

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

School Name: Po Leung Kuk Leung Chow Shun Kam Primary School (English)

Application No.: A 102 (for official use)

(A) General information:

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

2. No. of approved classes in the 2016/17 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	5	5	5	30

3. No. of operating classes in the 2016/17 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/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
/	/	/	/

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

Strengths	Opportunities
1. Having a team of experienced and stable staff. 2. Setting up the school-based phonics programme. 3. Well-established English Room	1. Developing e-learning. 2. Support from the NET and the ELTA. 3. School-based support services from EDB.
Weaknesses	Threats
1. Deteriorating English proficiency of incoming students. 2. Lack of parental support in English language learning. 3. Students are weak in reading, speaking and listening skills. 4. Students' exposure to English is limited. 5. More effort is needed to help the less able P.1 students to establish a good foundation.	1. Keen competition among schools. Hence, it is necessary to enhance the language competency of students. 2. Deteriorating TSA result. 3. Great learning diversity.

**(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:
(more rows can be added if needed):**

Area(s) of Development	Usage(s) of the grant	Grade Level
1. Develop school-based reading workshop	1. Purchase readers to further develop the reading workshops	P.4-6
2. Enrich the English language learning environment in class and outside classrooms	2. Employ an ELTA to enhance students' confidence in speaking English by providing a favourable English learning environment.	P.4-5

(D) Focus(es) of the school's proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<div> <input checked="" type="checkbox"/> Enrich the English language environment in school through <ul style="list-style-type: none"> - conducting more English language activities [*]; and/or - developing more quality English language learning resources for students [*] <i>(*Please delete as appropriate)</i> </div> <div> <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” <i>(*Please delete as appropriate)</i> </div> <div> <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” <div></div> </div> <div> <input 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” <div></div> </div> <div> <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” <div></div> </div>	<div> <input type="checkbox"/> Purchase learning and teaching resources <div></div> </div> <div> <input type="checkbox"/> Employ full-time[*] or part-time[*] teacher <i>(*Please delete as appropriate)</i> </div> <div> <input checked="" type="checkbox"/> Employ full-time[*] or part-time[*] teaching assistant <i>(*Please delete as appropriate)</i> </div> <div> <input type="checkbox"/> Procure service for conducting English language activities <div></div> </div>	<div> <input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term) </div> <div> <input checked="" type="checkbox"/> 2018/19 (second term) to 2019/20 (first term) </div>	<div> <input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6 </div> <div> <input type="checkbox"/> Others, please specify (e.g. P.1-3, P.5-6): <div></div> <div></div> <div></div> </div>

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

(more rows can be added if needed)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employing a part-time teaching assistant who is proficient in English to help provide students with more opportunities to use English in authentic context for P.1 to P.6					
<p>The initiative will add value to the existing curriculum. It will help to enrich the English language environment at school and provide students with opportunities to use English in authentic context.</p> <ul style="list-style-type: none"> <i>Expected qualification and experience of the part-time teaching assistant to be employed</i> The part-time teaching assistant is expected to be an English native speaker with a bachelor degree and some teaching experience and teacher training. <i>Duties of the part-time teaching assistant:</i> (i) <u>Assisting in P.4-P.5 lessons</u> The TA will assist in one double reading lesson for each class (a total of 20 lessons) per week. The TA will assist in the speaking and listening parts in P.4 & P.5 reading lessons so that students can use the language in an authentic context. The focus of the lessons would be on reading. 	<p>(P.1, P.4 and P.5) English lessons P.1 to P.6 (English language activities)</p>	<p>Project period: From 2017/18 (second term) to 2019/20 (first term) <u>Assisting in P.4-P.5 lessons:</u> From 2017/18 (second term) to</p>	<p>4 resource packages on reading for P.4 & P.5 per level will be developed. More language activities will be conducted for P.1-3 and P.4-5 students. About 15 % of P.1 students and 100 % of P.4-5 students will have more chances to use English in daily communication</p>	<p>The teaching resources for P.4 and P.5 would be updated and utilised by the teachers at least once a year after completion of the project. The English-speaking culture in school will be sustained by organising activities to students after the completion of this project.</p>	<p>Evaluation meetings will be held once a term to evaluate the effectiveness of the programme. The records of the meetings will be kept for future reference. Students' performance in the reading lessons will be video-taped for sharing and evaluation. One sharing session will be held</p>

