Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)

School-based Implementation Plan

School Name: __SKH Chu Oi Primary School__ (English)

Application No.: A 070 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): __19__

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)
PLP-R/W programme	P.1-3	Reading and Writing	NET Section, EDB
Language Support Service	P.1	Curriculum planning (P.1)	School-based Curriculum Development (Primary) Section, EDB

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

Strengths	Opportunities
1. The English teachers are willing to enhance their own methods of pedagogy. 2. Collaborative and sharing culture has been developed through the effective use of co-planning meetings.	1. Collaborative and sharing culture has been developed through the school-based projects led by the School-based Curriculum Development Section and the NET section. As a result, teachers are ready for new challenges.
Weaknesses	**Threats**
1. There is not sufficient space for teachers to develop school-based speaking resources and thus teachers have to use many teaching and learning materials which do not cater the unique needs of students. 2. Students have limited chances to speak in English as family support is limited.	1. There is a severe competition among schools. Hence, the teachers are pushed to achieve excellence in their profession. 2. The school needs to prepare the students for their diversified needs of English learning in secondary schools.

(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. Enhancing teachers' professional training in teaching writing.	Hire a supply teacher to free 5 English teachers to develop the writing packages and coordinate professional development for teachers.	P.4-5
2. Enhancing students' writing skills through making holistic planning at P. 4 & P.5.	Purchase learning and teaching resources including word cards, posters and teachers' reference materials mainly include teachers' reference books related to grammar, writing, reading skills, games and different kinds of dictionaries.	P.4-5
3. Establishing a writer's friendly environment.	Hire service provider to develop E-learning platform to help build the students' vocabulary bank	P.1-6

(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	Proposed usage(s) of the Grant	Time scale	Grade level
☑ Enrich the English language environment in school through - conducting more English language activities; ☐ 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" ☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☐ 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" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☐ Purchase learning and teaching resources ☐ Employ a part-time teacher ☑ Employ full-time or part-time teaching assistant ☑ Procure service for conducting English language activities	☑ 2017/18 (second term) to 2018/19 (first term) ☑ 2018/19 (second term) to 2019/20 (first term)	☑ P.1 ☑ P.2 ☑ P.3 ☑ P.4 ☑ P.5 ☑ P.6 ☐ Others, please specify (e.g. P.1-3, P.5-6): _____ _____ _____

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

Proposed school-based English Language curriculum initiative(s)	Grade level[3]	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1]	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
(1) Employ a part-time teaching assistant who is proficient in English to assist: ● in enriching the English language environment in school through conducting more English language activities for all levels; and ● the existing English language teachers to develop more quality English language learning resources for providing students with more opportunities to use English in authentic context at P.4-6					
● The teaching assistant (TA) who is proficient in English proposed to be employed has obtained tertiary education with at least one-year teaching experience. He/She is a native English-speaker. ● The TA will: - assist in organising language activities during recess twice a week for P.1-6 to enrich the English language environment at school. P.1-6 students are free to join the activities which are designed by the TA. The local teachers will encourage students to join the activities through announcements. Each activity will be about 20 minutes. During the activity, the TA will play some games with the students with the help of the teachers-in-charge and the English ambassadors. Different kinds of games such as role play, phonics games, and matching, listening activity and action games will be designed. Besides, games which help students to learn English in authentic context such as buying and selling as well as ordering food, will also be included.	P.1-6 (English language activities) P.4-6 (Speaking Lessons)	2017/18 (second term) to 2019/20 (first term) Recess language activities: 2017/18 (second term) to 2019/20 (first term)	Language activities will be conducted for P.1-6 students during recess twice a week. 75% of the participants enjoy the activities. 70% of the participants are more motivated to learn English. About 80% of the teachers found the sharing useful. Speaking packages co-developed by the TA and English teachers for P.4-6 (details set out in Column 1) per year.	The language activities developed will be conducted after completion of the project. English language activities will be held during recess after completion of the project. The speaking packages co-developed by the TA and English teachers	Sharing with other teachers during panel meetings Regular checks on the students' performance at recess by teachers' observation. Records of co-meetings will be kept for future reference. Lesson observation will be arranged to enhance teaching and monitor progress.

