

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

School Name: KWOK MAN SCHOOL (English)

Application No.: A 107 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 9

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	2	2	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)
1. PLP-R/W	P.1-P.3	Reading and writing	NET Section, EDB
2. GEL.com	P.5	E-learning (grammar)	NET Section EDB
3. Reading Mum	P.2	Reading	EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. All English teachers are trained. The whole English panel has attained the LPAT requirement.2. Regular panel meetings are held to enhance coordination and communication among teachers.3. School enhances teachers' professionalism. All teachers participate in co-planning sessions.4. The PLP-R/W programme has gradually been adapted to suit the needs of our students.	<ol style="list-style-type: none">1. We encourage the professional development of our teachers' pedagogy to improve the effectiveness of teaching and learning.2. We adapt to the changing needs of the students and their learning requirements.3. IT equipment will be maintained and applications upgraded to enhance teaching and learning this year.4. A new textbook will be used in 2017-2018.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students have consistently poor results in internal assessments and TSA.2. Students have limited exposure to an English language environment in our school.3. Students lack motivation in learning English and lack interest in reading English extensively. Some students show a rather passive and unmotivated attitude towards learning English inside and outside the classroom.4. Students lack confidence in speaking English although this has begun to change.5. There is a great diversity of English ability among students in classes.6. There is a lack of time and resources for professional development and collaboration.7. There is minimal support from parents in promoting the use of English outside classrooms.	<ol style="list-style-type: none">1. There is still a lack of a clear English curriculum that covers all levels. The school is striving to create a curriculum that allows students to learn step by step in a logical and effective way.2. New programme, such as self-directed learning strategy is being introduced to our school without proper preparation, follow-up and adaptations to the current English curriculum being done. Integration is not being done and there is insufficient class time to incorporate everything.3. With the introduction of the new textbook, a whole set of worksheets will have to be prepared.

**(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
Develop the whole school vocabulary programme (P.1 – 6) and reading curriculum in P.4-P.6	Employ a supply teacher to create space for the core team members to develop the whole school vocabulary programme and reading curriculum	P.1 – 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 - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></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”</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 teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></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 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input checked="" 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>

(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
To employ a qualified full-time teacher who is proficient in English to conduct English language activities for providing students with more opportunities to use English in authentic context for P.1 to P.6					
<p>The majority of our students are from grass-root families with very limited support towards students' learning of English. A number of students are new immigrants from the Mainland. School is the only area for students to learn English. Yet, most students are not confident with their English. This avoidance strategy makes the problem worse as it forms a vicious circle and the problem just cannot be fixed until something is done.</p> <p>A full-time teacher will be employed to create a more English-rich environment in school. He/She is expected:</p> <ul style="list-style-type: none"> to be proficient in English; to be a graduate with a recognised degree in English/TESL; to have a keen interest in teaching primary students; and to be preferably with teaching qualification. He/She does not have to be very experienced. 	<p>P.4-P.6 Speaking Materials</p> <p>P.1-P.6 Activities</p>	<p>9/2017 - 12/17</p> <p>Set up a core team amongst English teachers to set goals and propose tasks to be done.</p> <p>12/2017</p> <p>Start recruitment procedure.</p> <p>1/18</p> <p>The new teacher arrives and meets with the core team.</p>	<ul style="list-style-type: none"> At least 6 sets of speaking and pre-writing resources for each of the levels for P.4 to P.6 focusing on different themes will be produced for future use. At least 15 One-minute's English sessions for each of the three terms throughout the school year. 4-5 English activity recesses will be organized with the help of English Ambassadors per 	<ul style="list-style-type: none"> These programmes will also be served as learning materials for future training sessions. Teachers will make use of these programmes to train English Ambassadors with the basic skills, so that the future training sessions will be focusing more on the programme 	<ul style="list-style-type: none"> Feedback from panel members will be collected during the English Panel meetings which are to be held once every two weeks so that the non-core team English teachers will also have a clear understanding of the progress of the programme and they can also give advice on how we may improve. Questionnaires will also be sent to different stakeholders like non-English

