I. **Mode of operation**

The Outside School Hours mode provides remedial support for pupils with learning difficulties in one or all of the basic subjects, as necessary, during lunch hours, before or after normal school hours. Co-teaching or the withdrawal mode can be used simultaneously in some of the periods of a particular subject or for certain subjects in ordinary classes.

II. **Advantages**

1. Pupils receive additional support on top of regular lessons.
2. Remedial teaching helps pupils identify difficult learning areas and bridge the gaps in their learning progress by providing supplementary information throughout the course of study.
3. Single level classes are arranged to better cater for the diverse needs of pupils.
4. With the small group size, it helps to promote the interaction between IRTP teachers and pupils as well as the pupils themselves during the teaching process.

III. **Matters requiring attention**

1. Whether the pupils can cope with the prolonged school hours.
2. Special arrangements for parents to take their children to and from school outside normal school hours.
3. Liaison between the IRTP teacher and other teachers.

IV. **Suggestions on teaching**

1. Emphasis should be placed on remediation, aiming at helping pupils to build a good foundation for subject learning and self-learning.
2. The teacher should teach the core curriculum where mastery is essential and design appropriate supplementary materials to consolidate the pupils’ basic knowledge on the subject. These supplementary tasks should be completed during the remedial session.
3. IRTP teachers can give further illustrations on the key learning areas to help pupils consolidate the acquired knowledge and develop better concepts on what they have learned during the ordinary classes so as to enhance the effectiveness of learning. Teachers can also provide guidance on the completion of assignments, dictation, tests, etc. as appropriate.
4. Only students of the same level should receive remedial teaching in the same lesson.
5. The number of periods conducted outside school hours need not be the same as ordinary classes. Teachers may consider allocating 5 to 6 periods for language subjects and 3 to 5 periods for Mathematics.
6. The duration for each remedial period should be the same as ordinary classes.
Mode of Intensive Remedial Teaching
Withdrawal

I. Mode of operation

Pupils are withdrawn from the ordinary classes of Chinese, English and Mathematics for intensive remedial teaching, which aims at consolidating the pupils’ fundamental knowledge of these subjects. The withdrawal mode may not be adopted for all the subjects. Co-teaching or the Outside School Hours mode can also be used simultaneously in some of the periods of a particular subject or for certain subjects in ordinary classes.

II. Advantages

1. As there are fewer pupils in the remedial sessions, IRTP teachers can have a better understanding of pupils’ individual needs, their performances in class and difficulties encountered in learning.
2. It facilitates teaching and the provision of individual guidance.
3. It helps to promote the interaction between IRTP teachers and pupils as well as the pupils themselves during the teaching process.

III. Matters requiring attention

Long-term withdrawal may bring about a labelling effect which affects the self-esteem of the pupils concerned. Furthermore, segregation also reduces the pupils’ opportunities to learn and interact with their peers in the ordinary class.

IV. Suggestions on teaching

1. The school should decide which subject(s) (including Chinese, English and Mathematics) is/are suitable for the withdrawal mode of remedial teaching according to individual needs.
2. If the number of pupils identified for IRTP exceeds 15, the school may allocate the pupils concerned into groups according to their need for remedial teaching in the three basic subjects. However, no more than 15 pupils should be arranged for each subject.
3. Should there be difficulties in grouping, the school may set the priority according to the needs of the pupils and provide remedial teaching for the three basic subjects in rotation.
4. Remedial sessions should be conducted at single level. Combined level classes should be avoided.
I. Mode of operation

A team of teachers, comprising two or more members, will work together in the preparation, teaching and evaluation of the lessons with a view to enhancing teaching effectiveness by catering for the diversified needs of pupils in the same class. Schools may select some of the remedial subjects for co-teaching, which can be adopted in all or part of the periods. The school should decide the number of co-teaching periods for each teacher according to his on her workload and school administration.

II. Advantages

1. It can foster team spirit among teachers, which is conducive to the whole-school approach in education.
2. It helps to promote professional exchange among teachers who can share and learn from the strength of each other, so that teaching effectiveness can be further enhanced.
3. It gives more flexibility to teaching by allowing teachers to rearrange the duties among themselves, such as drafting teaching plans/progress, preparing teaching materials, teaching aids, tasks and worksheets, etc.
4. It helps to reduce the labelling effect on SEN pupils and provide more support to individual needs.
5. It helps to promote the interaction between teachers and pupils as well as the pupils themselves during the teaching process.

III. Matters requiring attention

1. Teacher’s acceptance of the concept and implementation of co-teaching.
2. The support and co-operation from the school in administration, teaching and allocation of resources.
3. Co-ordination and mutual understanding among teachers in areas such as role-taking, allocation of duties, physical arrangement, etc.
4. Communication and the time allowed for co-teachers before and after lessons so that teachers can discuss their teaching plans and the progress of individual pupils.

IV. Suggestions on teaching

Preparation

1. Teachers should work together in developing the teaching plans, setting teaching goals as well as designing key learning areas, activities and the physical arrangement for teaching.
2. To cater for the needs of individual pupils, teachers should discuss with each other about the teaching strategies and curriculum adaptation required. They should also design and collect remedial materials to enrich the teaching content.
3. The specific roles and duties of teachers, for example, designing worksheets or preparing teaching aids, should be clearly defined for each lesson.
Lesson presentation

During the lesson, teachers can adopt co-teaching in a flexible manner according to the nature of the subject, as well as the objectives and content of teaching. Here are some common practices of co-teaching:

1. Teachers may present the subject content together or teach in turn. They may also complement each other by giving elaborations or explanations on ideas which are not clear to pupils.
2. Teachers should have change of roles during the lesson.
3. Teachers can support the low achievers by means of small group teaching or individual guidance so as to direct and help the pupils complete their work.
4. To develop the skills and habit of self-learning among pupils, and to give instant and positive feedback.
5. To observe and record the performances of pupils. To impart to them good learning attitude and behaviour, such as the ways to concentrate, raise questions and take notes, etc. during the lesson.
6. To assist in keeping class discipline.

Evaluation and review

1. Evaluate the way of cooperation of team members and the modes employed in co-teaching periodically.
2. Modify the teaching content and revise teaching strategies in order to suit the needs of pupils.
3. Evaluate the performances of pupils and the progress of learning.