

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

School Name: **TAK SUN SCHOOL** (English)

Application No: **B 096** (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 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)
Professional Development Scheme	P.3	Fables Teaching	Ying Wa School
Power Lessons	P.4-P.6	Resource Management	Broad Learning Company
Professional Development Scheme	P.2	e-Learning	Shak Chung Shan Memorial Catholic Primary School

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Parental support2. Good WiFi and hardware network system3. Well-resourced e-Learning platform4. Improvements in TSA results	<ol style="list-style-type: none">1. Change of textbooks2. 130 newly acquired i-Pads
Weaknesses	Threats
<ol style="list-style-type: none">1. Students are not motivated to read English story books.2. 1 NET only3. Learning diversity4. No English room	<ol style="list-style-type: none">1. Too fresh / inexperienced teachers2. Some experienced teachers are going to retire.

(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
<ul style="list-style-type: none">● Enriching the English language environment in school through conducting more English language activities● Developing a school-based drama curriculum	<ul style="list-style-type: none">● Hiring of an additional teacher for the delivery of a school-based drama programme and professional development workshop● Purchase of teacher reference books	P.4 – P.5

(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 checked="" 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></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 <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"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 school year</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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
To hire a part-time English teacher for promoting reading across the curriculum (RaC) at P.3 to P.6 and enriching the English language environment in school through conducting more English language activities for the students at P.1 to P.6					
<p>This service will be from September 2018 to May 2020. The part-time English teacher will fully support the school by co-planning, co-teaching and co-delivering whole-school co-curricular-activities with existing English teachers for students of all levels.</p> <p><u>Qualifications and Requirements</u></p> <p>The part-time English teacher is expected to be a native speaker with a bachelor’s degree and qualifications in teaching English as a second language. Candidates with a minimum of two years’ teaching and drama experience will be highly preferred.</p>	<p>RaC Chapter books P.3-P.4 (2018/19)</p> <p>P.5-P.6 (2019/20)</p> <p>English language activities P.1-P.6</p>	<p>June / July 2018 recruitment</p> <p>RaC 2018/2019 (P.3 and P.4)</p> <p>Sep-Oct 2018 Co-planning & trial</p> <p>Nov-Dec 2018 Lesson observation</p> <p>Jan 2019 Evaluation</p> <p>Feb-Mar 2019 Co-planning & trial</p>			