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

[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.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1]	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
- assist the existing English language teachers to develop more quality English language learning resources to provide P.4-6 students the opportunities to use English in an authentic context. The TA will co-plan one lesson for each class in alternate week (P.4-6 = 15 classes) with the local English teachers and then follow up with what have been discussed at the co-planning meeting. Since the existing resources may not be able to cater for the needs of students, the TA will assist in revising the existing worksheets based on the inputs from the local English teachers. Task sheets will be set to provide students with the opportunities to use English in authentic context such as persuading parents to keep pets at home and organising fund-raising activities through pair talk, group discussion and role-play. In addition, more language activities in authentic context will be added to enrich the English language environment during speaking lessons. About 18 speaking packages (6 per level) with lesson plans, learning activities will be developed for P.4 to 6. Speaking task sheets, games, lesson plans and PowerPoint will be included in each module. The TA will assist in class to try out the developed materials. He/She will assist in teaching, altogether 15 lessons (each class will have one 35-minute lesson) a week. Lesson observation will be arranged to enhance teaching and learning. Meetings will be arranged after the lesson observation to revise the existing speaking curriculum and to adjust teaching strategies and learning resources.		Co-planning meeting will be held once every two weeks among teachers and the TA 2017/18 (second term) to 2019/20 (first term). Lesson observations will be arranged in October 2018.	Each class (P.4-6) will have 1 speaking lesson per week. All key stage 2 students will have more opportunities to speak and listen to the TA. 80% of the P.4-P.6 students' confidence and skills in speaking English enhanced. 70% of the existing English level teachers will acquire knowledge/pedagogy of conducting 12 language activities for P.4 to 6. 70% of the existing English level teachers will apply 12 language activities to English teaching at P.4 to 6.	will be used after completion of the project. The pedagogy acquired will be shared during panel meetings.	Some lessons will be video-taped for discussion and evaluation. Students' comments will be collected through questionnaires.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1]	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
(2) Procure professional services to conduct English activities for enriching the English language environment for students at P.2-3.					

As the school has already arranged language activities for P.1 students to enhance their English proficiency, the proposed initiative will thus engage the P.2 and P.3 students to learn English through interesting activities so as to promote their effective English language learning.
 	
The English tutors proposed to be hired are at tertiary education level (preferably with a degree in TESL or English major) with at least one year of group teaching experiences.
 	
The English panel will have 2 – 3 co-development meetings with the English tutors per term (around one meeting per month). The meetings are mainly about the teaching schedule, students' performance and evaluation of the effectiveness of the materials:
 	
✓ Meeting 1:
   • Briefing on the teaching schedule and plans of materials co-development
 	
✓ Meeting 2-3:
   • Evaluation of students' performance and effectiveness of the activities /materials
   • Overall adjustments and further enrichment of the language activities /materials
 	
The English tutors will design the activities and resources according to different themes set by the school to enrich the language environment for these students. The English Panel will work collaboratively with the tutors in course of developing the materials as discussed in the meetings. with Lively and interesting games will be designed for these students to motivate them to learn English, for example,
	P.2-3 (four groups)	2017/18 (second term) to 2019/20 (first term)
		
		Oral quotation: December 2017 for providing service for second term 2017/18
		
		Co-planning: January 2018
		
		Evaluation: June 2018
			Language activities on reading, speaking and writing will be conducted for the target students three times a week.
			
			Four sets of resource materials on reading, speaking and writing activities co-developed by the tutors and the English panel.
			
			80% of the target students' confidence and skills in reading, speaking and writing enhanced.
			
			70 % of the existing English teachers will acquire knowledge/pedagogy of conducting different activities for P.2-3.
			
			70 % of the existing English teachers will apply different activities to English teaching at
				The materials co-developed by the tutors and English panel will be adapted and used after the completion of the project.
				
				The pedagogy acquired will be shared during panel meetings.
				
				Some sessions will be videotaped and shared among the teachers.
					Lesson observation will be arranged to enhance teaching and to monitor progress.
					
					Some sessions will be video-taped for discussion and evaluation of materials.
					
					Students' work will be collected and displayed on display boards for other students' appreciation.
					
					Students' comments will be collected through questionnaires.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1]	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
chanting of nursery rhymes, phonics games, listening activities, card games, role play and action games. Students will also create their own stories and share their work with others. There are altogether four groups of P.2 and P.3 students with eight to ten students each group. There are about 47 after-school sessions per year with 3 sessions per week for each group. Some sessions will be observed by both the coordinator of the centre and the English panel. The teaching strategies as well as activities and the resources will be revised after the lesson observation and then shared among relevant teachers. The materials co-developed by the tutors and English panel will be adapted and used after the completion of the project.			P.2-3.		