

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

School Name: Chai Wan Kok Catholic Primary School (English)

Application No.: B 089 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 12
2. No. of approved classes in the 2017/18 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 2017/18 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)
Small Class Teaching Project (English)	P. 3	Enhancing students' writing skills in terms of idea generation	The Chinese University of Hong Kong
Refinement of the Writing Curriculum	P.4	Improving students' writing skills in terms of grammar awareness	Language Learning Support Section, EDB
Fostering Communities of Practice to Enhance Learning and Teaching in a Small Class Environment	P. 3	Enhancing students' writing skills in terms of idea generation	Hong Kong Education University
From Reading to Writing	P. 5	Improving students' writing skills in term of vocabulary and contents	Language Learning Support Section, EDB
Developing Text Sets (DTS)	P. 1	Enhancing students' reading skills	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Our teaching staff is dedicated and receptive of new ideas.2. Teachers have a strong mastery of subject knowledge and participate in various professional training courses.3. The collaboration among the NET and other teachers are strong.4. The school has arranged regular co-planning meetings within timetable for teachers to have lesson planning.5. The school has developed a clear policy for peer lesson observation to encourage sharing on teaching experience among teachers.6. All classrooms are equipped with IT facilities for enhancing teaching.7. The school librarian offers support in purchasing new books.8. Supportive principal, local English teachers (LETs) and NET.	<ol style="list-style-type: none">1. PEEGS facilitates the development of school-based curriculum.2. Small class teaching in P. 1 to 6.3. School widely adopts cooperative learning strategies to encourage communications among students.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students lack a language-rich environment to extend their language learning experience beyond the school context.2. Students' habit of speaking in English in and out of the classroom is not yet well established.3. Inadequate learning materials for English speaking4. Great learner diversity among students5. Students lack motivation in learning6. Insufficient parental support for English learning7. Students do not have enough opportunities to share their personal experiences in English with others in and out of the classroom.8. Analysis of the BCA and TSA results in 2015 and 2017 show that students are weak in English speaking.9. Explicit teaching of speaking skills and strategies is not infused in all grade levels.	<ol style="list-style-type: none">1. Shrinking enrollment due to the low birth rate.2. Competition from the neighboring primary schools.3. Great learning diversities among pupils.

(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. Refinement of the English Language curriculum	1. Hired a full-time supply teacher to release core team for school-based development	P. 1-P.3
2. Enhance teachers' capacity in using more innovative and interactive teaching strategies	2. Hired a consultant to conduct professional training workshops for teachers 3. Purchased learning materials	

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

<p align="center">Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></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” <i>(*Please delete as appropriate)</i></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 full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 school year</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 checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" 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 ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employ a full-time teacher who is proficient in English to collaborate with the local English teachers (LETs) to provide P.1 to P.6 students with more opportunities to use English in authentic contexts					
<p>Objectives To further promote English language learning and teaching, the proposed additional teacher will work with the existing English teachers to co-design and co-teach the speaking lessons as well as co-organize English activities. The speaking lessons will help students develop various speaking skills with developmental progression across the levels and provide students with more opportunities to use English in authentic contexts. The planned English activities aim to arouse students' interest, build up their confidence in learning English as well as enable students to communicate effectively in English.</p> <p>Expected qualification and experiences of the full-time teacher who is proficient in English The teacher proposed to be hired is expected to be a university graduate with recognized English Language teaching qualifications including TESL/TEFL and TEYL. He/She is preferably a native-English speaker with teaching experience, especially in teaching young learners.</p>	P. 1- P.6	<p>Speaking lessons:</p> <p>Co-planning: Sept 2018- May 2019</p> <p>Development of materials: Sept 2018- May 2019</p> <p>Co-teaching: Oct 2018- May 2019</p> <p>Peer lesson observation: Oct 2018- May 2019</p> <p>Evaluation: Mid-term evaluation:</p>	<p>Speaking lessons: One set of speaking curriculum with lesson plans, learning objectives, teaching strategies and resources, students' learning sheets and assessment methods will be developed at P.1-P.6 for each level.</p> <p>Speaking assessment results of over 80% of P.1-P.6 students in 2018/2019 will be improved by 10% in two years' time.</p> <p>90% of the participating English teachers will acquire the knowledge of</p>	<p>Speaking lessons: All the materials developed in the speaking curriculum will be reviewed and refined at the end of the year and will be used to develop students' speaking skills in the future.</p> <p>The in-house sharing sessions will be video-taped.</p> <p>One lesson study will be</p>	<p>Speaking lessons: Evaluation of the previous lessons will be carried out in the co-planning meetings.</p> <p>Records of the meetings will be kept for future reference.</p> <p>Lesson observation of each class will be conducted by panel chairperson once a year.</p> <p>Teachers will analyse students' summative assessment results to assess the</p>

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.