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>Duties of the Additional Full-time Teacher:</u></p> <p>At present, Kwok Man School lacks a well-structured speaking curriculum. Students do not perform well as teachers very often focus on textbook grammar drills instead of the development of speaking skills.</p> <p>Given the lack of systematic oral skill development, students continue to perform unsatisfactorily in the speaking part of TSA. With proper scaffolds and increased exposure, students will build up their ability and confidence in English. The additional teacher proposed to be hired will assist in developing school-based speaking materials focusing on TSA speaking tasks such as picture descriptions and presentations.</p> <p><i>P.4-P.6 Speaking Lessons</i></p> <ul style="list-style-type: none"> The additional teacher will have 3 co-teaching lessons for each of the two P.4 to P.6 classes, making a total of 18 lessons per week so that students will have better chances developing their speaking and pre-writing skills. The existing English teachers will take up roughly 50 % of the class teaching. 3 co-planning sessions will be arranged each week for the three levels. Teachers can have a chance to sit together for exchanging experience and ideas. A speaking resources bank for P.4 to P.6 levels can be developed for future use. <p><i>English Ambassador Scheme</i></p> <ul style="list-style-type: none"> A team of English Ambassadors from P.4 to P.6 		<p>Recruit EAs.</p> <p>Design training programmes.</p> <p>Plan One-minute's English programmes and activity recesses.</p> <p>2-4/2018</p> <p>Run One-minute's English programmes.</p> <p>Run morning reading sessions and activity recesses.</p> <p>Prepare for the setting up of Kwok Man TV and production of</p>	<p>year.</p> <ul style="list-style-type: none"> We expect at least 50% of our KS2 students will make improvements in picture description and presentation skills as indicated in internal speaking assessment results. An average increase of 5 marks (out of 100) in oral exam is expected. We expect at least 70% of the students will have more chances using English in daily communication. We expect 70% of students will be more confident in speaking English. We expect 50 % of existing English teachers 	<p>content.</p>	<p>Homeroom teachers and the Parent-Teacher Association Committee members so that opinions from different sections can be collected and improvements can be made.</p> <ul style="list-style-type: none"> Duty records of the English Ambassadors will be used to keep track of the progress of the programme and for future evaluation purpose.

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<p>is to be recruited. The English Ambassadors are leaders who will help schoolmates with English. They are a group of more successful English learners who are going to demonstrate to the rest of the schoolmates that all students can be good English users if they try. We expect to have about 24 English Ambassadors nominated by English teachers. They are best English learners who speak reasonably good English.</p> <ul style="list-style-type: none"> Both the full-time teacher and existing local teachers will train the team for regular presentations in the morning assembly periods. The English Ambassadors will also be helpers to English teachers during English activity recesses. Through these training sessions, they will acquire important skills such as proper organization of presentations and ways to grab the audience's attention. Student presenters will also brush up their English through actively participating in these training sessions. The team of English Ambassadors will also be trained for reading with the schoolmates in the morning reading session once a week. They will receive training on ways to conduct sharing sessions and assist their schoolmates with their reading. The training sessions will be held throughout the term except during exam weeks and a week before exams. These training sessions will be held every afternoon from 4pm to 5pm except on Wednesdays when cross-curricular activities are held. The less able students will have English 		<p>the first 4 programmes.</p> <p>Review the mode of running of One-minute's English and the morning reading sessions and activity recesses.</p> <p>4-6/2018</p> <p>Run One-minute's English and morning reading sessions.</p> <p>Produce and broadcast Kwok Man TV programmes.</p> <p>Review the mode of running of the above mentioned programmes.</p>	<p>will acquire knowledge of conducting English language activities after running the programme for a year.</p> <ul style="list-style-type: none"> The English teachers will also become more experienced in producing resources for P.4 to P.6. 		

