

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

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)
<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> <input checked="" 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> <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” <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” <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”	<input checked="" type="checkbox"/> Purchase learning and teaching resources <input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i> <input checked="" type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i> <input type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2018/19 school year <input checked="" type="checkbox"/> 2019/20 school year	<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 <input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____

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
(1) Employ a full-time teaching assistant (TA) to assist the core team members in promoting reading across the curriculum (RaC) and organizing more English Language activities at P.1 to P.6					
<p><u>Objectives</u> The RaC programme to be developed aims to help students develop reading skills to reading different text types of various topics related to other KLAs such as General Studies (GS). The target levels will be P.1 to P.6 as all students should be equipped with relevant reading skills and behaviours in different Key Stages.</p> <p>Students' low motivation of reading books is attributed to the lack of proper reading skills and insufficient parental support. With the RaC programme, students will be equipped with appropriate reading skills and be more motivated to read English books with topics related to their learning in other KLAs.</p> <p>E-learning materials will be developed to support students' learning. The newly-developed e-learning resources will replace some traditional pencil-and-paper tasks. The use of e-learning resources can arouse students' interests and engage students in the lessons.</p> <p>English activities will be organized to provide students with more opportunities to use English in authentic contexts. For</p>	P.1 to P.6	<p>Co-planning: all year round in 2018/19 and 2018/20</p> <p>Developing materials: all year round in 2018/19 and 2019/20</p> <p>Try out: all year round in 2018/19 and 2019/20</p> <p>Evaluation: all year round in</p>	<p><u>On RaC programme and e-learning materials:</u> A school-based RaC programme with teaching plans, learning tasks and activities will be developed for P.1 – P.6. A teaching resource package covering 6-8 lessons including lesson plans, task sheets, teaching aids and evaluation will be developed for each book.</p> <p>A school-based e-learning resource bank with teaching plans, learning tasks and activities will be</p>	<p>The newly designed programmes will be integrated into the school – based reading curriculum.</p> <p>All the teaching resources (including teaching plans, tasks and resources for activities) will be stored in the school's intranet for future retrieval.</p>	<p>Formative assessment will be used to monitor students' progress. Analysis of students' assessment results. Students' questionnaires.</p> <p>The products/ finished tasks from the reading sessions.</p> <p>Teachers' observation.</p> <p>Records of collaborative planning meetings.</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>example, students will talk to their teachers in English on English Speaking Days. When students comment or give feedback to their classmates' work, they have to use English.</p> <p>Since the development of the RaC programme and the e-learning materials as well as preparing and organising English activities will involve a lot of work and time, a full-time TA is proposed to be hired to assist the existing English teachers to prepare learning and teaching materials as well as support teachers during the RaC lessons.</p> <p><u>Expected qualifications and experiences of the TA</u> The TA is expected to be at least an associate degree or a higher diploma holder with experience working in the education field and preferably with some IT skills.</p> <p><u>Duties of the TA</u> ➤ Details of the RaC programme In 2018/19, teachers will develop one RaC module for each level based on the books proposed to be purchased. In 2019/20, another RaC module based on the same theme will be developed for each level. This arrangement will facilitate students' reading as they can focus more on the language than the content. The tentative theme for the two modules of each level is tabulated below.</p> <ul style="list-style-type: none"> • <u>Tentative themes and reading skills</u> <table border="1" data-bbox="125 1249 963 1469"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Themes</th> <th rowspan="2">Reading Skills</th> </tr> <tr> <th>English</th> <th>Other KLAs</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>Animals</td> <td>Visual Arts and GS</td> <td>skimming and scanning</td> </tr> <tr> <td>P.2</td> <td>Festivals</td> <td>Visual Arts</td> <td>skimming and scanning</td> </tr> </tbody> </table>		Themes		Reading Skills	English	Other KLAs	P.1	Animals	Visual Arts and GS	skimming and scanning	P.2	Festivals	Visual Arts	skimming and scanning		<p>2018/19 and 2019/20 Conducting RaC lessons: all year round in 2018/19 and 2019/20</p> <p>Conducting English activities: all year round in 2018/19 and 2019/20</p>	<p>developed for every module at P.1 – P.6. Students' interests in reading non-fiction books will be increased.</p> <p>English books borrowing rate will be increased by 5%.</p> <p>Over 80% of students' motivation and confidence in English learning will be enhanced.</p> <p>100% of the participating English teachers will acquire and apply the pedagogy of implementing RaC programme and e-learning materials.</p> <p><u>On conducting English activities:</u> Over 80% of P.1-P.6 students agree that they have more opportunities to use English</p> <p>Over 80% of P.1-P.6 students agree that they</p>	<p>Continuous refining will be carried out</p>	<p>Interview with teachers will be conducted to review the effectiveness of the programme.</p>
		Themes			Reading Skills														
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P.3	Cooking	Mathematics	inferring meaning of unfamiliar words			<p>are interested in learning English through the English activities.</p> <p>80% of P.1-P.6 students will be more confident in both spoken English</p> <p>100% of the participating English teachers will acquire and apply the pedagogy of implementing English activities.</p>																						
P.4	Healthy lifestyle	GS	interpreting writer's feeling, summarizing the main ideas																									
P.5	Fun with making things	GS	inferring meaning of unfamiliar words																									
P.6	Environment	GS	summarizing the main ideas																									
<p>• <u>Tentative text types to be covered</u></p> <table border="1"> <thead> <tr> <th></th> <th>2018/19 school year</th> <th>2019/20 school year</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>Informative text</td> <td>Narrative</td> </tr> <tr> <td>P.2</td> <td>Informative text</td> <td>Narrative</td> </tr> <tr> <td>P.3</td> <td>Recipe</td> <td>Informative text</td> </tr> <tr> <td>P.4</td> <td>Narrative</td> <td>Informative text</td> </tr> <tr> <td>P.5</td> <td>Instruction</td> <td>Informative text</td> </tr> <tr> <td>P.6</td> <td>Informative text</td> <td>Informative text</td> </tr> </tbody> </table> <p>• <u>Teaching strategies</u> Supported and shared reading approaches will be applied. Teachers will use differentiated instructions, diversified grouping arrangements and conduct hands-on activities in the lessons. Depending on the books to be purchased and students' abilities, various reading activities will be conducted. For example, story-telling and reading aloud will be arranged for younger students while guided reading or reader's theatres will be arranged for older ones. Students will also be given opportunities to share their reading with their peers.</p>					2018/19 school year	2019/20 school year	P.1	Informative text	Narrative	P.2	Informative text	Narrative	P.3	Recipe	Informative text	P.4	Narrative	Informative text	P.5	Instruction	Informative text	P.6	Informative text	Informative text				
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<ul style="list-style-type: none"> • <u>Follow-up tasks</u> After reading, there are follow-up tasks like sharing among peers, reading worksheets or sharing to the parents. • <u>Outline of a RaC lesson</u> There are three main parts in a RaC lesson, Pre-reading, while-reading and post-reading. Teachers will start the lesson with a lead-in activity to get students familiar with the theme. Students will be read to / shared read or read the text by themselves. After reading, a task related to the theme or the book/text will be conducted (e.g. experiment, cooking, making a toy animal, creating a healthy meal plan). The lesson will end with peer evaluation and peer sharing. 2. Support teachers on developing and adopting school-based e-learning materials <ul style="list-style-type: none"> ➤ Developing school-based e-learning materials • <u>Co-planning</u> The core team members will have co-planning meetings bi-weekly to discuss how to integrate e-learning elements into the core curriculum. They will select the learning tasks or activities which are suitable to be replaced by e-learning tasks. The core team members will design the task and set the questions. The TA will integrate the questions into various learning tools such as Socrative and Quizlet. Besides, the TA will also provide support to students on using the apps and extract students' performance reports from the apps if necessary. • <u>Try-out, Lesson observation</u> Peer lesson observations will be carried out throughout the school year. Teachers will use the newly developed e-learning 					

