

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

**School Name:** Lei Muk Shue Catholic Primary School (English)

**Application No.:** A 094 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 14

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	4	4	4	4	4	4	24

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)
Language Learning Support Services for Primary School		P.4 – P.6	From reading to writing	Language Learning Support Section
NET Scheme	2012 – 2016	P.1– P.3	Develop the school-based curriculum	NET Section, EDB
	2016 – 2017	P.4 – P.6		

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

Strengths	Opportunities
<ol style="list-style-type: none"> <li>1. Our school has joined the NET Scheme. The NET co-plans and co-teaches P.4 – P.6 students with local teachers.</li> <li>2. Our teachers are open-minded, enthusiastic professionals willing to engage in professional growth and curriculum development to enhance the English learning of our students.</li> <li>3. Teachers are supported by the Principal and the IMC in the shared vision of enriching our students’ learning processes.</li> <li>4. Our school has been committed in developing a professional learning community equipped with a co-planning and lesson observation culture to support and instigate teachers’ professional growth.</li> <li>5. An English TA has been hired to support our English teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. For Key Stage 2, the NET has been helping to develop and improve our current English curriculum. We hope to extend this curriculum development and enhancement to Key Stage 1 to provide a more holistic impact across all levels.</li> <li>2. With a supportive school community and an emerging professional learning culture, the PEEGS has the potential to assist in the development of school-based measures to strengthen the learning and teaching of English.</li> <li>3. Our school has an overall good reputation in the community. The English Language Panel believes that upgrading the quality of our English curriculum will not only benefit students’ English learning, but also bolster parents’ and community’s confidence in our teaching quality.</li> </ol>
Weaknesses	Threats
<ol style="list-style-type: none"> <li>1. Our students lack parental support and have inadequate exposure to English in their daily lives.</li> <li>2. They also lack confidence in speaking English.</li> </ol>	<ol style="list-style-type: none"> <li>1. Due to the heavy workload, teachers struggle to find time to put the fruit of our reflection into our daily practice systematically.</li> </ol>

**(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
<p>Developed a thematic task-based curriculum focusing on the development of reading and writing skills as an entry point but also integrating speaking and listening</p>	<p>Employed a full-time supply teacher to create space for the core team members to further develop the school-based curriculum</p>	<p>P.4 – P.6</p>

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

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> <li>- conducting more English language activities*;<del>and/or</del></li> <li>- <del>developing more quality English language learning resources for students*</del></li> </ul> <p>(*Please delete as appropriate)</p> <p><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” (*Please delete as appropriate)</p> <p><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”</p> <p><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”</p> <p><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”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ <del>full-time*</del> or part-time* teacher (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate)</p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____</p>

**(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 <sup>1</sup> <i>(preferably measurable)</i>	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
Employing a part-time teacher who is proficient in English to enrich English language environment in school through conducting more English language activities at P.1 to P.3					
<p>The initiative will enrich our existing curriculum with more language activities. Our EDB NET will focus on revising and developing the school-based curriculum for Key Stage 2. Therefore, an extra English teacher can create more exposure for our P.1 to P.3 students to use English in authentic context.</p> <p>● <b><u>Expected Qualification and Experience</u></b></p> <p>The teacher is expected to have a bachelor degree preferably in Education or English related subjects and a specialized English teaching qualification such as TESOL and CELT. Experience in teaching English as a second language is also required.</p> <p>● <b><u>Duties of the part-time teacher</u></b></p> <p>➤ <u>To organise and conduct English language activities as well as develop learning resources for P.1 to P.3 lessons</u></p> <p>The part-time teacher will organise and conduct English language activities with the local teachers. In addition, he/she will develop quality English language learning resources to improve students' English learning. It is planned that four resource packages with teaching aids on speaking activities for each level will be co-developed by</p>	P1-P3	<p>2017/18 (second term) to 2019/20 (first term)</p> <p>From Feb 2018 to Jun 2018 (P2 &amp; P3 Co-planning and Co-teaching, develop 2 Resource Packages, run lunch time &amp; after-school activities)</p> <p>From Sept 2018 to Jan 2019</p>	<ul style="list-style-type: none"> <li>An improved rating of at least 10% in the school annual survey about the school's English language-rich environment.</li> <li>4 language activities such as drama, readers' theatre, singing &amp; chanting will be conducted for P1 to P3 students per year.</li> <li>Four resource packages with teaching aids for each of the three levels will be</li> </ul>	<ul style="list-style-type: none"> <li>Resource packages will continue to be utilised and refined by the local teachers after the completion of the project.</li> <li>The English speaking culture in school will be sustained by following the good practice demonstrated by the part-time teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation will be made at the English Panel meetings twice per year. Records of meetings will be kept for reference.</li> <li>On-going observation of students' performance to keep track of progress and evaluation.</li> <li>Surveys will be conducted to collect feedback from students and teachers once per year to keep track of progress and evaluation.</li> </ul>

