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

School Name: HONG KONG AND KOWLOON KAIFONG WOMEN'S ASSOCIATION SUN FONG CHUNG PRIMARY SCHOOL (English)

Application No.: A 084 (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 2016/17 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 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)
Space Town Literacy Programme (ST)	P.1-P.2	Reading and writing	NET Section, CDI, EDB
Primary Literacy Programme-Reading and Writing (PLP-R/W)	P.1-P.3	Reading and writing	NET Section, CDI, EDB
Key Stage 2 Integrated Programme (KIP)	P.4-P.6	Reading and writing	NET Section, CDI, EDB

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

Strengths	Opportunities
● English teachers are familiar with supported reading and guided reading. ● Leveled storybooks are ready for students in the school library. ● Teachers' team spirit is strong. ● The school has got the full wi-fi coverage of the campus and it favours e-learning.	● The development of STEM education at school is significant. ● A strategic plan to promote "Reading across the Curriculum (RaC)" is to be developed.
Weaknesses	**Threats**
● Students prefer to read stories to non-fiction texts. ● The school does not have enough tablets for all students in e-learning.	● Learners' diversity is significant.

(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
Create an English-rich learning environment for KS2 and enhance students' reading skills in reading workshops	To employ an English Language Teacher Assistant to help to create an authentic English speaking environment for students, support English teachers on the preparation on teaching materials including teaching aids and proof-reading, help assess students' pronunciation and report to English teachers when they find students are not articulating the sounds accurately and provide more support to both students and parents on reading	P.4 – P.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	Proposed usage(s) of the Grant	Time scale	Grade level
☑ Enrich the English language environment in school through - conducting more English language activities; and - developing more quality English language learning resources for students ☐ Promote literacy across the curriculum in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☐ 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" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☐ Purchase learning and teaching resources ☑ Employ a full-time teacher ☐ Employ a part-time teaching assistant ☐ Procure service for conducting English language activities	☑ 2017/18 (second term) to 2018/19 (first term) ☑ 2018/19 (second term) to 2019/20 (first term)	☑ P.1 ☑ P.2 ☑ P.3 ☑ P.4 ☑ P.5 ☑ P.6 ☐ Others, please specify (e.g. P.1-P.3, P.5-P.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[1]	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
To employ a full-time teacher who is proficient in English to enrich the English language environment in school through conducting more English language activities at P.1-P.6 and developing more quality extended English language learning resources for students at P.2-P.4					
(1) Conducting more English languages activities at P.1-P.6					
<u>Purpose of the initiative</u> To encourage students to use English for communicative purpose and to provide students with opportunities to use English in authentic context <u>Expected Qualifications and Experience</u> The additional full-time teacher is expected to be a bachelor's degree holder, preferably in English or a bachelor's degree holder with previous teacher training if an English major cannot be recruited. He/She should also be a native English-speaker. <u>Duties of the Additional Full-time Teacher</u> He/She will be responsible for co-delivering the following activities with the NET and existing English teachers for creating a language-rich environment: (a) MC training for English morning assemblies In order to enrich the English-speaking environment, there will be two student-directed English morning assemblies every week. Through the morning assemblies, the student MCs will have training in MC skills whilst all students at school will be exposed to an authentic English environment	P.1-P.6	Feb 2018 Choosing P.1, P.3, P4 students as MCs Feb 2018 to Jun 2018 Implementation Sep 2018 to Oct 2018 Choosing P.1-P.6 students as MCs Oct 2018 to Jun 2019 Implementation Sep 2019 to Oct 2019 Choosing P.1-P.6 students as MCs	A training manual for MC training is produced. 40 students will participate in the programme in a year and they will have 80% of attendance.	Local English teachers will use the materials and continue the training after the scheme. The team of students will learn some MC skills and public speaking skills. The trained MCs will share the experience and skills they have learnt with one another. Other English teachers will be involved in the	Feedback from students on the English morning assemblies will be collected. Teachers' comments upon the MCs' performance There will be a vote for the most popular student MC of each level.