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<p>materials at least once per module. After trial teaching and peer lesson observations, teachers will discuss their lessons and refine the teaching plans and materials.</p> <p>• <u>Evaluation and Sharing Session</u> Discussion and evaluation will be conducted during the bi-weekly co-planning sessions. The focus of the meetings will be on the evaluating the effectiveness of the lessons, the use of teaching and learning materials, the structure of the activities. The teachers use follow up with the evaluation results to refine the teaching plans, teaching strategies and resources. Sharing among all the English teachers will be held once a year. In-house professional workshops will be arranged for teachers in the first term of 2018/19 school year.</p> <p>➤ Details of the e-learning materials to be developed Tentative language items to be covered in the e-learning materials include vocabulary and grammar items, sentence making and reading. E-learning materials like online reading exercise (e.g. Socrative), online vocabulary building materials (e.g. Quizlet) will be developed in relation to the areas selected during the co-planning meetings.</p> <p>Students use the tablets provided by the school. The elearning materials will be used during class time to facilitate students' learning. Teachers will only use the apps or e-platforms (e.g. Baidu) that are accessible in Mainland China for extended learning activities which takes place outside class time.</p> <p>For KS2 students, an Edmodo account will be established for each student. Students will be able to reply and comment on each other's work.</p> <p>The design of the elearning materials will allow students to direct</p>					

