

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

School Name: ST. PATRICK'S SCHOOL (English)

Application No.: B 075 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 14

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	4	4	4	4	4	4	24

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)
Language Learning Support Services (2017/2018)	P.4	Reading and Writing Skills	Language Learning Support Section, EDB
Language Learning Support Services (2016/2017)	P.5	Reading and Writing Skills	Language Learning Support Section, EDB
Language Learning Support Services (2013/2014)	P.3	Reading and Writing Skills	Language Learning Support Section, EDB
Language Learning Support Services (2012/2013)	P.4	Reading and Writing Skills	Language Learning Support Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Our school supports English language development.2. Teachers are responsible and hard-working.3. In general, students' reading skills are improving as reflected by class observation and exam results.	<ol style="list-style-type: none">1. Students could make proper usage of the Word Bank and Spelling Book.2. NET will design speaking activities for P.6 split classes to build up their confidence in expressing themselves in English.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students' speaking skills have yet to be enhanced.2. Some students lack confidence in learning English.3. With reference to TSA and internal assessment results as well as classroom performances, students are weak in speaking and writing due to the lack of confidence and vocabulary.4. School teaching and learning is not reinforced outside school because of inadequate family support.	<ol style="list-style-type: none">1. Competition from neighbouring schools.

**(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. Reading to Writing Workshop (RW Workshop)	<ol style="list-style-type: none">1. Employ a supply teacher to release 4 teachers to form a core team to lead the development of the RW Workshop.2. Purchase learning and teaching resources	P.1-6
		P.4-6

(D) 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 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 type="checkbox"/> Purchase learning and teaching resources <input checked="" type="checkbox"/> Employ full-time* or part-time * teacher <i>(*Please delete as appropriate)</i> <input 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 type="checkbox"/> 2019/20 school year	<input type="checkbox"/> P.1 <input type="checkbox"/> P.2 <input type="checkbox"/> P.3 <input 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): _____ _____ _____