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<p>Ambassadors reading with them every Tuesdays and Thursdays. They can also learn English through joining the activity recesses. Students use English when they are participating in these activities and as a result, students will be more confident in using English to communicate with others.</p> <ul style="list-style-type: none"> The English Ambassadors themselves will also benefit as they will at the same time brush up their English when they go through the training sessions before they actually take up their duties. The Ambassadors are at the same time creating a service record of being leaders who help schoolmates with their English. <p><i>One-minute's English Sharing Sessions</i></p> <ul style="list-style-type: none"> The introduction of the One-minute's English Sharing Sessions during the morning assembly and the English Ambassador Scheme will help create a more English-rich environment at school and students will be able to learn English in a more leisurely manner. The additional teacher will collaborate with the other English teachers in hosting the <i>One-minute's English Sharing Sessions</i>. One-minute's English sessions are expected to be conducted every Mondays, Tuesdays and Thursdays except during the exam weeks and a week before exams when all activities are expected to suspend for exam preparation. We expect to hold no fewer than 15 One-minute's English sessions for each of the three terms of the school year. 		<p>Design questionnaires so as to collect feedback from different stakeholders.</p> <p>7/2018</p> <p>Continue with the production of programmes by Kwok Man TV.</p> <p>Evaluate the whole programme, send questionnaires, conduct, interviews and analyze data.</p> <p>Conduct evaluation meeting of the core team.</p>			

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<ul style="list-style-type: none"> The additional teacher will also help with the training of the English Ambassadors (EA) for hosting One-minute's English Sharing Sessions during the morning assembly periods. They will share with schoolmates about their festival activities, holiday plans, daily weather reports and their feelings towards certain current issues. Through these sharing sessions, students will be able to enrich their thematic vocabulary banks and all the students are learning English in a more authentic manner. <p><i>Ambassador Reading time</i></p> <ul style="list-style-type: none"> The Ambassador Reading time will take place during the school morning sessions, normally from 8:15am to 8:45am. For P.1 to P.3 students, ambassadors will be trained by both the additional full-time and existing teachers to read the reading materials from the PLP-R/W programme. P.4 to P.6 students will read their English textbooks. Chops will be given to students who have read nicely with the English Ambassadors. These reading records will also be counted as part of the reading programme and outstanding students will be given prizes as encouragements. <p><i>English Activity Recesses</i></p> <ul style="list-style-type: none"> The English activity recesses are held, so students will have chances to learn English in fun ways. English teachers, both the additional and existing ones, will conduct game booths to 		<p>8/2018</p> <p>Plan programmes in the coming academic year after reviewing the whole programme of the previous year.</p> <p>9/2018</p> <p>Recruit new English Ambassadors and plan programmes which are to start in mid-Sept.</p> <p>Mid-Sept to Mid Nov/2018</p> <p>Run One-minute's English programmes, activity recesses and morning reading sessions.</p>			

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<p>hold activities focussing on one theme, say sports or Christmas. English Ambassadors will be helpers to teachers to run the activities. We expect to hold 4 to 5 activity recesses throughout the school year. The activity recesses are expected to be held before major events of the year or before long holidays.</p> <p><i>Kwok Man TV</i></p> <ul style="list-style-type: none"> Both the additional teacher and English Ambassadors will be core members of the proposed Kwok Man TV. The Kwok Man TV will produce programmes to help to create an English-rich environment. Kwok Man TV is expected to be set up after the Easter holiday in Term 3. Kwok Man TV hosts will conduct interviews with teachers in English. They will also produce report programmes about school events. They will also produce mini-dramas in English and sharing sessions of outstanding students about their secret of success. As Kwok Man TV is newly established, we will reserve a longer training period so that student hosts will be well prepared and quality programmes can be produced. English Ambassadors will again be core members of Kwok Man TV. They will improve their presentation and interview skills. They will also learn about the appropriate gestures and eye-contact. Kwok Man TV programme will be uploaded onto the school's webpage. These programmes 		<p>Produce Kwok Man TV programmes.</p> <p>Mid-Nov to Dec /18</p> <p>Review the whole programme, draft evaluation report.</p>			

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<p>will also be served as learning materials for future training sessions. Teachers will make use of these programmes to train English Ambassadors with the basic skills and the future training sessions will focus more on the programme content.</p> <p><i>Involvement of Existing Teachers</i></p> <ul style="list-style-type: none"> Existing teachers, who are experienced teachers and know very well about the background of the students, will play leading roles in the development of the speaking curriculum and implementation of language activities. The additional teacher is expected to provide support. The NET will also play an important part in the development of the speaking curriculum. The NET will be a core team member giving professional advice at different stages and working collaboratively with existing teachers in developing speaking materials. He/She will also work closely with the additional teacher in running activities, so students can have the opportunities to apply the skills they have learnt during the lessons. 					