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<p>their own learning by learning at their own pace. For example, different sets of questions ranging from easy to challenging ones, testing different readings skills are made available for students to work on during reading lessons. For more able students, they can work on the more challenging questions while the teacher can spend more time on guiding the less able students. The teachers can monitor students' learning by retrieving the instant data provided by the e-tools such as Socrative and provide instant feedback to the students.</p> <p>3. Assist LETs in organising English activities for students</p> <ul style="list-style-type: none"> • <u>Monthly English Speaking Day for P.1 to P.6</u> English Speaking Day will be held once a month, 10 times a year. All the students are involved in this activity. Each student will have a booklet with 10 different areas he/she has to work on (e.g. rhymes, poems, chants, riddles or self-introduction). Each student will initiate a chat, talk or read aloud to English teachers during recess (10:10-10:25, 12:25-1:10 and 2:40-2:55). They will get stamps from teachers and English Ambassadors after reading aloud or talking to them. The TA will assist LETs to design the booklet and keep a record on the number of stamps collected by students. Students will be given a small gift and a certificate if they have collected certain number of stamps. • <u>English interview class for P.6</u> English interview class will be held after school in the first term each year. Six to eight 1-hour sessions will be organized for twenty to twenty-five P.6 students. The target students will be the ones who need extra support in preparing for the admission interviews. Students will be selected based on their English proficiency and whether the students have been shortlisted for an interview. The TA will assist the teachers for the logistic work such as arranging the students for the interview class, printing and compiling the teaching materials. 					

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(2) Purchase printed books to promote reading across the curriculum for P.1 – P.6 proposed under initiative (1) above																										
<p>A class set for the RaC programme will be purchased for P.1 to P.6 in 2018/19 and 2019/20. The books to be purchased will be used in the RaC sessions and circulated among different classes. Extra copies will be purchased as teachers’ reference and reserved for replacement.</p> <p>Details of the book purchase</p> <p>- Tentative text types of the books to be purchased</p> <table border="1" data-bbox="129 699 943 1094"> <thead> <tr> <th></th> <th>2018/19 school year</th> <th>2019/20 school year</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>Informative text</td> <td>Narrative</td> </tr> <tr> <td>P.2</td> <td>Informative text</td> <td>Narrative</td> </tr> <tr> <td>P.3</td> <td>Recipe</td> <td>Informative</td> </tr> <tr> <td>P.4</td> <td>Narrative</td> <td>Informative</td> </tr> <tr> <td>P.5</td> <td>Instruction</td> <td>Informative</td> </tr> <tr> <td>P.6</td> <td>Informative text</td> <td>Informative</td> </tr> </tbody> </table> <p>No of books to be purchased in 2018/19 and 2019/20 respectively:</p> <p>1 title per level x 6 levels x 40 copies</p> <p>The printed books will be purchased after proper procurement procedures.</p>		2018/19 school year	2019/20 school year	P.1	Informative text	Narrative	P.2	Informative text	Narrative	P.3	Recipe	Informative	P.4	Narrative	Informative	P.5	Instruction	Informative	P.6	Informative text	Informative	P.1- P.6	<p>2018/19 Conduct procurement exercise: Jul 2018 – Aug 2018</p> <p>Purchase the printed books: Sept 2018</p> <p>2019/20 Conduct procurement exercise: Jul 2019 – Aug 2019</p> <p>Purchase the printed books: Sept 2019</p>	<p>A school-based Reading across the curriculum programme with teaching plans, learning tasks and activities will be developed for P.1 – P.6. 12 set of resource packages will be developed.</p> <p>100% of P.1 to P.6 students read at least 1 book per level per year in 2018/19.</p> <p>100% of P.1 to P.6 students read at least 2 books per level per year in 2019/20.</p>	<p>The newly developed programme will be integrated into the school – based reading curriculum. All the teaching resources (including teaching plans, tasks and resources for activities) will be uploaded and stored in the school intranet for future retrieval.</p> <p>The books purchased will be reused in the coming years.</p>	<p>Records of planning meetings.</p> <p>Students’ questionnaire</p> <p>Teachers’ observation</p>
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