

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

School Name: Chan's Creative School (Hong Kong Island) (English)

Application No.: A 069 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 7

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	3	2	2	3	1	2	13

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)
NET Scheme in Primary Schools	P.1-3	Primary Literacy Programme - Reading and Writing (PLP-R/W)	NET Section, EDB
Read Write Inc. (RWI)	P.1-3	Based on synthetic phonics, the programmes integrate the teaching of listening, speaking, reading and writing	Oxford University Press (China) Ltd.
Reading Mum Programme	P.1-2	Reading storybooks	EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. With small-class teaching, the positive effects of a smaller student-to-teacher ratio are the most apparent. It encourages greater participation in class and students to interact more closely with each other.2. We have got 1 NET and 2 ELTAs, co-teaching is implemented in most lessons. It enhances the teaching effectiveness and efficiency. Teachers learn from each other and expand the scope of their teaching capacity.3. All teachers have a passion for teaching, love and caring. Students benefit from good teacher-and-student relationship.4. A rich English language learning environment has been created.	<ol style="list-style-type: none">1. The benefits that students experience from small class teaching during their early years of education can have lasting effects.2. Many organizations offer free and low-cost e-learning resources.
Weaknesses	Threats
<ol style="list-style-type: none">1. Very limited vocabulary, weak in grammar, lack confidence in reading aloud and speaking English and poor writing skills.2. Most students find learning English very hard, therefore they become frustrated and demotivated when they have struggles in English learning.3. Most students have short attention span to stay focused on a task.4. There is a big gap between the students from lower socioeconomic backgrounds and their peers from higher socioeconomic backgrounds in reading development like basic reading skills, vocabulary bank and reading comprehension skills.5. Students typically lack the appropriate resources like storybooks, online reading materials or e-learning platform to continue reading development after school.6. Most students need homework tutorials or they can only complete their homework with heavy guidance.	<ol style="list-style-type: none">1. The school panel has been undergoing changes in the last nine years, so it takes time for new and inexperienced teachers to get used to the routine for planning, teaching, grading and building relationship with students.2. Students from lower socioeconomic backgrounds and those who are low in self-esteem need support for literacy development at home.3. The Newly Arrived Children struggle with their academic learning, especially in English.

**(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. Implementation of Reading & Writing (RWI) programme	1. Hire of service provider to conduct teacher training workshops, workshops for parents, pre-assessments of students' ability and continued support such as co-teaching and consultation.	P.1-P.3
2. Drama in Education – To develop the speaking and interacting skill through drama for P.4 to P.6.	2. Hire of service provider (Theatre Noir) to conduct teachers' training workshops, co-plan, co-develop and conduct the programme.	P.4-P.6
3. Create a rich English language learning environment	3. Employ a native speaking English teacher to co-teach and co-plan with teachers, co-develop the teaching materials and conduct drama and speaking programmes.	
	4. Purchase dictionaries, games and readers for the English corner and enrich the English learning resources.	

(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</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <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* 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 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 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> <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 ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>Employ a full-time supply teacher who is proficient in English to create space for the core team members to:</p> <ul style="list-style-type: none"> participate in related professional development programmes; and enrich the English language environment in school for P.1 to P.6 <p>The speaking activities begin with P.1 (Drama education) and P.4 (Presentation skill and debate) and the focus will progressively switch from P.2 to P.3 and P.5 to P.6 respectively. The writing activities involve P.1 to P.6 students.</p>					
<ul style="list-style-type: none"> Authentic communicative environments in learning English will be created through the speaking activities. It is beneficial to students' motivation and self-esteem. The PSM (CD), two English Panel Chairs, one ELTA and three English teachers will form a core group of seven members. The three English teachers and one of the panel chairs will be teaching the target levels. Non-English lessons and class teacher periods of the core team members will be released and around 30 lessons will be taken up by the supply teacher. The core team members will be released to participate in related professional development programmes and develop more quality English language activities and learning resources to enrich the English environment in school for the newly-developed school-based curriculum on speaking and writing. The focuses of school-based curriculum to be developed are <i>speaking and writing</i>. The PSM (CD), two English 	<p>P.1 to P.6</p>	<p>2017/18 second term to 2018/19 first term</p> <p>Drama Education</p> <p>2017/18 second term to 2018/19 first term</p>	<p>Activities with elements of drama will be infused into English teaching at P.1 to P.3 once every alternate week.</p> <p>Activities with elements of presentation skills and debate will be infused into English teaching at P.4 to P.6 once a week.</p> <p>100% of the students will be provided with more opportunities to use English in authentic</p>	<p>Professional development is provided to the ELTA who will take the lead and the existing English teachers.</p> <p>Peer-to-peer interaction among teachers will create a wider learning community.</p> <p>Resource materials are</p>	<p>Records of co-planning/evaluation meetings will be kept for future reference.</p> <p>Focus group meetings will be held once per month to monitor the progress and evaluate the effectiveness of the initiative.</p> <p>Surveys to collect feedback from teachers and</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.