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

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

<sup>3</sup> 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 <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>																								
<p>the local teachers and the part-time teacher per year.</p> <p>The content of different language arts activities (that is, drama, readers’ theatre, singing and chanting) is partly aligned with the theme of the school readers and partly related to the school-based learning theme, “Appreciate Life. Embrace Challenges.” Through different language arts activities based on authentic literature, students can have more opportunities to use English. Examples are as follows:</p> <table border="1" data-bbox="152 596 878 890"> <thead> <tr> <th></th> <th>Reader Titles</th> <th>Language Arts Activities</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>‘Brown Bear, What Do You See?’</td> <td>Reader’s Theatre</td> </tr> <tr> <td>P.2</td> <td>‘Oh No! Not Homework!’</td> <td>Drama</td> </tr> <tr> <td>P.3</td> <td>‘The Rainbow Fish’</td> <td>Chanting</td> </tr> </tbody> </table> <p>The focus of the learning resources is to help develop students’ speaking skills. Speaking activities are designed with the target language forms and formulaic expressions found in textbook units. Examples are as follows:</p> <table border="1" data-bbox="152 1054 869 1275"> <thead> <tr> <th></th> <th>Units</th> <th>Speaking Activities</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>Keeping Pets</td> <td>“Where is my pet?”</td> </tr> <tr> <td>P.2</td> <td>Bob’s School Day</td> <td>“What time is it?”</td> </tr> <tr> <td>P.3</td> <td>Let’s Celebrate!</td> <td>“When is your birthday?”</td> </tr> </tbody> </table>		Reader Titles	Language Arts Activities	P.1	‘Brown Bear, What Do You See?’	Reader’s Theatre	P.2	‘Oh No! Not Homework!’	Drama	P.3	‘The Rainbow Fish’	Chanting		Units	Speaking Activities	P.1	Keeping Pets	“Where is my pet?”	P.2	Bob’s School Day	“What time is it?”	P.3	Let’s Celebrate!	“When is your birthday?”		<p>(P2 &amp; P3 Co-planning and Co-teaching, develop 2 Resource Packages, run lunch time &amp; after-school activities)</p> <p>From Feb 2019 to Jun 2019 (P1 &amp; P2 Co-planning and Co-teaching, develop 2 Resource Packages, run lunch time &amp; after-school activities)</p> <p>From Sept 2019 to Jan 2010 (P1 &amp; P2 Co-planning and</p>	<p>co-developed by the part-time teacher, the local teachers and the NET per year.</p> <ul style="list-style-type: none"> <li>70% of P1 to P3 students’ confidence and skills in speaking enhanced per year.</li> <li>70% of P1 to P3 students use English both in and outside the classrooms per year.</li> <li>80% of the local teachers will acquire and apply the good practice demonstrated by the part-time teacher to create the language rich environment.</li> </ul>		<ul style="list-style-type: none"> <li>The collected data will be used to refine and improve the initiative.</li> </ul>
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	<b>Speaking Activities</b>	<b>Examples</b>					
P.1	“Where is my pet?”	<p><b><u>Guessing Game</u></b></p> <p>One student, the guesser, sits in front of the screen. He/ She is given a paper with 4 different but similar pictures. On each picture, there are 2 to 3 pet animals at different places.</p> <p>Then, the teacher puts a picture (1 of the 4 pictures on the guesser’s paper) under the visualizer.</p> <p>The guesser asks questions about the position of different animals to find the right picture.</p> <p>Once the students are familiar with the game, they can play the game with different sets of pictures in small groups or pairs.</p>		Co-teaching, develop 2 Resource Packages, run lunch time & after-school activities)			
P.2	“What time is it?”	<p><b><u>Board Game</u></b></p> <p>Students play a board game with squares filled with different clock time.</p>					

