

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

School Name: **Chi Hong Primary School (English)**

Application No.: **C085** (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 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	5	5	5	5	3	27

3. No. of operating classes in the 2018/19 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)
PLP-R & KIP	P.1-6	Reading	NET section, EDB
School-based Phonics Development Programme	P.1	Phonics & Reading	Dr. Tang Mei Sin
School-based Curriculum Development	P.1-3	Reading	School-based Support Services Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. More English teachers joining the panel to support the development of school-based curriculum.2. Timetabled co-planning time helps teachers to gather regularly and plan for the new learning and teaching methods.	<ol style="list-style-type: none">1. A reading programme has been set up to enrich students' English learning.2. Students' performance in external competition has been enhanced with teachers' training.
Weaknesses	Threats
<ol style="list-style-type: none">1. Limited opportunities for students to use speak English. Hence, students in KS2 are not confident to speak English.2. Teachers lack experience in developing the school-based materials to cater for learner diversity.	<ol style="list-style-type: none">1. Students are in lack of an English-rich environment outside school campus.2. The Territory-wide System Assessment (TSA) results in past years are not satisfactory.

(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
Reading and writing	<ol style="list-style-type: none">1. Hire an extra NET2. Purchase readers	P.4 – 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</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"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.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 (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employing a full-time teacher who is proficient in English to work in collaboration with existing English Language teachers to develop a school-based drama programme for P.3 and P.4.					
<p>Objective A school-based reading programme infused with highly contextualized drama activities will be developed for P.3 and P.4 to boost students' interest in reading and provide them with opportunities to use English in authentic contexts. As students will work in groups for the drama activities, other generic skills such as communication and collaboration will be enhanced.</p> <p>The drama programme consists of 2 parts: the reading modules and the drama modules. The reading texts chosen for both reading modules will be closely aligned with the core English Language curriculum. The readers covered in the reading modules will be used as input for the drama modules so that students will work on familiar texts and recycle the linguistic elements during the drama activities.</p> <p>Apart from the reading programme, Reading Club and Drama Club will be formed to provide students with a wide variety of reading activities and drama activities to students of different levels.</p>	P.3 – P.4	<p>2019/2020 1st Term P.3</p> <p>2nd Term P.4</p> <p>Sept 2019 – Jun 2020</p> <ul style="list-style-type: none"> - co-planning - developing of the learning and teaching resources - co-teaching <p>Jan 2020 Interim evaluation</p>	<p>2 sets of school-based drama materials, covering 12 drama lessons each, will be developed per level at P.3 and P.4. Each set of materials includes lesson plans, worksheets, PowerPoint slides and teaching aids.</p> <p>1 resource package for Reading Club activities will be developed. A total of 30 sessions will be covered.</p> <p>70% of P.3-P.4 students agree that they are more confident to speak in</p>	<p>All the teaching materials developed will be properly kept for teachers' access and refinement.</p> <p>The drama programme will be conducted by the school English teachers in the future.</p> <p>Sample lessons and the stage performance will be video-taped for</p>	<p>Lesson observation will be conducted.</p> <p>Focus group evaluation meetings will be conducted.</p> <p>Students' performance will be analysed.</p> <p>Students' survey and teachers' survey will be conducted.</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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<p><u>Core team</u> Two core teams, one for P.3 and one for P.4 will be formed. Each team consists of the full-time teacher proposed to be hired, all the level teachers and one of the English Panels.</p> <p>The two core teams will co-plan and co-teach with the teacher who is proficient in English so that all the lessons could cater for the needs and abilities of the students.</p> <p><u>Expected qualifications and experience of the teacher who is proficient in English</u> The teacher who is proficient in English is expected to be a bachelor’s degree holder with at least 1-year drama teaching experience, preferably with experience of developing reading programmes in primary schools.</p> <p><u>Duties of the teacher who is proficient in English</u> The teacher who is proficient in English will:</p> <ul style="list-style-type: none"> - co-plan the drama programme weekly (1 hour) for both levels with the core team members; - co-develop the learning and teaching resources with the core team members; - demonstrate appropriate strategies and skills for conducting drama lessons for target level teachers and the core team members - co-conduct the drama programme with the core team members; - conduct sharing sessions with the core team members; - evaluate and review the reading programme; - modify materials and strategies upon review - co-develop and co-conduct “Drama Club” and Reading Club” with the core team members. 		<p>Jul 2020 Final evaluation</p> <p>Aug 2020 Refinement of the programme</p>	<p>English.</p> <p>70% of P.3 – P.4 students agree that their speaking skills improve.</p> <p>100% of the English Language involved will acquire skills in the teaching of drama.</p> <p>100% of the English Language involved teachers will apply the skills acquired to their teaching.</p>	reference.	

