

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

School Name: South Yuen Long Government Primary School (English)

Application No.: B135 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 18

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	5	5	5	5	5	5	30

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)
PLP-R/W	P.1-P.3	Reading and writing	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Strong support from management2. Teachers are willing to provide the necessary time and resources for effective implementation of language skills. Teachers have mastered the skills in designing new tasks for learners.3. A collaborative and sharing culture has been developed through effective use of regular and effective co-planning meetings.4. The supportive relationship between NET and teachers ensures the smooth implementation of key programmes– i.e. PLP-R/W, Brain-based Learning, etc. Teachers are willing to assist Management and NET Teacher in effective implementation of the current programme.5. Various English programmes such as the Readers Theatre, Puppetry, and Drama activities are organized by the NET.	<ol style="list-style-type: none">1. School management will support initiatives that help promote English learning.2. Teachers are willing to develop and implement new English initiatives to promote English learning.3. The active participation of various English-related activities shows that students are motivated to learn English and teachers are determined to improve students' language proficiency.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students are not confident in speaking English.2. Additional support at home is needed to assist students' English learning.3. More human resource is needed to run English programmes.	<ol style="list-style-type: none">1. Greater learning diversities among students with more SEN students in the school's student population2. Increase in class size

(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
Development of a school-based reading and writing curriculum	<ol style="list-style-type: none">1. Employ a supply teacher2. Procure teacher reference books	P.1- P.2, P.4 - P.5

(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</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><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 checked="" 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"/> Purchas elearning 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 checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 school year</p>	<p><input 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> <p>_____</p> <p>_____</p> <p>_____</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 (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) To procure professional services to conduct English drama workshops at P.3 and drama workshops for P.2-P.6 elite students					
<p>Objectives The P.3 in-class drama workshops and the drama workshops during the extra-curricular (ECA) periods for P.2-P.6 elite students aim to encourage students’ creativity and confidence in speaking and writing English as well as extend students’ learning outside classroom.</p> <p>Drama is a fun way of motivating students to speak English. Drama teaching allows more strategic interaction of students who will acquire an understanding of the rules of grammar through the scripts of drama rather than as content. The drama activities will arouse students’ motivation and interest in learning English and enhance students’ confidence in speaking English. P.3 is chosen as students have Readers’ Theatre activities in P.1 and P.2 and they are very eager to learn about drama.</p> <p>For the drama workshops to be conducted during ECA periods, the target students are elite students. More intensive training will be provided so as to prepare them for the Drama Festival. These students’ confidence in speaking English will be further enhanced and these high flyers’ potential can be stretched. Moreover, these students will be the role models for other students in English speaking.</p> <p>Through collaboration with the instructors, the participating</p>	P.2- P.6	<p>In-class drama workshops for P.3</p> <p>Co-planning: Sep 2018</p> <p>Co-teaching: Oct 2018- Nov 2018</p> <p>Evaluation: Dec 2018</p> <p>After-school drama workshop</p> <p>Co-planning: Sep 2018</p> <p>Co-teaching: Oct 2018 - Jun 2018</p>	<p>9 sets of quality English language learning and teaching resources will be developed to enrich the English language environment in school for P.3 in-class drama workshop.</p> <p>5 sets of quality English language learning and teaching resources covering will be developed to enrich the English language environment in school for after-school drama workshop.</p> <p>80% of P.3 students will improve their confidence and skills in speaking.</p>	<p>The developed school-based drama curriculum will be implemented after completion of the project.</p> <p>The developed school-based drama learning and teaching resources will be refined annually.</p> <p>An in-house teacher sharing session will be conducted so that more school English teachers can be equipped with the skills of teaching drama.</p>	<p>Lesson observation to monitor the progress and evaluate the effectiveness of the project.</p> <p>Teachers and students survey at the end of the project to collect teachers’ and students’ feedback.</p> <p>The collected data will be used for future planning and development.</p>

