

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

School Name: The Little Flower's Catholic Primary School (English)

Application No.: A 060 (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 2016/17 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	5	5	4	2	2	22

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)
School-based Support Services for Primary Schools	P.4	To have co-planning meetings with our teachers to develop school-based curriculum in P.4	EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Our students are enthusiastic about learning languages through games and activities.2. Our school has a number of platforms, which allow students to perform and speak English, such as a radio station, an English drama club and a school TV programme. They provide students the opportunities of using English beyond the classrooms and in authentic situations.3. Students show their passion and eagerness to use English for various activities to communicate. However, their performance is hindered by their limited language abilities.	<ol style="list-style-type: none">1. Shui Chuen O Estate is a newly built estate, the largest public housing estate in Shatin. Their residents provide opportunities for our school to enroll more students with better family support in the future.2. The number of classes in our school has been growing within these few years. Parents appreciate the hard work of our principal and teaching staff. Arising from an expansion in the number of classes, our school will recruit a new younger team of teachers who are eager and willing to put effort on strengthening our school language environment in respect of the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum.3. Students have positive attitudes towards language learning and are eager to have more opportunities to interact with native-speakers.
Weaknesses	Threats
<ol style="list-style-type: none">1. We have a number of SEN students in our school. They are encountering different levels of learning difficulties.2. Students are generally weak in English as a number of them are from mainland China, while some of them have little parental support at home. Though we have provided opportunities for students to use English as medium of communication, they lack the abilities to read and use the language. Teachers usually spend a huge amount of time to teach students to read scripts or stories from line by line.3. Our school lacks manpower and resources to nurture students to use English during their daily experiences confidently.4. Students lack motivation in reading.	<ol style="list-style-type: none">1. The schools around us have bigger and newer school campuses with better facilities and are preferred by the parents. These schools’ popularity means they have the advantage of selecting and enrolling students who possess relatively higher language abilities and better family support. In contrast, the majority of our students are from families which lack parental support and low literacy rate. This implies that our school English teachers need to put in great effort to enhance the students’ language proficiency.2. Our school lacks resources as well as manpower to develop a language-rich environment.

(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. Develop school-based extensive reading scheme with grading and assessment questions setting of about 150 readers and assessment of every pupil's reading ability	1. Buying books for grading and assessment	P4-6
	2. Hire of a service provider to develop a systematic school-based extensive reading scheme and provide teacher training in teaching reading and writing.	
2. Develop school-based e-curriculum with interactive and multimedia elements for teaching and learning with two different levels of difficulty	3. Hire of a service provider to co-plan and co-develop with teachers in the design of content, level of difficulties in different levels, and the interactive and multimedia elements integration.	P1-6

(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*</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 type="checkbox"/> Employ full-time* 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 checked="" 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 type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)</p>	<p><input type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <hr/> <hr/>

(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) Procure professional services to conduct English language activities for students to enrich the English language environment in school for Primary 2 and Primary 3					
<p>The proposed initiative aims to provide students with more opportunities to use English in authentic contexts so that students will be able to use English language in daily practices. This Other Learning Experience (OLE) project also aims to expand students' vocabulary load and enhance their communication skills. Primary 2 students of the 2017/18 school year (second term) will participate in the programme that focuses on Speaking and Listening while Primary 3 students of the 2018/19 school year (first term) will participate in the programme that focuses on Writing.</p> <p><u>P.2 OLE Speaking Programme</u></p> <p>Students will be involved in language games and activities during the second term of Primary 2 which focus on their speaking and listening skills through role play, performing a science experiment, recording weather report, story-telling, etc. Topics will correspond with those in the school's General English curriculum.</p> <p>Primary 2 students have been selected for the programme which focuses on Speaking and Listening because they have basic English language competency, and are ready to participate in language activities which aim to improve their language proficiency and communicative skills. They should</p>	<p>Primary 2 and Primary 3</p>	<p>Primary 2 students of the second school term of 2017/18 Jan-May 2018</p> <p>Primary 3 students of the first school term of 2018/2019 Sept-Dec 2018</p> <p><u>Co-planning</u> will be held once a week before the beginning of the lessons among tutors</p>	<ul style="list-style-type: none"> Language games and activities will be infused into English OLE curriculum of Primary 2. Around 8 sets of speaking and listening resource materials on 8 speaking and listening activities will be co-developed by the tutors and the English teachers. Around 7 sets of writing resource materials on 8 writing activities will be co-developed by the tutors and the English teachers. 80 % of Primary 2 	<ul style="list-style-type: none"> The speaking, listening and writing materials developed will be integrated into our school-based curriculum in the future. Language activities will be designed based on the topics and guidelines suggested by the English curriculum guide and the needs our students. 	<ul style="list-style-type: none"> Teaching journals will be written at the end of each session, sharing sessions and evaluation will be carried out at the end of the project. Questionnaires will be completed by both teachers and students at the end of the project to evaluate the effectiveness of the initiative. Students' progress and learning outcomes will be evaluated by the school English teachers by journal writing and giving feedback after each session.