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<p>Objectives</p> <p><u>(I) Chapter Books Teaching</u></p> <p><u>Core Team</u></p> <p>The core Team is composed of 2 English panel heads and 2 LETs (1 KS1 and the other KS2).</p> <p>The part-time English teacher will promote reading across the curriculum through the introduction of chapter books on a wide spectrum of topics. Collaborative planning and teaching of drama and speaking skills will be conducted for professional enhancement.</p> <p>A reading survey will be conducted before selecting the titles for the proposed reading across the curriculum (RaC) programme.</p> <p><u>Proposed Themes</u></p> <table border="1" data-bbox="129 1074 909 1495"> <thead> <tr> <th>Title to cover</th> <th>Main theme</th> <th>Genre</th> </tr> </thead> <tbody> <tr> <td><i>Afternoon on the Amazon</i> (P.3)</td> <td>Courage</td> <td>Fantasy adventure</td> </tr> <tr> <td><i>Diary of a Wimpy Kid</i> (P.4)</td> <td>Growing pains</td> <td>Biography</td> </tr> <tr> <td><i>Billionaire Boy</i> (P.5)</td> <td>Friendship Bullying</td> <td>Realistic fiction</td> </tr> </tbody> </table>	Title to cover	Main theme	Genre	<i>Afternoon on the Amazon</i> (P.3)	Courage	Fantasy adventure	<i>Diary of a Wimpy Kid</i> (P.4)	Growing pains	Biography	<i>Billionaire Boy</i> (P.5)	Friendship Bullying	Realistic fiction		<p>Apr 2019 Lesson observation</p> <p>May 2019 Evaluation</p> <p>Jun 2019 Talent Shows for all levels</p> <p>2018/2019 (P.5 and P.6)</p> <p>Sep-Oct 2019 Co-planning & trial</p> <p>Nov-Dec 2019 Lesson observation</p> <p>Jan 2020 Mid-term Evaluation</p>	<p>1. 4 booklets and related materials (lesson plans, PPT slides and learning activities) will be developed and modified for each level.</p> <p>2. 10% students should have an increase (1-3 levels) on the reading levels.</p> <p>3. There should be an around 10% increase in the result of the 3rd Speaking Exam.</p> <p>4. 80% of the</p>	<p>Good record keeping of the chapter booklets and materials co-developed / modified by the additional teacher and the existing English teachers and experience transferred from the additional teacher to existing English teachers will be valuable for future development of English learning and teaching at school.</p>	<p>Qualitative: Lesson observation</p> <p>Panel meetings and professional development workshops are held as evaluations and sharing.</p> <p>Lesson plans are revised and modified frequently.</p> <p>Quantitative: Student survey Teacher survey</p>
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<i>Charlie and the Chocolate Factory</i> (P.6)	Persistence Dreams	Fantasy adventure		Feb-Mar 2020 Co-planning & trial Apr 2020 Lesson Observation May 2020 Year-end overall Evaluation Jun 2020 Talent Shows in all levels Sep 2018 - Jun 2020 weekly co-planning meetings & co-teaching sessions with	existing English teachers will acquire knowledge of chapter book teaching	All newly developed materials (chapter books and the activities) will be tried out by existing teachers and peer observation and post-lesson evaluation will be conducted as well.										
<p>One lesson every week and a total of 16 lessons will be allocated for the proposed initiative. While going through the above chapter books, teachers will highlight moral values of friendship, honesty, love and family they impart.</p> <p>Apart from plot development and characterization, the following essential reading skills and strategies will be covered for each level.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Skill focus</th> </tr> </thead> <tbody> <tr> <td>P.3</td> <td>● Locating specific information in a short text in response to questions and understanding main ideas</td> </tr> <tr> <td>P.4</td> <td>● Re-read the text to establish and confirm meaning ● Work out the meaning of unknown words by using word association, visual clues, context and knowledge of the world</td> </tr> <tr> <td>P.5</td> <td>● Predict the likely development of the story</td> </tr> <tr> <td>P.6</td> <td>● Understand intention, attitudes and feelings conveyed in a text</td> </tr> </tbody> </table> <p>The following drama activities are to be infused into the</p>			Level	Skill focus	P.3	● Locating specific information in a short text in response to questions and understanding main ideas	P.4	● Re-read the text to establish and confirm meaning ● Work out the meaning of unknown words by using word association, visual clues, context and knowledge of the world	P.5	● Predict the likely development of the story	P.6	● Understand intention, attitudes and feelings conveyed in a text				
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<p>reading curriculum:</p> <table border="1" data-bbox="129 336 911 759"> <thead> <tr> <th data-bbox="129 336 244 384">Level</th> <th data-bbox="244 336 911 384">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 384 244 432">P.3</td> <td data-bbox="244 384 911 432">● Drama games and readers' theatre</td> </tr> <tr> <td data-bbox="129 432 244 480">P.4</td> <td data-bbox="244 432 911 480">● Drama games and skits</td> </tr> <tr> <td data-bbox="129 480 244 596">P.5</td> <td data-bbox="244 480 911 596">● Drama games and script writing (rewriting story ending)</td> </tr> <tr> <td data-bbox="129 596 244 759">P.6</td> <td data-bbox="244 596 911 759">● Script writing (rewriting story endings), rehearsal techniques and putting up a performance showcase</td> </tr> </tbody> </table> <p>Through engaging students in group activities, generic skills, problem-solving, collaboration, communication, creativity and critical thinking skills will be fostered.</p> <p><u>Support from the teachers of other subject(s)</u></p> <p>The General Studies teachers will suggest themes, for example, the diverse landscapes of the Amazon rainforest and confectionary production. Relevant content support will also be given in the General Studies lessons.</p> <p><u>Collaboration with existing teachers</u></p> <p>Co-planning sessions will be conducted once a week per level.</p> <p>Both existing teachers and the part-time teacher are expected to co-teach 8 chapter book lessons and try out the</p>	Level	Activities	P.3	● Drama games and readers' theatre	P.4	● Drama games and skits	P.5	● Drama games and script writing (rewriting story ending)	P.6	● Script writing (rewriting story endings), rehearsal techniques and putting up a performance showcase		<p>the LETs</p> <p>Dec 2018 and 2019</p> <p>Evaluation meetings & sharing sessions among the LETs</p> <p>Jan-Apr 2019 and 2020</p> <p>Revisiting basic reading skills</p> <p>May 2019 and 2020</p> <p>Reading assessments (Benchmark PM Kit)</p>			
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<p>newly-developed materials in class every week. Lesson observations will be conducted and teachers will review the use of books and delivery of lessons in monthly evaluation meetings.</p> <p>After evaluation meetings, materials will be modified and teaching strategies adjusted for better learning effectiveness.</p> <p>At the end of the term, the part-time teacher will assist in conducting reading assessments using the Benchmark Kit for P.3 and P.5 students in 2019 while the one for P.4 and P.6 will be conducted in 2020.</p> <p>During post-exam periods, every class has to put up a short play (10 minutes on the chosen title) in the Talent Show in June. The existing teachers and part-time teacher can assess students' learning.</p> <p>Professional sharing sessions will also be conducted in panel meetings.</p> <p><u>(II) English Learning Activities</u></p> <p><u>Tak Sun TV</u></p> <p>We hope to provide opportunities for the students to use English in authentic context via the following activities.</p> <p>With the English Campus TV Channel set up (Tak Sun Campus TV), the part-time teacher has to lead the Ambassadors (nominated by existing teachers and selected through interviews) in producing 3 interesting programmes</p>		<p>English Learning Activities</p> <p>Throughout the 2 project years</p>	<p>1. A teaching pack on the campus TV production and 3 TV programmes will be produced.</p>	<p>The English Channel of Tak Sun TV</p> <p>Campus shall be continued by the existing English teachers and</p>	<p>Qualitative:</p> <p>Observation of activities</p> <p>Panel meetings</p> <p>Quantitative:</p> <p>Student survey</p>