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>Panel Chairs and one ELTA will take the lead in this newly developed school-based curriculum. (The ELTA has been co-teaching with the existing English teachers in speaking lessons.) They will co-plan with English teachers of the target levels and evaluate the usage of resource materials. The ELTA will co-teach with English teachers of the target levels and English teachers will take up at least half of the teaching parts. The two English Panel Chairs and the ELTA will attend programmes run by the EDB. They may also attend other training courses. Other existing English teachers will learn from them through co-planning, co-teaching and focus group meetings. Co-planning and evaluation meetings will be held once every alternate week. Focus group meetings will be held once per term as a summative evaluation.</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • <i>Drama education</i> will be introduced in P.1 to P.3. One lesson every two weeks will be allocated for activities related. <p>- Begin with P.1 and the focus will progressively switch to P.2 and P.3. Developed materials will be used next year. Opportunities for language learning such as storytelling will be provided in order to enrich the English environment. Students read aloud stories and role-play as the characters. Consolidation will be done in the next phase.</p> <p>- Students are provided with a platform to express themselves on topics related to their daily lives. Besides, they can use English in authentic contexts such as role plays, script writing, etc. They can also apply the skills in reader's theatre which is used to be held once a year.</p>		<p>Presentation skills and debate</p> <p>2017/18 second term to 2018/19 first term</p> <p>English Language Activities</p> <p>All year round</p>	<p>contexts when all materials for P.1 to P.6 are developed.</p> <p>6 sets of resource materials on speaking activities for P.1 to P.3 and P.4 to P.6 will be developed.</p> <p>Students can apply the skills in reader's theatre which is to be held once a year.</p> <p>A mini drama will be performed by the Drama Club every year.</p> <p>An intra-school debate competition will be held at the end of the term.</p> <p>A Debate Team will be formed.</p> <p>80% of P.1 to P.6 students' confidence and skills in speaking</p>	<p>developed for future use.</p> <p>There will be video-taping of lessons for sharing.</p>	<p>students.</p>