[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]	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
because there will be only English announcements in English morning assemblies. A 15-hour MC training programme involving 20 students will be held to improve students' confidence in English each term. The programme will include 8 hours of training sessions and 7 hours of coaching sessions. A training manual will be prepared and the following skills will be covered in the programme. All students will learn about breathing techniques, posture, eye contact, gesture and vocal variety. They will also learn to say words and sentences with stress in order to grab the audience's attention. Furthermore, Primary 3 and 4 students in the programme will engage in group activities on proper posture and intonation while language is the focus for Primary 5 and 6 students in the programme. The teacher that the school employs under this grant scheme will work with a local English teacher in the MC training programme. Four other English teachers will be involved to support Primary 3 to Primary 6 students when they have group work. As for coaching sessions for the English morning assemblies, Primary 1 and 2 English teachers and the NET will help prepare Primary 1 and 2 student MCs for their work of hosting the morning assemblies. The additional full-time teacher will help Primary 3 and 4 student MCs to rehearse the announcements. They will learn to make English announcements and talk about the current affairs and weather in English morning assemblies. The panel head of English will support Primary 5 and 6 student MCs and translate Chinese announcements into English. Primary 2, 4 and 6 student MCs will be responsible for the morning assemblies in the first term. Primary 1, 3 and 5 student MCs will be responsible for the morning assemblies in the second		Oct 2019 to Jan 2020 Implementation		training of MCs after the training manual is prepared and the team of MC is set up.	

