

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

School Name: Dr. Catherine F. Woo Memorial School (English)

Application No.: A 027 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15

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)
Development of Text Sets (From 2014/15)	P.1-P.3	Using multimodal reading materials to deliver specified topics	NET Section, EDB
Building Teachers' Capacity to Address Interface Issues Concerning English Learning & Using English to Learn at KS2 & 3 (From 2016/17)	P.5	Using the ENRICH model to deliver specified topics to help senior form students to develop strategies they may need in KS3	NET Section, EDB
Phonics Module in Quality Education Fund Thematic Network (QTN) on the English Language (Primary) (2016/17)	P.1	Implementing different phonics strategies and activities	Centre for Enhancing English Learning and Teaching (CEELT), CUHK
Reading Module in Quality Education Fund Thematic Network (QTN) on the English Language (Primary) (2015/16)	P.1	Implementing different reading strategies	Centre for Enhancing English Learning and Teaching (CEELT), CUHK
Mobile Reading Workshop (March 2015 – January 2016)	P.3 / P.4	An integration of authentic reading materials, on-line Reading Programme and education apps on mobile devices to enhance students' motivation and strengthen their reading skills	QEF

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. The school is very supportive in buying new resources for both pupils and teachers. 2. All English teachers are specialised in English. 3. All English teachers are willing to adopt new teaching strategies. 4. All English teachers cooperate well and are willing to share their experience. 5. All English teachers are experienced and have improved their teaching effectiveness from collaborative lesson preparation. 6. An enriched English Learning Environment has been established. 	<ol style="list-style-type: none"> 1. The PEEGS allows employment of manpower to reinforce the established language environment and to implement more language activities. 2. The Updated English Language Curriculum acts as a catalyst for the school to re-structure the school-based curriculum so as to enhance learning and teaching effectiveness.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Many pupils are not able to access to an English-rich environment outside the school. 2. A number of pupils, especially those in upper levels, are too shy or not willing to speak in English. 3. Teachers may need to take some time to get familiar with the Updated English Language Curriculum recently issued. 	<ol style="list-style-type: none"> 1. There is a gradual increase in learner diversities which requires continuous and a wide-range of various supports from teachers.

(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
<ol style="list-style-type: none"> 1. Strengthening the speaking element and an interactive learning mode through the use of drama, developing the school-based English curriculum and enrichment of the English language environment outside the classroom 2. Professional development for English teachers 	Hiring of service provider for a total solution with consultancy, a native-English speaking teaching assistant, curriculum development and training support	P.1-P.6