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<p><u>Implementation of the school-based drama programme</u> 1 session (a double lesson) per week will be allocated to the drama programme. A total of 24 lessons will be allocated to the programme. The drama programme will be conducted in P.3 in the first term and P.4 in the second term of 2019/2020.</p> <p>Readers Chosen:</p> <table border="1" data-bbox="129 560 869 679"> <thead> <tr> <th>Level</th> <th>Reader Chosen</th> </tr> </thead> <tbody> <tr> <td>P.3</td> <td>The Gingerbread Man, The Fun Bus</td> </tr> <tr> <td>P.4</td> <td>Monkey Puzzle, Zog</td> </tr> </tbody> </table> <p><u>Tentative programme outline</u></p> <table border="1" data-bbox="129 759 869 1273"> <thead> <tr> <th>Session</th> <th>Activities/skill focus</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction to Drama</td> </tr> <tr> <td>2</td> <td>Voice projection and vocal clarity</td> </tr> <tr> <td>3</td> <td>Stress and intonation</td> </tr> <tr> <td>4</td> <td>Eye-contact, Gesture and Facial Expression</td> </tr> <tr> <td>5</td> <td>Understanding drama script</td> </tr> <tr> <td>6</td> <td>Script reading</td> </tr> <tr> <td>7</td> <td>Expression of mood</td> </tr> <tr> <td>8</td> <td>Spatial awareness and developing an appropriate performer-audience relationship</td> </tr> <tr> <td>9</td> <td>Blocking</td> </tr> <tr> <td>10 – 11</td> <td>Rehearsal</td> </tr> <tr> <td>12</td> <td>In-class performance and feedback</td> </tr> </tbody> </table> <p><u>Sample Drama lesson</u> Level: P.3 Story book: The Gingerbread Man</p>	Level	Reader Chosen	P.3	The Gingerbread Man, The Fun Bus	P.4	Monkey Puzzle, Zog	Session	Activities/skill focus	1	Introduction to Drama	2	Voice projection and vocal clarity	3	Stress and intonation	4	Eye-contact, Gesture and Facial Expression	5	Understanding drama script	6	Script reading	7	Expression of mood	8	Spatial awareness and developing an appropriate performer-audience relationship	9	Blocking	10 – 11	Rehearsal	12	In-class performance and feedback					
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<p>Skill Focus: Understanding a script Learning and teaching activities</p> <p><u>Warm up Activities</u> <i>Hot Seating</i> Students work in groups of 4. One student will be the “Gingerbread Man” and other students ask the “Gingerbread Man” different questions. For example, <i>Why did everyone chase you? The “Gingerbread Man” has to answer the questions based on the story or his/her own.</i></p> <p><u>Skill focus</u> <i>Understanding drama script</i> Teacher will give students the drama script of the reader “The Gingerbread Man” and highlight the key features of a drama script. Teacher will ask students to look for words in brackets (i.e. subtext) and demonstrate how different lines are read without or with subtexts by the use of stress and intonation.</p> <p>Students will then work in groups to practise reading the lines. Teachers will provide feedback to the students and guide them to work on the entire script.</p> <p><u>Other English Language Activities</u> ✧ After-school Drama Club for P.1 to P.6 About 20 - 30 students who are actively involved in the drama lessons will be selected to join the after-school drama club. An audition will be held for the interested students. A letter will be sent to the parents to inform the arrangements and their support for ensuring the students’ attendance will be sought.</p>					

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<p>The drama club member will be trained to perform a play in July 2020. Drama performing skills such as stage directions, lines reading or props setting will be taught. The teacher who is proficient in English will be mainly responsible for training the students after school. The school English teacher will co-conduct the training and help with the stage management.</p> <p>✧ ECA Reading Club for P.3 to P.6 About 20 – 30 P.3 – P.6 students will be selected according to their English proficiencies for the Reading Club during the ECA lessons on Fridays.</p> <p>Various reading activities such as creating their own stories, buddy book sharing or meeting the author will be conducted. The teacher who is proficient in English will co-conduct the activities with the school English teachers.</p>					