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1]	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
term. We will send letters to invite all students to be student MCs. Selection is based on their academic results, English speaking and writing ability. If there are more than 20 students in each term, those who are recommended by their English teachers will be considered first because of their sound communication, collaboration skills and good attitudes. Since the English panel chairpersons, the NET and additional full-time teacher will support students in organizing English morning assemblies, they will interview the applicants if necessary.					
(b) Public Speaking Training We are also planning to integrate public speaking into the formal curriculum. The additional full-time teacher will have discussion with Primary 2, 3 and 4 English teachers in regular co-planning meetings for preparation of the public speaking training programme. There is a one-hour co-planning meeting every two weeks for each level and teachers will talk about the English learning tasks and decide who in each level are ready to share. The proposed activity will let students know more about "people and places around the world". At the end of each module, the additional full-time teacher will give English sharing speeches on related topics in the morning assemblies on Tuesdays. We will video-tape morning speeches and upload the videos to the Internet so that students can also revisit them and teachers can use them in their lessons if time allows. For example, the unit "sports and games we play" will be one of the topics the additional full-time teacher will talk about in the morning assemblies. He/She will tell students about the sports and games of students in other countries. Also, he/she will talk about weather and seasons in other countries and encourage students to compare the	P.2-P.4	March 2018 P3 "Places and activities at school" April 2018 P.4 "Healthy eating" May 2018 P.2 "Weather and seasons" October 2018 P.2 "Places at school" December 2018 P.4 Favourite TV programmes January 2019	A public speaking teaching kit (lesson plans and learning tasks/activities) will be produced. 100% of participating students' speaking and listening skills will be enhanced. All existing English language teachers will acquire the skills/knowledge in conducting sharing of difficult topics.	The sharing will be recorded and uploaded to the school's YouTube channel. Other English teachers will be supported by EDB NET and organize public speaking training in other levels.	Feedback from teachers in staff meetings. Observing students' participation in the sharing sessions.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1]	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
differences and similarities with the weather and seasons in Hong Kong. Primary 2, 3 and 4 students will share in the morning assemblies too. To prepare students for the presentation, there will be a learning task about sports and games for P3 students as it is a topic in their G.E. programme. English learning tasks will be completed before the presentation. Existing Primary 2, 3 and 4 English teachers will discuss with the additional full-time teacher in the scheduled co-planning meetings (12 in total). Hopefully, all students in Primary 2, 3 and 4 will at least take part in public speaking tasks with their classmates once, except those who are very reluctant to try. Since the content of the public speaking is related to what students have learnt in their English lessons, local English teachers and the additional full-time teacher will co-teach and introduce some public speaking techniques such as eye contact and word stress in English lessons. Being supported by the additional full-time teacher, students can also prepare a video for their sharing. Primary 2, 3 and 4 students will take turns to present their work in the morning assemblies whilst the additional full-time teacher should have practiced with them in the afternoon homework lessons before the morning assemblies. In the afternoon practice sessions, students will rehearse in the covered playground. The additional full-time teacher will teach them about breathing techniques, proper posture, gesture, and vocal variety which they need when they make their morning speeches.		P.3 "Sports and games we play" April 2019 P.2 "Free time" May 2019 P.3 "Fun activities" June 2019 P.4 "Amazing world records" September 2019 P.4 "Same or different" October 2019 P.2 "Caring for others" January 2020 P.3 "School calendar"			
(c) The additional full-time teacher will co-teach with local English teachers in Primary 2 and 3 Space Town Literacy Programme and Primary 4 Key Stage 2 Integration Programme. Since the EDB NET can only teach 3 levels, Primary 1, 5 and 6 this school year, having an additional full-	P.2-P.4	01/2018-01/2020 Co-planning and Co-teaching with P.2, P.3 and P.4 English teachers	There will be materials for 18 units (with at least two sets of questions and	Lessons will be video-taped so that both teachers and students of next	Lesson plans and teachers' post-lesson reflections. Classroom observations.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1]	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
time teacher in the other three levels can improve the effectiveness of our school-based literacy programme. The additional full-time teacher will co-teach with English teachers of Primary 2, 3 and 4 classes two lessons per class a week (a total of 24 lessons per week) to run reading and writing lessons in Primary 2 to 4. He/She will be working with Primary 2, 3 and 4 English teachers in the reading workshops. Teachers can split the class and ask students different questions according to their ability in supported reading. We can also prepare guided reading books to match students with books in different levels of difficulty. The additional teacher and English teachers will prepare 6 units of work in a year for each level to help students enhance their reading and writing. There will be a balance with fiction and non-fiction in the 6 units of work and the purpose is to let students learn all the ten reading comprehension strategies which are to: use what I already know, predict, visualize, make connections, question, self-monitor, infer, summarise, synthesise, skim and scan. Students will also learn writing skills and work in groups: P.2 units: The magic science museum At the beach Our cousins in Canada A tale of two turtles Souperman Henry hamster's week P.3 units: Mouse to mouse Cool kids The pirate, the parrot and fun at the bun festival Green Earth project week Amy's Diary Florence and Drago P.4 units: I am going to the Moon		in reading and writing lessons	teaching/learning materials of different levels of difficulty for P.2-P.4 more able students and less able students). All students' reading skills in English will be enhanced. All P.2, P.3 and P.4 English language teachers will acquire the skills/knowledge in conducting reading lessons.	year can easily understand what to do. Teachers will share their experience with other teachers at school once a year.	Teachers' feedback and peer-evaluation form will be designed and used among each class.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1]	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
This is a bad day Making a fruit kebab Mr Tall The gingerbread man Dragon's diary The additional full-time teacher will work very closely with Primary 2, 3, 4 English teachers and can carry out parallel teaching in the classroom. They will have discussions once every two weeks on the learning content and for co-teaching in co-planning meetings.					
2. Developing more quality extended English language learning resources for P.2 to P.4 students					
(a) Sunni is a character which the school has created lately. Sunni and friends are primary students who have different hobbies and personalities. Based on students' experiences at school, the English panel heads and the additional full-time teacher will write stories and recruit students for the production of movie clips. The existing English teachers will help with the hobbies and interests of the characters. For example, another character is called Ted Or who loves technology so much. Teachers will be put in groups to work out the materials needed. The panel chairpersons will work with NET and the full-time teacher to write stories of Sunni and friends. The stories are about their school and the seven priority values and attitudes, i.e. perseverance, respect for others, responsibility, national identity, commitment, integrity, and care for others. The additional full-time teacher will write stories on (i) respect for others, (ii) national identity, and (iii) care for others which are related to the GE programmes and reading workshops of Primary 2, 3 and 4. For example, a story about respect for others will be used after Primary 2 students have	P.1-P.6	01/2018 -01/2020 A series of 14 Sunni and friends stories will be written and produced as movie clips	14 stories of Sunni and friends with related lesson plans and teaching materials are to be produced. All students' speaking and listening skills will be enhanced. All existing English language teachers will acquire the knowledge / skills in producing videos.	The stories will be uploaded to the English subject's website. The stories will also be shared in the English morning assemblies.	The hit rates and feedback on the stories on the Internet Teachers' comments from staff meetings. The ideas students give in discussions will be recorded. Feedback from teachers and peer-evaluation form