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

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>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"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second 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 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
<p>Employing a full-time teacher who is proficient in English to</p> <ul style="list-style-type: none"> collaborate with existing English language teachers to conduct new English language activities and develop more quality English language learning resources for P.4 students; AND help provide students with more opportunities to use English in authentic context for all levels 					
<ul style="list-style-type: none"> The expected qualifications of the full-time teacher: <ul style="list-style-type: none"> degree holder or PGDE holder with major in English relevant teaching experience is preferable but not essential Native-English speaker is not required The duties of the full-time teacher are to: <ul style="list-style-type: none"> (i) <i>Collaborate with the English teachers on conducting new English language activities and develop more quality English language learning resources for P.4 students</i> The full-time teacher will have co-plan meeting roughly once a month with all the P.4 English teachers. The focus will be on deciding the speaking topics of the lessons with reference to the topics and language structures to be covered in the month. After that, speaking activities and the materials will be designed and developed. 	<p>P.4</p>	<p>Jan 2018 to Jul 2019</p> <p>From Jan to Jun 2018</p> <p>Co-planning for 2-3 speaking lessons for each month. During the co-planning, final evaluation will also be conducted for the previous month (except</p>	<p>10-15 topics for speaking lessons will be developed each term.</p> <p>75% of students will show more confidence in speaking English.</p> <p>100 % of the existing English teachers will conduct 10-15 activities to English teaching at P.4 per year.</p> <p>100 % of the existing English teachers will use the resources</p>	<p>The lesson plans and materials will be kept for later use.</p> <p>Video-taping of each topic (one class for each topic) will be conducted for professional development in the future for all teachers.</p>	<p>Form meeting records will be kept for reference.</p> <p>Teachers observe students' performance during the lessons in terms of involvement and ability to use the target language.</p> <p>Teachers will also note the design of activities in terms of the appropriateness of the level of language, the use of</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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<ul style="list-style-type: none"> He/She will conduct one co-teaching lesson focusing on speaking once a week in each class. Teachers will use the materials developed in the co-planning sessions. Students will be divided into small groups to practise the language. The existing teacher and the additional teacher to be employed in the class will take up different groups to monitor their progress and give assistance whenever appropriate. <p><u>Example</u></p> <p>In regard to Module 1 (Knowing you, knowing me) in the first term, the target language functions are to use different adverbs or adverb phrases to express frequency and degree, to use simple present tense to talk about preference and interests and to use formulaic expressions to express positive comments. We will design an activity for students to tell their friends their hobbies and try to use various WH questions to find out more about the hobbies. At the end, they have to make a list to show who have the same hobbies.</p> <p>Possible flow:</p> <ol style="list-style-type: none"> The two teachers demonstrate the use of different language patterns. Students are divided into groups of 4. Each of them tells their group members what they like doing and the group members may ask questions to find out more. They jot notes on a worksheet when the conversation is going on. The teachers will take care of different groups to monitor their progress and give assistance whenever appropriate. 		<p>the first meeting)</p> <p>Throughout the project period Speaking lessons to be conducted according to the timetable</p>	<p>developed to English teaching at P.4 per year.</p>		<p>vocabulary and structures and the authenticity of the activities.</p> <p>Teachers will record their observation in a form which will be designed together in the first co-planning meeting.</p> <p>Interviews with students in which teachers will ask students whether they are confident to use the learnt language to communicate with one another.</p> <p>Teachers will ask students to suggest topics they like to have in the lessons.</p> <p>At least 5 students will be interviewed in each class each term.</p>

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<p>Example of expected conversation:</p> <p>A: I like swimming. I always swim on Sundays.</p> <p>B: Where do you go swimming?</p> <p>A: I go swimming in Ma On Shan Swimming Pool.</p> <p>C: Who goes swimming with you?</p> <p>A: My parents go swimming with me.</p> <p>D: That sounds fun!</p> <p>4. After the members in the group have finished the conversation, teachers rearrange the groupings so that students in different groups form a new group. They repeat the above procedures to talk and ask about the hobbies. They have to note down who have the same hobbies and the common elements and differences among those classmates (e.g. do they do the hobbies on the same days/ do they do the hobbies with the same kind of people / do they go to the same places for the hobbies, and so on.)</p> <p>5. Have a few students report their findings.</p> <p>6. Extension: Students with the same hobby group gather together to arrange a time to do the hobby together.</p> <p>7. The two teachers will go to different groups to monitor the progress and give guidance.</p> <ul style="list-style-type: none"> • After the first class trying out the activities, the teachers (including the additional teacher) of the same level will gather together. The LET and the additional teacher (who will co-teach in the class) will tell the other teachers the strengths and weaknesses of the lesson. Then all 					