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<p>Core Team A core team comprising the teacher who is proficient in English, the panel chairpersons and the level-coordinators of the 6 levels will be formed to take the lead in the development of the speaking curriculum, provide timely feedback on the progress and make adjustments.</p> <p>Duties of the full-time teacher who is proficient in English</p> <p>1. To develop the school-based speaking curriculum and teach speaking lessons with the existing English teachers</p> <p>➤ <u>Details of the speaking curriculum to be developed</u></p> <p>✓ Tentative speaking skills to be covered: <u>Key Stage 1</u></p> <ul style="list-style-type: none"> - pronounce correctly letters of the alphabet and words in isolation as well as words in connected speech by linking words together and using appropriate stress - produce and use simple phrases and sentences to communicate with others with the help of cues - imitate appropriate stress, rhythm and intonation - present information, ideas and feelings clearly and coherently - connect ideas by using cohesive devices (e.g. and, but, or) - give a simple description to express meaning of an unknown word in response to the teacher’s prompts - participate effectively in an oral interaction by using simple formulaic expressions 		<p>January 2019</p> <p>Year–end evaluation and refinement of learning materials: June-Aug 2019</p> <p><i>English activities:</i> Co-planning: Sept 2018-May 2019</p> <p>Development of materials: Sept 2018-May 2019</p> <p>Co-conducting English activities: Oct 2018-May 2019</p> <p>Evaluation: Mid-term evaluation: January 2019</p> <p>Year-end evaluation and refinement of</p>	<p>teaching speaking.</p> <p>90% of the participating English teachers will apply the knowledge acquired in speaking lessons.</p> <p><i>English activities:</i> Eight sets of quality English language learning and teaching resources will be developed to enrich the English language environment in school for P.1-P.6.</p> <p>80% of P.1-P.6 students use English in daily communication per year.</p> <p>80% of P.6 students’ confidence in using English during school interviews will be enhanced.</p> <p>90% of the participating English teachers will acquire the knowledge of</p>	<p>conducted at each level with a special focus on building up students’ speaking skills.</p> <p><i>English activities:</i> The LETs can be the trainer of the English Ambassadors in the years to come. The trained English Ambassadors help train up the new members.</p> <p>One English activity per level will be videotaped for the training of new teachers in the years to come.</p> <p>The video clips will be kept for sharing.</p>	<p>effectiveness of the speaking curriculum in improving students’ speaking performance.</p> <p>Questionnaires will be used to collect teachers’ feedback on the effectiveness of the materials developed in enhancing students’ speaking abilities.</p> <p>The data collected will be used for future planning.</p> <p><i>English activities:</i> Questionnaires will be used to collect students’ feedback on the effectiveness of the English activities in enhancing their speaking abilities.</p> <p>One activity per level will be videotaped and shared among the</p>