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

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

³Both **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 (<i>preferably measurable</i>)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>English teachers will acquire the skills of infusing drama elements into core curriculum and conducting drama activities. Teachers will be able to extend the programme to other levels.</p> <p><u>Expected qualification and experience of the instructor</u> The instructor from the service provider is expected to be a bachelor's degree holder, preferably major in drama and with at least 3 years of teaching drama experience.</p> <p><u>1.P.3 In-class Drama Workshops</u></p> <p>➤ <u>Details of In-class Drama Workshops</u> The in-class drama workshops will start in October 2018. One 60-minute session per week for each P.3 class will be allocated to the in-class drama workshops. The entire programme will last for 9 weeks and 9 sessions per class will be conducted.</p> <p>The content of the drama workshops will be the teaching and development of the speaking skills and drama skills, with the emphasis on vocal management, intonation, body language etc. Teaching of other language items and skills will be covered in the core English lessons. For example, phonics teaching will be covered in the PLR-R/W lessons while grammar items, language structures, reading and listening will be taught in the General English lessons. Students will be exposed to authentic contexts of using English through drama, so students will be provided with diverse opportunities for expressing meaning and understanding of the language.</p> <p>➤ <u>Integration of drama activities with the core curriculum</u> The following is an envisaged plan of using drama to teach a</p>		Evaluation: Jun 2018	<p>Speaking assessment results of 95% of P.3 students will improve by 20-25% in 2 years' time.</p> <p>20 P.2 to P.6 elite students will have more opportunities to use English in authentic contexts.</p> <p>80% of existing English teachers will acquire the skills of infusing drama into teaching.</p> <p>80% of participating teachers will apply drama activities to English teaching at P.3.</p>	Lessons and sharing session will be video-taped for professional development activities among existing teachers.	

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<p>P.3 Unit called Mouse to Mouse, an exchange text. It is a simple narrative without dialogues.</p> <ul style="list-style-type: none"> - <u>Songs and Chants activities</u> Songs and chants will help with the development of phonological awareness. Students use their bodies and a variety of percussion instruments on hand in the classroom. The objective is to build phonological awareness through a fun way. - <u>Phonics teaching</u> Rather than teaching it as content, students will be encouraged to work on one particular phoneme in the story. For example, extended exercise will be designed for students to identify the words which have the long 'e' sound. - <u>Reading</u> Teachers/instructors will focus on the basic conventions of written English, help students to construct meaning from the text and locate information and ideas in the text. - <u>Drama</u> Students are encouraged to make the characters come alive through writing a dialogue. Instructor/teacher elicits ideas from students by asking guided or leading questions, extracting appropriate words that would convey the characters' feelings. While writing the dialogue on the board, emphasis is also put on the language point. Teachers/instructors will be also focusing on the writing of e-mails. This should be a natural evolution, rather than spelling out the rules of writing of an e-mail. Students then get an opportunity to become one of the characters in this drama co-written by the instructor/teacher and themselves. - <u>Listening</u> During the Songs and Chants section as well as the reading and acting out of the dialogues, students are helped identify and discriminate sound, stress and intonation on an informal/incidental basis. 					

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<p>- <u>Speaking</u> Speaking will be integrated in the drama activities as students present ideas, feelings and information. This is both a collaborative and communicative experience in oral interaction.</p> <p>- <u>Grammar item and Language structures</u> Grammar items and language structures such as wh-question words (what, where, when), pronouns (I, we, me, you), article (the), phrasal verbs (action) and simple present tense will be taught during the lesson.</p> <p>➤ <u>Co-planning and co-teaching</u> The existing English teachers co-plan and co-teach with the instructor. The focus of the co-planning meetings will be designing the content of each session and the roles of the instructor and school English teachers during the lessons and evaluation of the lessons. The existing English teachers will take up at least half of the teaching part. When the existing English teacher is teaching, the instructor will observe and provide feedback after the lessons.</p> <p>2. <u>Drama Workshops for P.2 - P.6 elite students</u></p> <p>➤ <u>Details of the Drama Workshops</u> The Drama Workshops will be conducted during the ECA periods on Friday afternoons. Since the ECA periods are within school timetable, all selected students will join the programme. There are 35 sessions in total throughout the school year. Each session will last for 60 minutes per week.</p> <p>Twenty P.2-P.6 students who show enthusiasm in learning English and having good spoken English will be selected. The aim is to improve these students' English proficiency</p>					

