

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

School Name: King Lam Catholic Primary School (English)

Application No.: B \_\_\_\_\_ (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	3	4	4	3	3	2	19

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)
Curriculum Leadership Development Programme for English Language Teachers	P3	Reading & Writing	Language Learning Support Section, EDB
PLPR-W	P1-3	Reading & Writing	NET Section

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

Strengths	Opportunities
1. Our teachers who are proficient in English are professional in teaching. 2. The 'Level Up!' Reading Programme and Reading Café can encourage students to read more levelled books and chapter books during morning reading sessions or recesses. It helps to support students with different abilities.	1. The increase in manpower of English teachers can encourage students to learn English. 2. We applied the 'Curriculum Leadership Development Programme for English Language Teachers' successfully. More support from EDB and other schools. We can develop our professional and leadership skills.
Weaknesses	Threats
1. KS1 students are generally passive in self-learning and reading English books. Weak students are too passive in borrowing English books to read. 2. KS2 students are weak in speaking skills. They lack confidence to speak in English. 3. Students are passive in learning English in general.	1. Some students lack family support.

**(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. Employ a NET to provide more opportunities for language use and to enhance students' confidence in speaking English.	1. Employ a Native English Teacher.	
2. Organize related PD workshops for teachers so as to enrich teachers' methodology in teaching and interacting with students in class through drama.	2. Two workshops about drama.	
3. Purchase the drama reference books and DVDs	3. Purchase reference books.	

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

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (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"> <li>- conducting more English language activities*; and/or</li> <li>- developing more quality English language learning resources for students*</li> </ul> <p>(*Please delete as appropriate)</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 checked="" type="checkbox"/> Employ full-time* <del>or part-time*</del> 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 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 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 <sup>1</sup> <i>(preferably measurable)</i>	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
1) Employing a full-time teacher who is proficient in English to work in collaboration with existing English language teachers in promoting reading and speaking through drama and to provide students with more opportunities to use English outside classrooms so as to enrich the English language environment in school through conducting more English language activities for our students P.2-6.					
<p>The objective of the proposed initiatives is to develop a school-based drama curriculum.</p> <p>Implementation details of (1)</p> <ol style="list-style-type: none"> <li>The full-time teacher who is proficient in English is focus on developing school-based reading and speaking activities through drama. The teacher should have teacher training such as a bachelor degree and TESOL, TEFL, CELTA etc. as well as the preferred teaching experience in drama.</li> <li>The full-time teacher who is proficient in English will collaborate with school teachers to develop the drama curriculum for Primary 2 to Primary 6 students. Each class is scheduled to have 35 minutes teaching time (1 lesson) in drama each week for P4-6. For P2-3 classes, it is scheduled to have 1-2 process drama lessons for each term. <ul style="list-style-type: none"> <li>The focus of the English language activity is drama. P2-3 is process drama. P4-6 is drama in class. The full-time teacher has one normal lesson per class per week 35 minutes each.</li> <li>The focuses of the targeted language skills are speaking and reading.</li> <li>Students learn different reading and speaking skills via script reading and performing.</li> <li>The teaching modules (P4-6) are to be developed from the school readers in order to tie in with our</li> </ul> </li> </ol>	P2-6	Sep 2018 to June 2019	<p>On activities:</p> <ul style="list-style-type: none"> <li>A school-based drama framework for KS2 will be developed.</li> <li>Three sets (one for P4, one for P5 and one for P6) quality English language learning and teaching resources will be developed per level to enrich the English language environment in school for Primary 4 to 6.</li> <li>Each teaching kit will consist 10 lessons plans and teaching materials per school term.</li> </ul>	<ul style="list-style-type: none"> <li>A school-based speaking framework for KS2 will be developed.</li> <li>Data (daily observation, students' speaking performance) and feedback collected will be used to further improve the drama curriculum.</li> <li>New teachers make good use of the videos of drama lessons to know more about drama</li> </ul>	<ul style="list-style-type: none"> <li>Review and evaluation will be included in English subject meetings three times a year.</li> <li>Teaching materials and resources developed by the full-time teacher who is proficient in English will be adapted and evaluated.</li> <li>Sharing sessions will be conducted in English subject meetings.</li> <li>Both reviews of teachers and students will be collected by questionnaires.</li> </ul>