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**. h

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

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<p>especially teaching high-order reading skills such as locating information, inferencing and interpreting the meaning of the unfamiliar words. Also, elements such as role-play and readers' theatres would be used. After reading the story, the TA and existing English teachers will help students to act out the story with appropriate pronunciation, intonation and stress. Students need to act according to the characters in the story with appropriate expressions. Acting provides students an opportunity to use English in authentic context.</p> <p>(ii) <u>Supporting guided reading lesson for less able students in P.1</u> The P.1 students are chosen because their English proficiency is a concern. More and more students from Mainland China are admitted to our school and they do not have parental support on English learning. It is necessary to help this group of students from the very beginning. There is a need to lay a sound English language foundation in P.1. It is also necessary to provide more chances for the P.1 students to meet the TA and create an authentic language environment so as to arouse their interest and confidence to learn the language.</p> <p>The TA will support the guided reading lesson for the less able students in P.1 once a week. The students will be selected from the result of the test in term 1. The lowest 4 in a class would be selected as members of the guided reading group and there will be five groups.</p>		<p>2019/20(first term)</p> <p><u>Supporting guided reading lessons in P.1:</u> From 2017/18 (second term) to 2019/20(first term)</p>	<p>About 60 % of students' confidence and skills in speaking would be enhanced.</p> <p>Assessment results on speaking of over 60 % of P.4-5 students will be improved</p> <p>70 % of the existing English teachers will acquire knowledge of conducting English language activities.</p> <p>70 % of the existing English teachers will conduct language activities in their daily English lessons at</p>	<p>After completion of the project, at least two teachers in the reading workshops will keep teaching P.4 & P.5 so that the teaching materials can be re-used and passed on to other teachers.</p> <p>The lessons and activities would be video-taped for sharing.</p>	<p>at the end of each term in the panel meeting to report the progress of the programme.</p> <p>The collected data will be analysed and reviewed for planning the reading workshops and organising English activities in future.</p>

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<p>The lesson provides an English language learning context for these students to share, talk and read stories with the TA. The existing teachers will choose the right stories to meet the level of these students. They will work well with the TA to monitor the progress of these students and adjust the materials to cater for their needs, interests and abilities. The TA will provide some language activities in the guided reading group such as Reading Recovery. The activities include teaching of phonics, recognizing high frequency words, reordering of sentences and making simple repeated sentences, etc.</p> <p>(iii) <u>Co-planning with other English teachers</u></p> <p>There are two co-planning meetings for each level each term which involve the TA. The focus of the co-planning meeting will be evaluating the previous lessons, planning for upcoming lessons, discussing the focus of worksheets as well as preparing the teaching aids. Then, TA will assist the teachers to prepare the plans, worksheets and the relevant lesson materials.</p> <p>Lesson observations will be conducted in some of the lessons. After lesson observations, teachers will make adjustments to the lesson plans, teaching materials, teaching strategies and share among the existing English teachers. The TA will support the teachers in this regard.</p> <p>(iv) <u>Conducting language activities</u></p> <p>❖ English Chat Room for P.4-5 students during lunch</p>		<p>Co-planning:</p> <p>From 2017/18 (second term) to 2019/20 (first term)</p>	Primary 4 to 5.		

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<p>breaks</p> <p>The NET is organising activities for P.6 students at present at school. It is necessary to give more chances to P.4 and P.5 students to use English in an authentic way. The TA will organise some interesting speaking activities like language games, songs, tongue twisters or riddles for students. Students will voluntarily join the activities during lunch breaks. Normally about 8 students would be able to join on first-come-first-served basis. If there are more than eight students, the TA will take a few more students or they will wait for subsequent rounds. There will be about 12 rounds in a term. Students of each class will take turn to meet the TA per week. Interested students of each class will meet the TA six times in a term. The existing English teachers will give the TA suggestions or topics for the activities and he/she will prepare and lead the relevant activities. The English panel teachers will observe and monitor the progress.</p> <p>❖ <u>English Corner for P.2-3 students at recesses</u></p> <p>The NET is organising some speaking practices for P.4-6 students at recesses at present. Likewise, the TA will organise similar practises for P.2 & 3 students. Half of the class of P.2 & P.3 students will be arranged to use the English Room to have some speaking practices such as making presentations and reading aloud with the TA. There will be about 15 students in a group each time. There are about 12 rounds in a term. Each student will meet the TA three times in a term. The existing English teachers will give the TA</p>		<p><u>Assisting in the English Corner for P.2-3:</u></p> <p>From 2017/18 (second term) to 2019/20</p>			