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<p>and prepare them to take part in the Hong Kong School Drama Festival. Students will be trained to write the scripts with guidance from the instructor and the teachers. Drama skills such as projection of voice, body movement and blocking will be covered in the Workshops. All existing English teachers have an opportunity to observe the Drama Workshops.</p> <p>➤ <u>Co-planning and co-teaching</u> The existing English teachers will co-plan and co-teach with the instructor. The focus of the co-planning meetings will be designing the programme, the roles of the instructor and existing English teachers during the lessons and evaluation of the lessons. The existing English teachers will take up at least half of the teaching part. When the existing English teacher is teaching, the instructor will observe and provide feedback after the lessons.</p> <p>The rights of the school to use the materials after the contract period will be stated in the contract.</p>					
(2) To employ supply teachers to create space for core team members to develop school-based curriculum to enhance e-learning at P.4-P.5					
<p><u>Objectives</u> The employment of the three supply teachers will release core team members to co-plan and co-develop the e-learning materials for P.4 and P.5 students. Since P.4 and P.5 students are able to follow instructions, and have an extended English vocabulary load, students of these two levels will be the target students. Moreover, they are more motivated in using technological devices. With the newly developed materials, students' learning will be enriched and their learning experience will be extended. The learning and teaching resources will also facilitate teachers in providing appropriate and rich support to teach English in an authentic way.</p>	P.4- P.5	<p>2018/2019 school year</p> <p>Co-planning: Oct 2018 Mar 2019</p> <p>Try-out: Nov 2018 Apr 2019</p> <p>Peer lesson observations:</p>	2 teaching packages are developed for P.4 and P.5 per level per year. The lesson plan with teaching procedures, links to websites, reading and writing worksheet as well as evaluation and review forms will be included.	The learning and teaching resources developed will be updated and evaluated after completion of the project. Develop a school-based English curriculum with	<p>Records of co-planning meetings and lesson observation</p> <p>Test/Exam results</p> <p>Teachers' survey will be conducted per term.</p> <p>Students' survey will be conducted per</p>

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<p>Eighteen lessons per level per term will be allocated to the newly-developed e-learning materials. During the lessons, students will be exposed extensively to authentic spoken English via videos or group chats, etc. They are more motivated in working with technological devices – a new tool for learning. These devices also provide students with opportunities to speak to their friends in small groups.</p> <p><u>Preparation for the school-based e-learning curriculum</u> School has already secured proper hardware, such as tablets, a strong Wi-Fi network and recharge trolleys which enable the programme deliver effectively.</p> <p>Information sessions for parents will be held in Sept/Oct 2018 and Sept/Oct 2019 to inform parents about the new e-learning programme to seek parents’ support and provide details of the programme.</p> <p>A circular will be issued at the beginning of the school year to gather information about the number of students who have internet access at home. School computer room will be open in the morning and during recesses, so that students who do not have internet access at home are able to complete their task at school.</p> <p><u>Details of the supply teachers’ employment</u> Three supply teachers will be employed for 15 days in each term. Non-English teaching duties will be released.</p> <p><u>Core team</u> The core team will consist of three teachers of the target levels and English Panel Chairperson(s). They will participate in co-planning, co-teaching, designing and development of</p>		<p>Nov 2018 Apr 2019</p> <p>Evaluation: Dec 2018 May 2019</p> <p>2019/2020 school year</p> <p>Co-planning: Oct 2019 Mar 2020</p> <p>Peer lesson observations: Nov 2019 Apr 2020</p> <p>Try-out: Nov 2019 Apr 2020</p> <p>Evaluation: Dec 2019 May 2020</p>	<p>75% of P.4-P.5 students will complete over 80% of the developed materials per year.</p> <p>75% of P.4-P.5 students will improve their confidence and skills in speaking, reading and writing.</p> <p>Over 75% of P.4-P.5 students pass the Speaking, Reading and Writing assessment.</p> <p>90% of the participating English teachers will acquire knowledge/pedagogy of teaching English with e-learning elements.</p> <p>90% of the participating English teachers will apply e-learning to English teaching at P.4-P.5</p>	<p>e-learning which will be used upon completion of the project.</p> <p>Sharing session among the English teachers and sharing sessions with other subject teachers will be conducted.</p> <p>Units with e-learning and teaching strategies will be incorporated into P.4 and P.5 English scheme of work. English teachers will implement the units according to the time scheduled.</p> <p>One of the core teachers will teach P.4 and P.5. The teacher is responsible to transfer,</p>	<p>term.</p> <p>Worksheets and speaking activities will be used as formative assessments during the lessons/try-out.</p> <p>The collected data will be used to improve the effectiveness of the programme.</p>