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<p>teachers can think of ways to improve (e.g. the length and language level of the activities) so that modification for the following ones can be conducted. Similar brief evaluation will be done after each class.</p> <ul style="list-style-type: none"> Teachers gather again after teaching all the 4 classes on the same lesson plan and conduct a final evaluation. All the teachers, including the additional teacher will contribute their ideas on how to make improvement. The additional teacher will also write the suggestions in a simple form. Teachers can refer to the suggestions noted in the subsequent co-planning meetings for the coming speaking lessons. Peer lesson observation is encouraged for the first two months as teachers can give suggestions on how to improve the lessons in a timely manner. 					
<p>(ii) <i>Collaborate with the English teachers (LETs), the NET and ELTA on conducting Communicative speaking activities in the Language Activity Room and developing quality English language learning resources for all students</i></p> <ul style="list-style-type: none"> The activities will be held during the two breaks of a school day (i.e. recess and lunch break, the duration is 20 minutes each time) three times a week (from Monday to Wednesday which are the non-Putonghua activity days). The additional teacher, NET, ELTA and LETs will be involved in each session to conduct the activities. 	P.1-6	From Jan 2018 to July 2019 Conduct theme-based activities (one theme for each month)	3- 4 authentic themes with relevant materials and speaking activities will be developed each term. Tentative themes/ scenes include: library, café/restaurant, cooking, cinema,	The speaking activities of authentic themes/scenes will be recorded and the materials can be kept, re-used and revised. Photos and	Teachers observe students' performance in the lessons in terms of involvement and ability to use the target language. Teachers will also note the design of activities in terms of the appropriateness

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<ul style="list-style-type: none"> The Language Activity Room will be decorated as a scene. Tentative themes/scenes include library, café/ restaurant, cooking, cinema, supermarket, sports activities, shopping, TV channels. Example: the supermarket. The NET, the ELTA, the LET (one in each session) and the additional teacher will take up a role (e.g. supermarket workers and cashiers). Students will act as customers and they will have some prompts written on a piece of paper to help them use the language to buy things. More able students may not need prompts or even act as supermarket staff or cashiers. Prompts will be differentiated to suit students in KS1 and KS2. The NET and the ELTA will promote the new theme in the first Monday morning assembly. Each theme will last for about 1 month (or 4 school weeks) to allow more time for students to participate. Students will get a rewarding stamp (a whole-school approach rewarding scheme) for each participation. To ensure students' participation, all English teachers will remind students to join the activities according to the schedule and check their stamps. P.1 and P.2 students will join the activities on Mondays; P.3 and P.4 will join the activities on Tuesdays; P.5 and P.6 will join the activities on Wednesdays. Teachers of each class will make a roster to ensure that each student is assigned to join the activity at least once for each theme. If quite a number of students do not have the chance to join the activities, we will set up counters to use the target language in English Funfair which will be held in the second term after the final exam. Students who have 			<p>supermarket, sports activities, shopping and TV channels.</p> <p>75% of students will show more confidence in speaking English.</p> <p>100 % of the existing English teachers will participate in the speaking activity at least once.</p>	<p>video-taping of the activities will be taken and kept as reference for future use.</p>	<p>of the level of language, the use of vocabulary and structures and the authenticity of the activities.</p> <p>Teachers will record their observation by filling in a form which will be designed together in the first co-plan meeting.</p> <p>Interviews with students in which teachers will ask the students whether they are confident to use the learnt language to communicate with one another. Teachers will also ask students if they find it a fun way to learn English. At least 1 student will be interviewed in each class each term.</p>

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<p>missed the chances before will have the priority to go to those counters to practise the language.</p> <ul style="list-style-type: none"> • The existing LETs will have regular co-planning form meetings with the NET (P.1-P.3) and the ELTA (P.4-P.6) respectively. During these meetings, they will discuss the themes and conversations to be delivered in the Communicative speaking activities. The additional teacher will attend these co-plan meetings too. He/She will brainstorm ideas on the nature of activities and prompts for the scenarios. • Then the NET, the ELTA and the additional teacher will make the physical materials, props and print out the prompts. They will also decorate the language room into different scenes according to the scheduled themes. They will also act out roles as mentioned earlier. • A rota will be scheduled for the existing LETs to conduct the speaking activities with the NET, the ELTA and the additional teacher. • After the completion of each theme, all the teachers involved will evaluate the effectiveness in terms of student participation, language suitability, task appeal and authenticity. Modification and adjustment can be made for the coming themes and activities accordingly. • The additional teacher will produce more appropriate prompts and materials to suit the students' needs according to the evaluation made collaboratively. He/She will keep on conducting the coming activities together with the other teachers mentioned earlier with the revised materials and/or methods discussed in the evaluation. He/she will also keep a record on the evaluation and all the materials used. 					