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<p>- The ELTA and the English teachers will co-plan and co-teach. Co-planning meetings and evaluation meetings will be held once every alternate week. Lesson plans and the role of co-teachers will be discussed in co-planning meetings while the effectiveness of the lessons and the usage of resource materials will be discussed in evaluation meetings. Lesson plans and resource materials will be refined if necessary.</p> <p>Focus of the co-planning and evaluation meetings are tabled below:</p> <table border="1" data-bbox="145 624 882 1305"> <tbody> <tr><td>1</td><td>Preparation of Set 1 resource material</td></tr> <tr><td>2</td><td>Evaluation / follow up for the usage of Set 1 resource material</td></tr> <tr><td>3</td><td>Preparation of Set 2 resource material</td></tr> <tr><td>4</td><td>Evaluation / follow up for the usage of Set 2 resource material</td></tr> <tr><td>5</td><td>Preparation of Set 3 resource material</td></tr> <tr><td>6</td><td>Evaluation / follow up for the usage of Set 3 resource material</td></tr> <tr><td>7</td><td>Preparation of Set 4 resource material</td></tr> <tr><td>8</td><td>Evaluation / follow up for the usage of Set 4 resource material</td></tr> <tr><td>9</td><td>Preparation of Set 5 resource material</td></tr> <tr><td>10</td><td>Evaluation / follow up for the usage of Set 5 resource material</td></tr> <tr><td>11</td><td>Preparation of Set 6 resource material</td></tr> <tr><td>12</td><td>Evaluation / follow up for the usage of Set 6 resource material</td></tr> </tbody> </table> <p>- Focus group meeting among the core group members will be held once per term as a summative evaluation.</p>	1	Preparation of Set 1 resource material	2	Evaluation / follow up for the usage of Set 1 resource material	3	Preparation of Set 2 resource material	4	Evaluation / follow up for the usage of Set 2 resource material	5	Preparation of Set 3 resource material	6	Evaluation / follow up for the usage of Set 3 resource material	7	Preparation of Set 4 resource material	8	Evaluation / follow up for the usage of Set 4 resource material	9	Preparation of Set 5 resource material	10	Evaluation / follow up for the usage of Set 5 resource material	11	Preparation of Set 6 resource material	12	Evaluation / follow up for the usage of Set 6 resource material			<p>enhanced.</p> <p>Assessment results on speaking of over 80 percent of students at P.1 to P.6 will be improved by 10 % in two years' time.</p> <p>80% of the existing English teachers will acquire knowledge of conducting activities with elements of drama and debate for P.1 to P.3 and P.4 to P.6.</p>		
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<ul style="list-style-type: none"> - The existing English teachers will co-teach with the ELTA and will take up at least half of the teaching part. - There will be six lesson observations per term. Amendments on the resource materials will be made after the lesson observations if necessary. • Presentation skills and debate will be introduced to P.4 to P.6. One lesson per week will be allocated for the activities. - Begin with P.4 and the focus will progressively switch to P.5 and P.6. Developed materials will be used next year. Opportunities for language learning such as news reading will be provided in order to enrich the English environment. Students read aloud news articles and state their point of views. Consolidation will be done in the next phase. - Students are provided with a platform to express themselves in riveting education topics and begin to explore some social issues such as global warming. - An inter-school debate competition will be organized to further provide students with opportunities to use English in authentic contexts. - The ELTA and the English teachers will co-plan and co-teach. <p>Co-planning meetings and evaluation meetings will be held once every alternate week. Lesson plans and the role of co-teachers will be discussed in co-planning meetings while the effectiveness of the lessons and the usage of resource materials will be discussed in evaluation</p>					

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<p>and the focus will progressively switch to P.2 to P.3 and P.5 to P.6 respectively in the school years 2018/19 second term to 2020/21 first term after the completion of the project.</p> <ul style="list-style-type: none"> • <i>English Language Activities</i> <u><i>Drama Club for P.1-P.3</i></u> <ul style="list-style-type: none"> - P.1 to P.3 students who share a love of theatre and have good academic results in English will be recruited to form a group of 10 to 15. The activities will be held once a week after school. They must be willing to work with each other. Students will take part in selection of story and script writing in order to encourage them to take responsibility for their own learning. - One ELTA and one existing English teacher will be the teacher-in-charge for the Drama Club. They will co-plan and co-teach. Lesson plans and the role of co-teachers will be discussed in co-planning meetings. The lesson plans will be refined as the follow-up actions if necessary. - The Drama Club promotes the teaching of theatrical art. Training on skills in acting, creative thinking and public speaking will be provided to students. A mini drama will be performed by the Drama Club every year. Each student has a role to play in the drama performance. <u><i>Debate Team for P.4-P.6</i></u> <ul style="list-style-type: none"> - The ELTA will collaborate with the existing English teachers and form a Debate Team. P.4 to P.6 students who are good at critical thinking and have good academic results in English will be recruited to form 					