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<p>with contents such weather forecast, song dedication, popular songs sharing, music sharing, popular games, radio drama, popular book sharing and jokes.</p> <p>The part-time teacher will collaborate with the Core Team and the English Ambassadors (around 30 high flyers) every two weeks on discussing, producing and launching the programmes of English Channel. The teacher will meet the Ambassadors (P.4-P.6) once a week during the ECA time.</p> <p>The programmes will be broadcasted on Tak Sun Campus TV twice a month so that P.1-P.6 students can watch the programmes via the Campus TV at school or at home. (Once every 2 months when there are long holidays)</p> <p>Recess Chatter Zone</p> <p>A Recess Chatter Zone will be set up 3 days a week during the 1st and 3rd recesses for P.1-P.6 students.</p> <p>Monday: 2nd recess--P.4 3rd recess--P.1</p> <p>Tuesday: 2nd recess--P.5 3rd recess--P.2</p> <p>Wednesday: 1st recess-- P.6 2nd recess--P.3</p> <p>The part-time teacher should promote a speak-in-English atmosphere by interacting with students on a set topic. The Core Team has the usual meeting once a month on preparing the topics for each month and have an evaluation on the previous month's topic.</p>			<p>2. Relevant materials related to the Recess Chatter Zone will be produced and posted around the school campus to create a print-rich environment.</p> <p>3. 80% of P.1-P.6 students will have more opportunities to speak English and have exposure to English.</p> <p>4. 100% of the students will benefit from the</p>	<p>Ambassadors in future.</p> <p>Co-curricular activities help cultivate and sustain the atmosphere of English learning at school.</p>	<p>Teacher survey</p>

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<p>Proposed topics for 2018/2019</p> <table border="1" data-bbox="129 336 542 927"> <tr><td>Sept: Back to school</td></tr> <tr><td>Oct: ISLM reading project</td></tr> <tr><td>Nov: My favourite festival</td></tr> <tr><td>Dec: Christmas</td></tr> <tr><td>Jan: Story-Telling</td></tr> <tr><td>Feb: Lunar New Year</td></tr> <tr><td>Mar: Easter</td></tr> <tr><td>April: One World One Dream</td></tr> <tr><td>May: Mother's Day</td></tr> </table> <p>We hope that most of the students can have more interest and exposure to English via the participation in these activities.</p> <p>The other existing teachers will take turns to join in the Recess Chatter Zone so as to learn the design, planning and the teaching technique of English through this kind of English language activities.</p> <p>The existing English teachers will work with the part-time English teacher in co-planning and teaching. The teaching proportion of the local teacher and the part-time English teacher is 50% / 50%.</p>	Sept: Back to school	Oct: ISLM reading project	Nov: My favourite festival	Dec: Christmas	Jan: Story-Telling	Feb: Lunar New Year	Mar: Easter	April: One World One Dream	May: Mother's Day			<p>enhanced authentic English learning environment such as the Recess Chatter Zone and deepened English learning culture.</p> <p>5. 80% of the existing English teachers will acquire knowledge and pedagogy of conducting language activities for P.1-P.6 students.</p>		
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