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<p>learning materials/lessons. They also co-plan and disseminate information to all other English teachers.</p> <p>One of the English Panel Chairpersons will be the member of the core team. He/She will be the level coordinator overseeing the implementation of the programme of each target level.</p> <p>The core team will conduct a professional training workshop for other English teachers to keep them informed about e-learning development. The professional support activities such as training or workshops provided by EDB or other institution will be arranged to equip the core teachers who will then be able to offer professional development and support to the other English teachers.</p> <ul style="list-style-type: none"> ➤ <u>Co-planning</u> Core team members will co-plan and develop the teaching and learning packages during this period. The co-planning meeting will be conducted once or twice per week. A total of 15 lessons over the three weeks will be allocated for co-planning. The focus of the co-planning will be the contents of the e-learning materials and the lesson rundown. Core team members will then develop the e-learning materials accordingly. ➤ <u>Trying-out</u> The core team will try out the newly developed teaching and learning materials once per term in their classes. The core team will adjust the teaching strategies if necessary, before they share it with the other English teachers. ➤ <u>Peer lesson observation</u> Three peer lesson observations will be conducted and the requirements of the lessons before lesson observation will be discussed with all teachers concerned. A debriefing session will be held after each peer lesson observation. ➤ <u>Evaluation</u> An evaluation meeting will be held at the end of each term. 				<p>disseminate and sustain the knowledge and pedagogy acquired to the other level English teachers.</p> <p>Lessons will be videotaped and core team members will share their teaching experience among English teachers.</p>	

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<p>The core team will evaluate the use of the newly-developed materials, the teaching strategies and the teaching rundowns. Modification of the e-learning materials and adjustment of the teaching materials will be made if needed.</p> <p><u>E-learning materials to be developed</u></p> <p>The e-learning materials which are to be aligned with the themes covered in the textbooks will be developed. The target skills will mainly be reading.</p> <p>Students will recycle and apply what they have learnt through the e-learning activities. Students will be exposed to various multi-modal texts such as images, photos and comic strips to activate students' prior knowledge before reading as well as further extend their learning after reading. Video clips will be used to motivate students' interests in reading. The newly developed e-learning resources offer a different way of learning English to help consolidate the learning. It increases students' participation in learning and acquiring English. Graded materials will be produced to ensure that students can learn at their own pace. Writing exercises and worksheets will be incorporated into the teaching.</p> <p>Teachers will also develop lesson plans with teaching procedures, links to websites, learning platform or applications such as Kahoot, Quizlet and Edmodo. Writing worksheet, evaluation and review forms will be included in the teaching and learning packages.</p> <p><u>Example of an integrated reading and writing task with integration of e-learning activities</u></p> <p>➤ <u>Pre-lesson</u> To prepare students to write a leaflet for protecting animals, teacher will first design e-learning activities such as online</p>					

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<p>reading tasks and vocabulary revision games for students to revise the target language structures and vocabulary items. Students will be prepared for the writing task with the language items required. Teachers will also source suitable videos for students to watch at home. Questions prompting students' thinking and discussion will be posted online.</p> <p>➤ <u>During lesson</u> Teachers will ask students to brainstorm ideas and draw the mind-map using apps such as Popplet or Total-Recall Mindmap so that other students can comment on and provide suggestions through e-learning tools such as such Schoology. Students can work in groups to discuss how to improve the mind-map. Teachers will guide students to work out the structure of a leaflet by showing scanned copies of various leaflets and students can analyze the structure and present their findings to the whole class. Teachers will then highlight the important elements of a leaflet and guide students to complete the task.</p> <p>➤ <u>Post-lesson</u> When students finish the writing the leaflet, they will publish the leaflet online through Schoology or other e-learning platforms for others to comment. Besides, students will also present the leaflet through taking videos so that other students of the same class or students of other classes can also comment on video.</p>					