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<p><u>Key Stage 2</u></p> <ul style="list-style-type: none"> - present information, ideas and feelings clearly and coherently - use appropriate register when speaking to teachers and peers - apply grammar rules such as subject-verb agreement correctly - connect ideas by using cohesive devices (e.g. also, at last, before) - use gestures and facial expressions to convey meaning and intention - use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings - participate effectively in an oral interaction - maintain an interaction <p>✓ Tentative speaking activities to be covered</p> <table border="1" data-bbox="170 1031 922 1414"> <thead> <tr> <th>Level</th> <th>Activities</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>read aloud, role-play</td> </tr> <tr> <td>P.2</td> <td>role-play, picture description</td> </tr> <tr> <td>P.3</td> <td>picture description, show and tell</td> </tr> <tr> <td>P.4</td> <td>show and tell, group interaction</td> </tr> <tr> <td>P.5</td> <td>presentation, group interaction</td> </tr> <tr> <td>P.6</td> <td>interview skills, presentation, group interaction</td> </tr> </tbody> </table>	Level	Activities	P.1	read aloud, role-play	P.2	role-play, picture description	P.3	picture description, show and tell	P.4	show and tell, group interaction	P.5	presentation, group interaction	P.6	interview skills, presentation, group interaction		<p>learning materials: June-Aug 2019</p>	<p>conducting English activities.</p> <p>90% of the participating English teachers will apply the knowledge acquired in conducting English activities.</p>		<p>panel members during the panel meetings in January and June.</p> <p>The data collected will be used for future planning.</p>
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<p>✓ Details of the learning and teaching resources One lesson per class will be allocated to the newly developed speaking curriculum per cycle. Speaking materials for 24 lessons will be developed per level per year. Each module will include lesson plans and relevant teaching materials e.g. PowerPoint Slides, learning sheets and teaching aids.</p> <p>➤ <u>Co-planning</u> The teacher who is proficient in English will have co-planning meetings twice a month with the existing English teachers of the 6 levels respectively to set the learning objectives, design learning activities and expected learning outcomes as well as assessment methods for the speaking lessons. Exchange of ideas on the curriculum framework and the development of the materials will take place.</p> <p>➤ <u>Co-teaching</u> The teacher who is proficient in English will co-teach with the existing English teachers in the speaking lessons to provide students with a English-rich environment and to better cater for the needs of the less able students by providing them with more language support. The existing English teachers will take up half of the teaching during each lesson. When one of the teachers teaches, the other teacher will provide support to the students.</p> <p>➤ <u>Peer lesson observation and sharing sessions</u> Peer lesson observation in the form of lesson study will be conducted once a year for each level to assess the effectiveness of the newly developed speaking curriculum. Adjustments of the teaching strategies and refinement of the teaching resources will be made after the observation. The teacher who is proficient in English will share with the</p>					

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<p>existing English teachers on how to improve students’ speaking skills. Other teachers will adapt the teaching strategies shared in the future.</p> <p>2. Conducting English Language Activities</p> <p>To align with the speaking curriculum, various learning activities will be co-organized by the teacher who is proficient in English and existing English teachers.</p> <p>➤ <u>“Train the Little Trainers” Program</u></p> <p>The teacher who is proficient in English will work with the existing English teachers to train up twelve P.3-P.6 students to be the English Ambassadors to promote English use in the campus. Students will be selected based on their English proficiency and their willingness in learning English. The training will be conducted during the extra-curricular activity (ECA) periods to ensure students’ participation. There will be 8 sessions in total. The training sessions will enhance students’ communication skills and their confidence in English speaking. The trained English Ambassadors will assist teachers to conduct different English activities in English. Moreover, they will also have opportunities to participate in various English activities such as the English Campus TV programme.</p> <p>➤ <u>English Speaking Days</u></p> <p>English Speaking Day will be co-organized once every cycle by the teacher who is proficient in English and the existing English teachers. Various English speaking activities will be conducted. The teacher to be hired will prepare four students of each class from P.1 to P.6 for a morning assembly presentation called “One Minute English”. The LETs will brainstorm the topics with students and help them prepare the scripts for presentation. The teacher to be hired will help</p>					

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<p>students with the delivery of the presentation such as pronunciation and intonation.</p> <p>The teacher to be hired will also prepare English Ambassadors to chat with their schoolmates in the first recess and to play games with students during the lunch breaks. P.1 to P.6 students will participate in the English activities or chat with the English Ambassadors on English Speaking Days.</p> <p>The teacher to be hired and the LETs will guide the English Ambassadors to run the “Fun Fun Shop” on English Speaking Days in English during the lunch breaks. Students will be given “Fun Fun Dollars” for their good performance in English lessons by their English teachers. Students can use the “Fun Fun Dollars” collected to “buy” snacks or stationery at the “Fun Fun Shop”. Since the activity will be conducted in English, the teacher to be hired and LETs will provide students with formulaic expressions for the activity.</p> <p>➤ <u>P. 6 Interview Training Session</u> The teacher who is proficient in English and the existing English teachers will conduct interview training for P.6 students. 8 students will be grouped and they will attend one of the training sessions held during lunch breaks in January and February. Students will learn how to interact with others and express their own ideas in English.</p> <p>➤ <u>English Speaking Programme on Campus TV</u> The teacher to be hired will develop 8 programmes for broadcasting on Campus TV during lunch breaks. Contents of the programme will be daily conversations in different contexts. English teachers and students will be invited to take part in the video production. The teacher to be hired will prepare the scripts and provide training to the students before shooting.</p>					

