

III. Administrative Guidelines

The following guidelines on administration are intended to be flexibly followed according to the needs and circumstances of individual schools.

A. Organizing remedial teaching in a school

1. Remedial teaching for Chinese, English and Mathematics could be given to as many pupils in the school and cover as many class levels as needed. It needs not concentrate on only one basic subject or only one class level.
2. The following is a suggested framework for organising remedial teaching in a school:

<i>School size</i>	<i>Minimum no. of remedial periods (including periods for preparation and co- ordination)</i>	<i>Suggested minimum no. of remedial subject groups</i>	<i>Suggested minimum no. of pupils involved</i>	<i>Suggested minimum no. of class levels with remedial subject groups</i>
1-5 classes	0	0	0	0
6-10 classes	15	5	35	2
11-15 classes	27	9	63	2
16-20 classes	36	12	84	2
21-25 classes	48	16	112	3
26-30 classes	60	20	140	4
31-35 classes	66	22	154	4
36-40 classes	78	26	182	4

B. Class organization

1. Modes of operation

a. Additional lessons

Pupils in need of remedial help attend 2 additional English periods before / after school hours. Such periods are well spaced out during the week. This mode is by far the most popular among schools.

b. Withdrawal

i) Setting - From mixed ability classes of the same level, pupils in need of remedial teaching in the subject of English are withdrawn from each class to form a big remedial group of less than 20 pupils for all English lessons. This arrangement is only possible when all classes of the same level have English lessons simultaneously.

ii) Partial withdrawal - In mixed ability classes of the same level, pupils in need of remedial teaching in English are withdrawn to form a small group or small groups for 2 separate periods only for learning under more individual attention when other pupils of the class are having English lessons. These 2 periods are well spaced out during the week.

c. Streaming

Pupils weak in overall results are put in one class from which pupils weak in English are selected for remedial teaching of English either for 2 separate periods only or for all English lessons while the rest of the class are having their regular English lessons.

2. Group size

Each remedial group should consist of a minimum of 6-8 pupils and should not exceed 20 pupils.

3. Time allocation

- a. Additional lessons - 2 additional periods outside school hours
- well spaced out during the week
- b. Partial withdrawal - 2 separate periods within normal school hours
- well spaced out during the week
- c. Setting - same number of periods as the regular class within normal school hours
- same timetable as the regular class
- d. Streaming - same number of periods as the regular class or just two separate lessons within normal school hours

C. Accommodation

Remedial groups can be accommodated in:

- vacant classrooms when the regular class is having lessons in other parts of the school;
- assembly hall or covered playground corners; and
- special rooms or any other empty rooms available.

D. Basic considerations for remedial teaching

1. Remedial teaching should be treated as one of the ways to address learner differences and support pupils in the lower end of the attainment spectrum.
2. Using remedial lessons for drilling academic assessments should be discouraged.
3. Remedial teaching should be offered to the bottom cohort of pupils weakest in the core subjects rather than the borderline pupils. In the case of schools with newly arrived children from the Mainland, most of whom have a lower standard of English, heads of schools may arrange for them to receive remedial teaching in English.
4. In addition to internal assessment results and teachers' recommendations, schools should make use of the Hong Kong Attainment Tests (HKAT), which also compares the scores of the pupils in a school with those of other pupils of the same level in Hong Kong, to identify pupils for remedial teaching.

E. Selection and transfer of pupils

Selection of pupils could be based on the following:

- internal tests and examinations ;
- the Hong Kong Attainment Tests (Appendix 1 shows how the HKAT can be used for diagnostic purposes);
- specially designed screening tests (if applicable); and
- teachers' recommendations through classroom observation.

Teachers are advised to use a computerized system, the Curriculum Support System (CSS) developed by the TOC Assessment Unit of the Curriculum Development Institute, to obtain a detailed analysis of the pupils' strengths and weaknesses in the three Dimensions and / or the language skills. They can also use the CSS to compare the pupils' performance with other pupils of the same class.

Transfer of pupils should be based on individual progress. In some schools, it takes place on a regular basis such as after an examination, during school term or throughout the academic year.

F. Parental involvement

1. Consent from parents for their children to attend remedial classes / lessons should be obtained.
2. Collaboration with parents in monitoring the learning progress can be worked out, for example, helping pupils to set up a regular routine and establish proper study habits.

G. Selection of teachers

It is highly desirable that experienced teachers with professional competence be selected for remedial teaching. The teachers should be able to provide a good model as well as inspire interest in the subject. They should also be patient and encouraging individuals. Teachers teaching English at the same level or within recent experience of that level may be more suitable.

H. Monitoring and evaluation

Those pupils who have shown satisfactory progress should be allowed to join the mainstream pupils. The remedial group teachers should collaborate with the mainstream

teachers to review the pupils' progress regularly. Regular review and evaluation should also be brought up in panel meetings for discussion. Parents should be informed of their children's learning progress in the remedial teaching process.

To facilitate the monitoring and evaluation of remedial teaching, the following records could be kept:

- a separate register for the remedial group;
- an individual pupil record showing learner performance (Appendix 2); and
- a modified or "tailor-made" record of work done with the remedial class (Appendix 3 gives a sample plan of work for the remedial class).

Appendix 2 contains an individual pupil record form adapted from the 'English Language Syllabus for Primary Schools 1997'. The Target Description and Skills Descriptors on the record form are worked out based on the Dimension Targets for Key Stage 1. The form is intended for recording the work of average Primary 2 pupils in both regular and remedial classes. The remedial class teacher is expected to compare his pupils' record with the regular class teacher to get a full picture of the performance of the remedial pupils concerned.

I. Storage of remedial teaching resources

Schools are advised to

- keep master copies of teacher-designed worksheets to facilitate the retrieval, evaluation, modification and updating of information and resource materials; and
- store their teaching materials and worksheets for remedial teaching in places that are easily accessible to teachers.