<sup>1</sup> The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

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

<sup>3</sup> Both **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 <sup>1</sup> <i>(preferably measurable)</i>	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
<p>school-based curriculum. The teachers conduct the reader lessons with drama elements.</p> <p>3. The core team will be composed of panel heads, English language teachers who teach P4-6 and the full-time teacher who is proficient in English. There are about six teachers in the core team.</p> <p>4. The core team will have co-planning meetings alternate week. During the meetings, teachers will work on readers to design appropriate drama activities for students. The full-time teacher who is proficient in English will draft the scheme of work with the subject teachers. Teachers discuss the objectives of drama lessons, design appropriate learning activities and worksheets etc during the meetings.</p> <p>5. The full-time teacher who is proficient in English will co-teach with existing English language teachers in every drama lessons. Both subject teachers and the full-time teacher will have different roles in the lessons. The subject teachers take up half of the teaching part in building up vocabulary items and reading in normal class time of 35 minutes. The full-time teacher teaches drama skills and conducts drama activities with students.</p> <ul style="list-style-type: none"> <li>● The full-time teacher builds up the school-based drama curriculum in KS2.</li> <li>● All subject teachers try out the teaching materials. A total of 10 lessons will be tried out throughout the term. Teaching materials such as teaching notes and written exercises will be revised upon evaluation.</li> <li>● Students need to have drama performance in class at the end of the term.</li> <li>● Lesson observation will be arranged twice a year. The lessons will be video-taped. Teachers will amend the activities or teaching objectives after lesson observation. Teachers will have sharing sessions during subject meetings.</li> </ul>			<ul style="list-style-type: none"> <li>- Altogether 36 lesson plans and teaching materials will be developed.</li> <li>- Each kit includes lesson plans, worksheets and teaching materials.</li> </ul> <p>On students' performance:</p> <ul style="list-style-type: none"> <li>- 70 % of Primary 4 to 6 students' confidence and speaking skills will be enhanced.</li> </ul> <p>On existing English teachers' professional enhancement:</p> <ul style="list-style-type: none"> <li>- 95% of the participating or existing English teachers will acquire knowledge / pedagogy of drama.</li> <li>- 60% of the existing English teachers will apply drama skills or knowledge to English teaching at Primary 4-6.</li> </ul>	<p>teaching.</p> <ul style="list-style-type: none"> <li>- Teachers amend the teaching materials for drama lessons in the future or further develop.</li> </ul>	<ul style="list-style-type: none"> <li>- Lessons will be video-taped once a term per each level.</li> </ul>

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(2) Purchase learning and teaching resources to promote reading habit and speaking.																																			
<p>Implementation details of (2)</p> <ol style="list-style-type: none"> <li>Printed books of different text types and topics for all levels will be purchased. Books about STEM, Science, non-fiction and narrative stories will be purchased. The books will be used for Buddy Reading.</li> <li>Buddy Reading Scheme will be arranged for P2-3 less able students with the help of elder buddies who are P4-6 elite students. The full-time teachers will have 3 sessions for training the elder buddies before the activities start. Then the elder buddies need to read with the younger buddies in the morning reading sessions twice a week for about 20 minutes each session in order to cultivate less able students' reading habit. For elder buddies, they will have chances to have book sharing with P2-3 students once a term in their classroom during reading session. They will then develop their confidence in speaking English and improve their speaking skills.</li> <li>The purpose is to motivate students to read and enhance their reading and speaking skills.</li> <li>Printed books of different text types will be purchased.</li> </ol> <table border="1" data-bbox="170 1043 831 1495"> <thead> <tr> <th>Level</th> <th>Text types</th> <th>Copies</th> </tr> </thead> <tbody> <tr> <td rowspan="2">P2</td> <td>Cartoons and comics</td> <td>30</td> </tr> <tr> <td>Fables and fairy tales</td> <td>30</td> </tr> <tr> <td rowspan="2">P3</td> <td>Poems</td> <td>30</td> </tr> <tr> <td>Stories</td> <td>60</td> </tr> <tr> <td rowspan="2">P4</td> <td>Children's encyclopedias</td> <td>20</td> </tr> <tr> <td>Chapters Books</td> <td>40</td> </tr> <tr> <td rowspan="3">P5</td> <td>Biographies</td> <td>20</td> </tr> <tr> <td>Accounts</td> <td>20</td> </tr> <tr> <td>STEM</td> <td>20</td> </tr> <tr> <td rowspan="2">P6</td> <td>Tongue twisters</td> <td>20</td> </tr> <tr> <td>Science</td> <td>20</td> </tr> </tbody> </table>	Level	Text types	Copies	P2	Cartoons and comics	30	Fables and fairy tales	30	P3	Poems	30	Stories	60	P4	Children's encyclopedias	20	Chapters Books	40	P5	Biographies	20	Accounts	20	STEM	20	P6	Tongue twisters	20	Science	20	P2-6	Whole school year	<ul style="list-style-type: none"> <li>- 60 % of the existing English teachers use the resource at Primary 2 to 6.</li> <li>- On students' performance: <ul style="list-style-type: none"> <li>- 90% of students at Primary 2-6 read six titles per year.</li> <li>- 60% of Primary 4-6 students will improve their confidence and skills in speaking.</li> <li>- 80% less able students can improve their reading level.</li> <li>- 80% of less able students attend Buddy Reading Scheme at least 6 times a term.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The newly acquired resources will be used as self-directed learning books after completion of the project.</li> </ul>	<ul style="list-style-type: none"> <li>- Borrowing record will be kept.</li> <li>- The data will be used for future when the school need to purchase more books.</li> <li>- Observation : Assess buddies' speaking skills in book sharing session twice a year.</li> <li>- Assess less able students' reading levels.</li> </ul>
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