are well-structured with clear focuses and targets to strengthen English learning environment in school.

B. Weaknesses

1. Students have inadequate exposure to English in their daily lives. Most junior form students and some senior ones lack confidence in using English for interaction.
2. Their pronunciation, communication and collaboration skills are generally weak. Senior form students are weak in logical, critical and analytical thinking.
3. There is inadequate professional sharing within the panel for effective implementation of curriculum initiatives e.g. strategies to promote reading.
4. Surface learning is resulted with a lack of consolidation of learning and room for students' application of knowledge learnt. When teaching grammar, more attention to the contextualized learning of grammar, the language function and use is required.
5. Remedial support for the less able students needs strengthening.
6. Establishment of classroom routines and development of students' collaboration skills need to be strengthened. Students' independent learning habits needed to be fostered.
7. Assessment for learning including peer and self assessment has to be further facilitated.

IV. Objectives aligned with the school's major concerns

1. To implement the approved measures in English Enhancement Scheme
2. To raise teaching and learning effectiveness, and cater for learner diversity-
3. To enhance learning motivation and self-learning ability
4. To care about the health of teachers and students

V. Focused Objectives, Implementation Plans and Strategies:

Objective	Measures	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Support Required	Related Documents
1. To implement the approved measures in the EES	i. Develop our curriculum and build a rich English learning Environment	Whole year	<ul style="list-style-type: none"> - 80% of the teachers showing a positive response about the effectiveness of the curriculum (re)development and improvement of students' learning autonomy, confidence and motivation - 70% of the teachers' work commented as effective in teaching pedagogies and the quality of materials design - 50- 60% of the students finish 20 book reports a year - TSA and HKDSE results increase by 5-10% by 2014 	<ul style="list-style-type: none"> - teachers' feedback - Panel heads' and Curriculum Leaders' comments based on book scrutiny, collaborative meeting and lesson observation performance - ERS statistics - TSA & HKDSE results 	All English teachers	---	Record of book scrutiny and lesson observation, meeting minutes, ERS statistics report, TSA & HKDSE results
	ii. Reinforce our school wide English activities		2 additional local NETs are employed to help implement a variety of activities in lunch hours, after school, on Saturday and during summer holidays. They will also take charge of the morning assembly every day to meet with different target students.	Students participation and award record. Students' and teachers' feedback	English Language Club teachers	---	English Language Club minutes, students participation record

Objective	Measures	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Support Required	Related Documents
2. To raise teaching and learning effectiveness, and cater for learner diversity	<ul style="list-style-type: none"> i. Join the School-based Support Program for Learning Diversity ii. Further improve our enhancement and remedial plans iii. English Day Camp iv. Reinforce teachers' role in different task force v. Enhance the effectiveness of meetings vi. Curriculum leaders conduct professional training to teachers 	Whole year	<ul style="list-style-type: none"> i. Meetings with Chinese University and lesson observation are arranged to improve classroom teaching. ii. English courses are held on Saturday and in summer holiday for DSE classes. iii. English Day Camp is held on Saturday and in summer holiday for Junior forms. iv. Core groups including JS & SS curriculum, English Reading Programs, English activities and English courses are formed and teachers in charge are assigned to collate. They are also the form coordinators of different levels. v. Co-planning sessions of each level are held every cycle / week. Collaboration meetings for vertical collation are arranged for better communication. vi. Training sessions by curriculum leaders are conducted for DSE paper / results analysis. 	Feedback from CU, students, teachers, form coordinators; teaching materials saved in the resource folder; Panel heads' and Curriculum Leaders' comments based on book scrutiny, collaborative meeting and lesson observation performance	All English teachers	Funding for remedial courses and purchase of resources	Meeting minutes, schemes of work, report on books scrutiny and book scrutiny, teaching materials

Objective	Measures	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Support Required	Related Documents
3. To enhance learning motivation and self-learning ability	<ul style="list-style-type: none"> i. Further improve our school-based materials ii. Drama lessons for F.1-3 iii. Oral lessons by NETs for F.4-6 iv. Lesson observation and book scrutiny further refined 	Whole year	<ul style="list-style-type: none"> i. Vocabulary List is done for each unit of each form ii. Structure lists are developed for JS and SS, and the corresponding exercise are prepared for practice iii. Drama lessons and Oral lessons once every cycle are arranged for all classes in JS and the more able classes in SS respectively. All are to be co-taught by LETs and NETs. iv. Students' work is shared in co-planning sessions and submitted to Panel Head for comments. 	Feedback of students and teachers; teaching materials saved in the resource drive	All English teachers	---	Materials,

Objective	Measures	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Support Required	Related Documents
4. To care about the health of teachers and students	Further promote assessment for learning and formative assessment	Whole year	Panel based formative assessment is conducted during English lessons and on Saturday to reduce students' pressure and teachers workload	Students test and exam results	All English teachers	---	---