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1]	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
finished their first two units, The Magic Science Museum and At The Beach, as an enrichment of the curriculum. They will watch the movie clips about national identity after the third unit of work, Our Cousins In Canada. Primary 2 and 3 students, KS1 students will learn to listen for specific information in order to answer teacher's questions. Primary 4 students, KS2 students will learn to summarize the story with the use of 6-wh questions. Both English teachers and about 30 more able students will be involved in making the voiceover of the movie clips. When the movie clips are uploaded to YouTube, the additional full-time teacher will also use them in morning assemblies. The movie clips will be played and the additional teacher will have a discussion with students. English teachers will discuss with students and get them think critically. For example, Ted Or is an autistic boy and he prefers talking to his cat to his classmates. After watching the stories about Ted Or, English teachers will ask students for ideas on how to help Ted to improve his social skills.					
(b) Display theme-based printed materials to provide a rich environment for P.4 reading workshops In order to extend English language in reading and writing lessons, the additional full-time teacher will decorate the 5th floor where the Primary 4 classrooms are located with the themes below: -1st term: Animals (for the book "I am going to the moon") Fruits (for the book "This is a bad day") - 2nd term: Mr Men and the Little Miss (for the book "Mr Tall") Countries (for the book "The Dragon's Diary") The decoration will be related to the learning activities of the books and students' works in different units will be displayed.	P.4	October 2018 and 2019 "Animals" November 2018 and 2019 "Fruits" February 2018 and 2019 "Mr Men and the Little Miss" April 2018 and 2019 "Countries"	Decorations of the walls, and the displays on the shelves on 5th floor All P.4 students are interested in looking at the decorations and displays. All students feel confident in expressing themselves in written English.	The less able students can always revisit their learning when they walk in the corridor.	Students' feedback when they are looking at the decorations and displays Teachers' feedback from P.4 co-planning meetings

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1]	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
Decoration will include lesson photos, students' works, supplementary materials such as popular animals in Hong Kong (for example) and a list of suggested books students can find in the library to introduce Reading Across Curriculum (RaC) for those who are interested in and capable of reading more about animal habitats. The library teacher will promote those books in the library too. This proposed initiative is also to encourage students to publish or display their work, develop extended learning materials and encourage extended reading. The additional full-time teacher will ask students to help him or her decorate the corridor. Students will contribute their work in reading workshops for the decoration. When they are decorating, they will interact with their English teachers and the additional teacher in English. When the decoration is ready, students will choose the most impressive work in their class. The additional teacher and the English teacher will discuss with the class about which student's work they think is the most impressive in order to get them make peer assessment. Since this is an extended learning activity after reading workshops, the existing English teachers will be involved in the whole process which is discussed in co-planning meetings about the implementation and post activities reflection.			All existing teachers will acquire skills/knowledge in enriching the English environment with students' work. All students will learn to be responsible to their study because they will find their works in the corridor.		