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>also be ready to communicate with the instructors who are native speakers of English through well-designed games and activities.</p> <p>The programme consists of 10 OLE periods. Topics covered are based on the modules suggested by the General English Curriculum and textbook chapters as follows:</p> <ul style="list-style-type: none"> ● Lesson One: Self-introduction ● Lesson Two: Helping at Home ● Lesson Three: Weekly Activities ● Lesson Four Daily Action ● Lesson Five: Telling the Time ● Lesson Six: Weather, Season and Activities ● Lesson Seven: Clothes and Accessories we use ● Lesson Eight: Festivals and Activities ● Lesson Nine: Rehearsal for Final Performance ● Lesson Ten: Final Performance <p>Two lessons have been set aside, one for the performance rehearsal while the last lesson for the actual performance. Students need one lesson for the rehearsal due to their low ability levels and lack of experience in drama.</p> <p>Two instructors will be employed and the instructors will be native speakers of English who are experienced in teaching English as a Second Language. For example, on Monday, tutor A will teach 2A and tutor B will teach 2B. And on Wednesday, tutor A will teach 2C and tutor B will teach 2D. Lessons will be conducted once a week for each class and each session lasts for 1 hour.</p> <p>Towards the end of the programme, students will be asked to</p>		<p>and Primary 2 and 3 English teachers.</p> <p><i>Every Mondays and Wednesdays 1:00-1:25 co-planning periods</i></p> <p>Co-teaching <i>Every Mondays 2:00-3:00(2A) & (2B) Every Wednesdays 2:00-3:00(2C) & (2D)</i></p> <p>Evaluation will be held once a week after each lesson among tutors and Primary 2 and 3 English teachers</p> <p><i>Every Mondays and</i></p>	<p>students are confident to use English during the lessons.</p> <ul style="list-style-type: none"> • 60% of Primary 2 students use English in daily communication. • 70 % of the Primary 2 students will improve their English speaking and listening ability which will be reflected in the English speaking assessment • 70 % of the Primary 3 students will improve their English writing which will be reflected in the English writing assessment • Primary 2 English teachers together with the English panel core team members should be involved in the programme. Hence, more than 40 		<ul style="list-style-type: none"> • Questionnaires will be completed by both students and teachers to evaluate the effectiveness of the initiative. • Students' progress and learning outcomes will be evaluated by the school English teachers by journal writing and giving feedback comments after each session.

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<p>carry out group performances based on the topics that have been learnt in groups of 5. Two groups of students from each class with good performance will be selected to film a short video of around 8 minutes to document their learning outcomes. A total of 8 streams of around 8 minutes video will be produced. These videos will be filmed during the four lessons in the post-exam weeks. These chosen students will also be asked to share their learning experiences and activities with their schoolmates during the morning assemblies. And the best short videos will be broadcasted during the English Speaking Days so that every student from Primary 1 to Primary 6 could benefit from it.</p> <p><u>P.3 OLE Writing Programme</u></p> <p>For the Writing programme, Primary 3 students have been selected because they have acquired the basic skills in writing and are ready for this enrichment programme.</p> <p>Two tutors will be employed to cover for the four classes, for example on Monday, tutor A will teach 3A and tutor B will teach 3B. And on Wednesday, tutor A will teach 3C and tutor B will teach 3D.</p> <p>During these ten lessons in the OLE periods, topics covered are based on the modules suggested by the General English Curriculum and textbook chapters are as follows:</p> <ul style="list-style-type: none"> ● Lesson One: Food and Drink ● Lesson Two: My favourite restaurant ● Lesson Three: Let's go Shopping ● Lesson Four: In the Shopping Centre ● Lesson Five: My School Calendar 		<p><i>Wednesdays</i> <i>3:00-3:30</i> <i>evaluation</i> <i>periods</i></p>	<p>percent of existing English teachers will acquire knowledge of conducting language activities for Primary 2 students.</p> <ul style="list-style-type: none"> • 80% of the existing English teachers will apply language activities to English teaching at Primary 2 • 80% of teachers will apply knowledge and pedagogy acquired from the P.3 OLE Writing Programme into their teaching 		