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<p>suggestions or topics for the activities and he/she will prepare and lead the relevant activities. The English panel teachers will observe and monitor the progress.</p> <p>❖ <u>Morning greetings with students</u></p> <p>The TA will greet students in English in the covered playground every morning. All students will have a chance to meet the TA, therefore, students can use the spontaneous language in an authentic context.</p> <p>„An English a day“ is a form of sharing for all students at the morning assemblies. The TA will prepare some interesting topics about foreign countries, idioms or some interesting expressions to share with the students at the morning assemblies. The TA will share in the assemblies once a month. The existing English teachers will give suggestions or topics such as the culture or traditions of foreign countries to the TA and the TA will prepare the relevant materials and conduct the sharing with the help of the English ambassadors. The English panels will observe and monitor the progress.</p> <p>❖ <u>English Speaking and Drama Club for P. 2 to P.5 students</u></p> <p>The TA will assist in the English Speaking and Drama Club as well. There are about fifteen P.2-5 students in the club. The NET and the local teachers will be in charge of the club. The TA will help to organise activities. The TA will work collaboratively with the NET and the local English teachers to conduct some</p>		<p>(first term)</p> <p><u>Assisting in morning greetings.</u></p> <p>From 2017/18 (second term) to 2019/20(first term)</p> <p><u>Assisting in English Speaking and Drama Club for P.2 to P.5</u></p> <p>From 2017/18 (second</p>			

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<p>drama activities in the extra-curricular activities sessions (ECA) on Fridays. There will be about 10 sessions of ECA in a term. The TA will support the teachers to organise the drama performances as well.</p> <p>❖ <u>Pull-out programme for P.4 to P. 6 students</u> The TA will support and conduct English writing sessions for about twenty P.4-6 students in a regular pull-out programme. The sessions will include activities such as story and poem re-writing. The TA will assist the existing English teachers in selection of topic and preparation of writing materials. Students will take part in some writing competitions. (***)The pull-out programme is a regular gifted and talented programme with a main focus on Mathematics. The writing sessions are only parts of the programme with writing elements that aligns with the current English curriculum.)</p> <p>❖ <u>Festive activities for all students</u> The TA would work collaboratively with the English teachers to organise festive activities namely, „Festival Fun“ for students at Christmas and Easter. The English Panel group teachers are the leaders to plan and implement the programme. The TA will help to organise the activities. Different kinds of activities would be held to provide students with the opportunities to use English in authentic context. For example, to celebrate Christmas, students will:</p>		<p>term) to 2019/20(first term)</p> <p><u>Assist in the Pull-out programme</u></p> <p>From 2017/18 (second term) to 2019/20(first term)</p> <p><u>Assist in Festive activities</u></p> <p>April 2018, Dec 2018, April 2019 and Dec 2019</p>			

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<ul style="list-style-type: none"> - sing Christmas carols - decorate the school - have Christmas Quiz in the assembly - watch the Christmas drama performance (English Speaking and Drama Club) - share about how Christmas is celebrated in different countries (with the NET) - play Christmas vocabulary- Spelling King - write Christmas cards to teachers or classmates - make a craft as a Christmas present for others - read tongue twister to the NET or TA at Christmas booths - read Christmas riddles or tongue twisters in the hall/covered playground - have a taste of some Christmas food such as gingerbread, turkey and pudding, etc. <p>❖ <u>English ambassadors</u> English ambassadors will be trained by the TA. Some P.6 students who participated in the Australia Exchange Programme will be selected as the ambassadors. The TA will meet them once per week to give them training about presentation and organising activities. The English ambassadors will assist the TA to organise the activities to P.2-3 students at the English Corner during recess. They will help the TA to conduct the sharing or presentations at the morning assembly as well. The English teachers will be the core members to organize the activities. The TA will only take up the training tasks. The English panels will give advice, support and monitor the progress.</p>		<p><u>Training of English ambassadors</u></p> <p>From 2017/18 (second term) to 2019/20 (first term)</p>			