(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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
To employ a qualified full-time supply teacher to create space for the core team members to refine the school-based speaking curriculum and conduct more English language activities for P.5-6					
<p><u>Objectives</u></p> <p>The proposed initiative can enhance the existing curriculum by providing students with systematic training on speaking skills. It is aimed at creating a stronger English language environment for students and enhance their interests and confidence in speaking English. All newly-designed activities will be closely aligned with the school-based General English curriculum and P.5-6 students will have ample chances using English in authentic scenarios.</p> <p><u>Core Team</u></p> <p>The supply teacher will be employed to release teaching duties of 4 teachers (2 P.5 and 2 P.6 teachers) in 2018/19 to create space for refining the P.5-6 school-based speaking curriculum and implementing language activities to enrich the language learning environment.</p> <p>The supply teacher will take up around 28 English and non-English lessons tentatively to free up space for four English teachers in the core team. At least 7 lessons per week will be tentatively released for each core member.</p> <p>One timetabled co-planning lesson will be conducted weekly for each level (P.5-6). Target level teachers and the core team will be involved. Lesson plans, levelled questions and learning activities will be prepared during the co-planning meetings. Through co-planning, the teaching skills of these teachers will be enhanced.</p>	<p><u>P.5-6</u> Speaking lessons</p> <p><u>P.5-6</u> English language activities</p>	<p>9/2018 – 8/2019</p> <p>Co-plan and work in collaboration with P.5-P.6 English teachers</p> <p>Lesson observation</p> <p>Evaluation</p> <p><u>Throughout the year</u></p>	<p>8 speaking packages covering a total of 48 lessons will be produced for each target level.</p> <p>A DJ training pack will be produced.</p> <p>60% of P.5-6 students will improve their confidence and skills in speaking.</p> <p>Speaking assessment results of over 60% of students at P.5-6 will improve by 10% in 1 year's time.</p> <p>At least 80% of the participating or existing English teachers think that the refined curriculum and resources developed can help P.5-6 students build up their</p>	<p>All teaching materials and lesson plans developed will be reused by the school after the project.</p> <p>Lesson plans are reviewed and updated during curriculum and co-planning meetings.</p> <p>The school will continue to give students more opportunities to experience English learning with teachers.</p> <p>The photos, videos and teaching materials used will be kept for future reference.</p>	<p>Records of co-planning and evaluation meetings will be kept.</p> <p>Lesson observation for keeping track of progress and/or evaluation</p> <p>Evaluation meeting (once per term) to review the programme.</p> <p>Analyze the results of students' tests and exams to evaluate the effectiveness of the programme</p> <p>Survey to collect feedback from teachers and</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
<p>There are lesson observations on the performance of the core team in the year. Peer lesson observation will be arranged once in each term while lesson observations will be conducted by the English panels once per year.</p> <p>After lesson observations, feedback will be given to the core team and the panels to adjust the teaching strategies and modify the lessons. The core team will conduct sharing sessions for all existing English teachers so that the existing English teachers would be able to conduct similar activities in the future.</p> <p><u>Details of the refinement of the speaking curriculum</u></p> <p>Two lessons every week (in split class mode) for each P.5 and P.6 class (16 lessons per week in total) will be allocated to the newly developed speaking curriculum. All P.5 and P.6 classes will be split into two groups and the English teacher and a core team member will take up one group each time.</p> <p>An array of engaging speaking activities such as role play, group discussions, individual presentations and show and tell will be designed to encourage authentic application of target language structures and vocabulary. Other topics related to daily life will also be used to motivate the students. With appropriate teacher support, students are provided with opportunities to practise and develop their speaking skills and interactive strategies at different stages of the task.</p> <p>Details for a sample double period about jobs for P.5 will be as follows:</p> <p><i>Teaching focuses: formation of questions, thematic</i></p>			<p>confidence and raise their motivation to speak English.</p> <p>80% of the existing English teachers will acquire knowledge / pedagogy of teaching speaking.</p> <p>80% of the existing English teachers will apply the refined speaking curriculum to teach Primary 5-6.</p>	Lessons will be video-taped for sharing at panel meetings (twice per term) and discussed for further improvements.	students.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<p><i>vocabulary on jobs, discussion skills: explaining choices, asking and responding to others' opinions</i></p> <p>Target grammar structure: questions</p> <ul style="list-style-type: none"> ● Students play 20 questions, a guessing game about different jobs. They make use of the target structure covered in the General English curriculum for collecting information about the jobs. Questions like <i>What does this person do? Where does he work? Why does he like his job?</i> are asked. ● Group discussion skills such as explaining choices, asking and responding to others' opinions are introduced. A game called choosing the right tools for jobs is played. Each of them should assume a role (e.g. a teacher), choose a proper tool (e.g. a microphone) from a list and explain his/her choice. ● Students are provided with information about different jobs. They then get into groups and talk about their dream job. ● At the end of the lessons, a poll on the most interesting job is conducted. <p>Details for a sample double period about endangered animals and individual presentation skills for P.6 will be as follows:</p> <p><i>Teaching focuses: conditionals, thematic vocabulary on endangered animals, presentation skills: formulaic expressions for conducting presentation</i></p> <ul style="list-style-type: none"> ● The Broken Telephone game is played. Students get into groups and one of the members is given a sentence about endangered animals. 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<p><i>e.g. There were 1,864 giant pandas alive in the wild.</i></p> <p>He/She must memorise and pass on to the next person by whispering. When the sentence is passed to the last person of the group, he/she should stand up and say what the sentence is.</p> <ul style="list-style-type: none"> ● A presentation activity called “If we...” is conducted. Teacher provide students with information about various endangered species. They then give individual presentations about how they can prevent the extinction of endangered animals using conditional sentences. <p><u>Materials to be produced</u></p> <p>8 speaking packages each covering 6-8 lessons will be developed for each level.</p> <p>Each package includes:</p> <ul style="list-style-type: none"> ● lessons plans; ● PowerPoint slideshows (with passages and vocabulary as input); ● fun activity sheets (role play, graphic organizer, talking cards, board games, etc.); ● graded speaking tasks (2 or 3 sets for students of different learning abilities); ● cue cards for speaking tasks (with useful vocabulary and sentence patterns); and ● consolidation tasks (presentation, interview etc.) <p>It is hope that students’ confidence and motivation will be enhanced with the implementation of the speaking</p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
<p>curriculum. Good students' speaking performances will be video-taped and broadcast at lunchtime or recess for sharing.</p> <p><u>Extended Activities Outside Classroom</u></p> <ul style="list-style-type: none"> • Lunchtime DJ <p>The core team teachers will train 20 P.5 and P.6 students who are interested in presenting to be our school DJs. They will produce radio programmes with chit-chat, radio drama and songs dedication during lunchtime at least once a month.</p> <ul style="list-style-type: none"> • English Time <p>The core team will work with our NET in training students for writing and giving morning speeches on topics revolving the core curriculum and daily life once a month and at least 20 P.5 and P.6 students will be involved.</p>					