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<ul style="list-style-type: none"> ● Lesson Six: Free Time Activities ● Lesson Seven: My Friends ● Lesson Eight: Introduction to magazine writing ● Lesson Nine: Magazine articles writing ● Lesson Ten: Magazine articles in class conferencing <p>Three lessons have been set aside for the preparation of the final magazine. One is for introducing the students to the format and organization of a magazine. One lesson is for in-class writing and the last lesson is for student–teacher conferencing of their writing.</p> <p>Students need these lessons for preparation of their magazines because of the wide range of new text types involved. Furthermore, most of our students tend to be more motivated and can produce better work at school. Teacher-student conferences will also provide our students further support and confidence in the writing process.</p> <p>Towards the end of the programme, students will be introduced to the layout, format and text types of a magazine. And then in groups of around 5 students, they will be asked to produce different magazine texts. The best pieces will be chosen and published.</p> <p>And the final product, the magazine, will be published on the school website so that every student from Primary 1 to Primary 6 could gain access to and benefit from it.</p> <p><u>Collaboration between the instructors and English teachers</u></p> <p>A 30-minute co-planning session will be conducted before the lesson each week. Another 30 minutes will be spent on evaluation after each lesson. The school English teachers</p>					

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<p>will work with the instructors to identify the vocabulary, language features and the communicative skills that each language activity covered. Suitable materials will be designed and used to help scaffold learning. Other teaching materials such as lesson plans, PowerPoint slides, worksheets, game cards will be designed during the co-planning sessions by both the instructors and the school English teachers. Relevant materials will be incorporated into the General English curriculum and will be re-used in the future.</p> <p>Our English teachers will participate in and help with the language activities during the lessons throughout the entire programme. Therefore, they will take up approximately half of the teaching, focusing on elaborating and giving more individualized support to the students because they have a better understanding of students' needs and language abilities.</p> <p>Students' progress and learning outcomes will be evaluated by the school English teachers by journal writing and giving feedback after each session. Sharing among existing English teachers will be carried out during the English panel meetings each term. Questionnaires will be completed by both students and teachers to evaluate the effectiveness of the initiative.</p> <p><u>Rights to use the materials</u> The materials and lesson plans prepared will be owned by the school as stated in the contract.</p>					
(2) Procure professional services to conduct English language activities for students to enrich the English language environment in school for Primary 5 and Primary 6					
The objectives of the proposed initiative are to expose students to drama and choral speaking and let students enjoy learning English through these English learning activities.	Primary 5 and	Primary 5 Jan-May	<ul style="list-style-type: none"> For the Primary 5 programme, exiting scripts will be 	<ul style="list-style-type: none"> Materials will be owned and used by school 	<ul style="list-style-type: none"> Primary 5 students will be invited to be English

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<p>They aim to enhance the students' language skills in authentic situations, through acting and performing. Students will learn and enjoy using English beyond the traditional classrooms.</p> <p>Primary 5 and Primary 6 students have been selected for this programme because practicing and performing in English drama and choral speaking require a higher competence in English and richer life experience. We also aim to help our Primary 5 and Primary 6 students to build up confidence and enrich their language learning experiences to prepare them for smooth transition from primary to secondary school.</p> <p>Lessons will cover drama and choral speaking skills such as the use of voice and body gestures. At the end of the projects, students will perform mini skits, an intra-class competition and choral speaking performances. The competition and performances will be video-taped. The lessons will be held once a week for each class. Each lesson will last for one hour.</p> <p><u>P.5 OLE Drama Programme</u></p> <p>The drama instructors will be native speakers of English or local teachers who are experienced in using drama as a teaching strategy to teach English. Our English teachers will conduct a co-planning lesson with the drama instructors every week. The school's existing drama resources will be used and modification will be made by both the school English teachers and the drama instructors to cater for Primary 5 students' interests and learning objectives. English teachers will discuss with the instructors about some common problems that our students encounter in using English to learn drama. These problems will be taken into consideration when the script is prepared and modified.</p>	<p>Primary 6</p>	<p>2018,</p> <p><u>Co-planning</u> will be held once a week before the beginning of the lessons among tutors and Primary 5 English teachers.</p> <p><u>Co-teaching</u> <i>Every Mondays 2:00-3:00(5A) & (5B)</i> <i>Every Wednesdays 2:00-3:00(5C) & (5D)</i></p> <p>Every Mondays and Wednesdays 3:00-3:30</p> <p><u>evaluation</u></p>	<p>modified and edited.</p> <ul style="list-style-type: none"> A teaching pack with lesson plans on drama (6 sets for P.5) and choral speaking (8 sets for P.6) will be prepared. Costumes, props, backdrops and resources will be created by the students throughout the project. Videos of the final performance/ intra-class competition will be filmed for sharing and teaching purposes. 70 % of Primary 5 and Primary 6 students feel that their confidence in using English is enhanced as a result of participating in this 	<p>after the contract period.</p> <ul style="list-style-type: none"> The materials will be modified and used in future English morning assemblies, school radio station or other English activities. 	<p>ambassadors on English speaking days.</p> <ul style="list-style-type: none"> Teaching journal will be written at the end of each session Sharing sessions and evaluation will be carried out at the end of the project. Questionnaires will be completed by both teachers and students at the end of the project to evaluate the effectiveness of the initiative.