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		Students playing the game can practise the target language forms.					
P.3	“When is your birthday?”	<p><b><u>Find someone whose birthday is in ... (months)</u></b></p> <p>The teacher asks students,</p> <p>“Find someone whose birthday is in ____.”</p> <p>Students then look for the target classmates by asking</p> <p>“When is your birthday?”</p> <p>Students who find the most target students will be the winner.</p>					
<p>The teacher will teach one double lesson to each P.2 and P.3 class once every 2 weeks. Only 2 levels of students will be taught in one term. The part-time teacher will also run activities during lunch time and after school as well as the ECA class. There will be about 675 minutes (i.e. about 19 lessons) per week. The part-time teacher will serve the school four days a week from 8:00 a.m. to 5:00 p.m.</p> <p>2017/18 Term 2: P.2 - P.3</p> <p>2018/19 Term 1: P.2 - P.3</p> <p>2018/19 Term 2: P.1 - P.2</p> <p>2019/20 Term 1: P.1 - P.2</p>							

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<p>-focus and content of the lessons</p> <p>The focus of the lessons is to develop students' speaking skills. Based on the topics found in the textbook units, different speaking tasks such as whole-class, pair works and small group works will be arranged for students.</p> <p>-roles and involvement of the part-time teacher</p> <p>The part-time teacher will design lessons and prepare relevant teaching materials that help consolidate students' learning. He/She will co-teach and co-plan with the existing teachers.</p> <p>-roles and involvement of the EDB NET</p> <p>The EDB NET will observe the lessons once every 2 weeks and give advice to the part-time teacher. The NET will also be involved in evaluating and refining the teaching.</p> <p>-roles and involvement of the existing English teachers</p> <p>The existing teachers will co-teach and co-plan with the part-time teacher.</p> <p>The speaking tasks in the lessons will be set in a context close to the authentic one in which students can use English meaningfully.</p> <p>➤ <u>To conduct English language activities during lunch time, Friday assemblies, ECA periods and after school</u></p> <ul style="list-style-type: none"> <li>• Lunch Time Activities: Story-telling, action songs and Jazz Chant</li> </ul> <p>Lunch time English activities are conducted for all P.1 to P.3 students. 3 sessions will be conducted per week.</p>					



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<p>Each class will join the activities, about 3 times in a term. Students' attendance will be recorded and closely followed to ensure that students attend the activities. The local teachers will design the contents of the activities together with the part-time teacher. The local teachers will attend the lunch time activities once a week to observe students' performance.</p> <ul style="list-style-type: none"> <li>Friday Assemblies: Singing Contest and Jazz Chant Performance</li> </ul> <p>2 events will be conducted during Friday assemblies. All P1 to P3 students will take part in the events. Students will perform the language art activities they have learnt and practised in class.</p> <ul style="list-style-type: none"> <li>ECA: Jolly Reading</li> </ul> <p>Jolly Reading will be a big book story-reading activity followed by some hands-on follow-on tasks. There will be about 12 sessions in total per term. Each P1 class will have 3 sessions in a row. The part-time teacher will run the activity with the existing teacher.</p> <ul style="list-style-type: none"> <li>After-school Activities: Choral Speaking, Phonics, English Fun Games and TV Time training</li> </ul> <p>After-school activities are also provided for P.1 to P.3 students. 6 sessions will be conducted per week.</p> <p>Choral Speaking, Phonics, English Fun Games will be open to the students who are interested while TV Time training is arranged for the students selected by the local teachers. The expected number of students is about 20 per session in Choral speaking, Phonics and English Fun Games and about 5 in TV Time training. To encourage students to join the activities, notices will be sent to</p>					

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<p>parents to explain the benefits of taking part in the activities. In addition, the activities will be promoted during morning TV Time Broadcast. The Students' attendance will be recorded and closely followed to ensure that students attend the activities.</p> <p>The local teachers will design the contents of the activities together with the part-time teacher. The local teachers will attend the after-school activities once a week to observe students' performance.</p> <p>● <b><u>Collaboration among the part-time teacher, EDB NET and English teachers</u></b></p> <p>The English teachers and the EDB NET will collaborate with the part-time teacher through co-planning and co-teaching the lessons.</p> <p>The focus and the content of the monthly co-planning meeting are to design speaking and language art activities as well as resource packages which can maximise students' use of language. The activities and resources packages will be tried out in class.</p> <p>The existing English teachers will co-teach with the part-time teacher and take up about half of the teaching part during co-teaching once every two weeks. The part-time teacher, the core team members, the level coordinating teachers, the panel chair and the EDB NET will reflect regularly to evaluate the activities and the learning resources.</p> <p>There will be try-outs of the language activities. Teaching strategies and resources will be evaluated after the try-outs. Adjustment of teaching strategies and resources will be made accordingly. In addition, further sharing will be arranged during the panel meeting.</p>					