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<p>a group of 10 to 15. The activities will be held once a week after school. They must have a good sense of team work. Collaborative learning strategy such as think-pair-share will be adopted. Each Student needs to share his/her point of views. Students will take part in selection of debate topics in order to encourage them to take responsibility in learning and evaluate their own progress.</p> <ul style="list-style-type: none"> - One ELTA and one existing English teacher will be the teacher-in-charge for the Debate Team. They will co-plan and co-teach. Lesson plans and the role of co-teachers will be discussed in co-planning meetings. The lesson plan will be refined as the follow-up if necessary. - The Debate Team aims to provide a platform for students to use English in an authentic context, broaden their horizons and begin to explore some of the social issues. Training on skills in research, critical thinking and presentation will be provided to students. An intra-school debate competition will be held at the end of the term. <p><u>Show and tell activity for P.1 –P.3</u></p> <ul style="list-style-type: none"> - Show and tell activity will be held in the Extra-curricular Activity period once per week. P.1 to P.3 students who are relatively weak in public speaking will be recruited to form a group of 10 to 15. Students will take turn to participate in the show and tell activity. They will also take part in the selection of show and tell topics in order to enhance their motivation and participation. - Show and tell activity provides less able students, 					

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<p>who are usually unconfident and shy in class, with opportunities to listen to and speak in English through conversations. Their self-esteem can be gradually built up when they speak up in class, explaining what they love about their possessions.</p> <ul style="list-style-type: none"> - The show and tell activity will be conducted by one Panel Chair, one NET and one English teacher. The existing English teachers will demonstrate how to do a show and tell and prepare some topics as examples. <p><i>Interactive English Group for P.4-P.6</i></p> <ul style="list-style-type: none"> - Interactive English Group will gather in the Extra-curricular Activity period once per week. P.4 to P.6 students who are relatively weak in listening and speaking will be recruited to form a group of 10 to 15. All of them will have to participate in the interactive activities such as Hot Seat, Two Truths and a Lie as well as Interview etc. - Interactive English Group provides less able students, who are usually unconfident and shy in class, with opportunities to use English in a relaxing atmosphere. They practice their listening and speaking skills when they participate in the English activities. Their self-esteem can be gradually built up. - The Interactive English Group will be conducted by another Panel Chair and one ELTA. The existing English teachers will teach students skills that they have to acquire and will choose some topics for practice. 					

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<p><u>Writing</u></p> <p>To enrich the English environment in school, students' good work will be published and shared among themselves and the public. This engages their interest, heightens their motivation and adds a colourful splash to their language learning experience.</p> <p><i>Little Writers and Little Reporters</i></p> <ul style="list-style-type: none"> Students will be encouraged to be Little Writers to make sentences with vocabulary items on specific topics according to the textbooks and newspaper. Each student's good work on theme-based sentences will be printed as a bookmark and be given back to them. This can enlarge students' word bank and provides them with opportunities to practice making sentences. Masterpiece will be selected and displayed around the campus. The existing English teachers will provide students with related vocabulary items and guide them in writing the sentences. A school magazine which is a collection of interviews, book sharing and students' submission will be published. Videos of interviews and book sharing can be uploaded onto the school website so students can learn from their peers. The activities provide students with opportunities to be Little Reporters for the integration of multiple language skills. Through interviews, book sharing, students' submission to the school magazine, students are provided with opportunities to use English in authentic context. All students from P.1 to P.6 are welcome to express themselves in written form by submitting their own writings to the school magazine. Subject teachers and students may be invited as the interviewees to share their tips for learning, favourite hobbies, etc. The existing English teachers will teach students how to do a book sharing and encourage them to submit their work. Teachers will also lead the publishing team and teach them how to conduct an 	<p>P.1 to P.6</p>	<p>2017/18 second term (Good work will be collected throughout the year)</p>	<p>A school magazine and a school year book with collections of students' good work on writing will be published once per year.</p> <p>100% of students will participate in sentence making and writing task.</p> <p>80% of students are encouraged to express themselves in writing by submitting their own writing to the school magazine.</p> <p>80% of teachers will apply relevant strategies in enhancing students' capability in writing</p>	<p>A language rich environment is created among students.</p> <p>A school magazine and a school year book with collections of students' good work on writing will be kept for future reference.</p>	<p>Focus group meeting and evaluation meetings will be held to monitor the progress. Records of meetings will be kept for reference.</p> <p>Video-taping the interviews and book sharing for sharing and evaluation among panel members.</p>

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<p>interview. English ambassadors from P.4 to P.6 will be invited to join the publishing team and assist in the publication.</p> <ul style="list-style-type: none"> A school year book will be published and students' work on writing tasks can be shared with the public. Two English Panel Chairs will be the person-in-charge. 					