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<p>Two tutors will be hired to teach four classes, for example on Monday, tutor A will teach 5A and tutor B will teach 5B. And on Wednesday, tutor A will teach 5C and tutor B will teach 5D.</p> <p>The programme introduces students to drama education. The themes for each lesson are as follows:</p> <ul style="list-style-type: none"> ● Lesson One: Ice Breaker and Concentration training games ● Lesson Two: Introduction to Theatre ● Lesson Three: Voice Projection ● Lesson Four: Gestures and Facial Expression ● Lesson Five: Body Language ● Lesson Six: Introduction to the Script ● Lesson Seven: Script reading and practice ● Lesson Eight: Blocking ● Lesson Nine: Group Rehearsal ● Lesson Ten: Group Rehearsal <p>Four lessons have been set aside for the preparation of the intra-class competition and final performance. One lesson has been set aside for the script reading and practice, one for scene blocking and two lessons will be for the actual rehearsal in their small groups.</p> <p><u>P.6 OLE Choral Speaking Programme</u></p> <p>For the Primary 6 programme, the choral speaking instructors will be native speakers or local teachers who are experienced in using choral speaking as a teaching strategy to teach English. Our English teachers will conduct a co-planning lesson with the choral speaking instructors</p>		periods	<p>drama project.</p> <ul style="list-style-type: none"> • 70 % of Primary 5 and Primary 6 students enjoyed using English to actively participate in various stages and aspects of the drama production. • 100 % of Primary 5 and Primary 6 English teachers together with English panel core team members actively involved in the programme. • 80% of teachers will apply some of the skills/knowledge acquired from co-working with the instructors in their teaching 		

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<p>every week. The choral speaking materials will be co-prepared by both the school English teachers and the instructors. English teachers will discuss with the instructors about some common problems our students will encounter in performing choral speaking.</p> <p>Two tutors will be hired to cover for the four classes, for example on Monday, tutor A will teach 6A and tutor B will teach 6B. And on Wednesday, tutor A will teach 6C and tutor B will teach 6D.</p> <p>The programme is aimed at giving the students a fundamental introduction to choral speaking. Themes for each lesson are as follows:</p> <ul style="list-style-type: none"> ● Lesson One: Introduction to Choral Speaking ● Lesson Two: Voice Quality/ Soundscape ● Lesson Three: Pitch/Clarity ● Lesson Four: Articulation ● Lesson Five: Power ● Lesson Six: Tempo/Rhythm ● Lesson Seven: Expression of feeling and emotion ● Lesson Eight: Movement ● Lesson Nine: Group Rehearsal ● Lesson Ten: Group Rehearsal <p>Two lessons have been set aside for the rehearsal of the final performance. The reason is that students will need the rehearsals in order to prepare for their performance.</p> <p>The EDB NET together with the school English teachers will focus on the language aspects such as the pronunciation, stress, intonation, whereas the drama and choral speaking</p>					

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<p>instructors will focus on skills such as body languages and facial expressions. The school English teachers will be involved in more than half of the teaching because they will co-teach the entire sessions.</p> <p>And the best performances of drama and choral speaking will be filmed and broadcasted during the English Speaking Days so that every student from Primary 1 to Primary 6 could benefit from it.</p> <p><u>Rights to use the materials</u> The materials and lesson plans prepared will be owned by the school as stated in the contract.</p>					