

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

School Name: Tin Shui Wai Methodist Primary School (English)

Application No.: A 001 (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 2016/17 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	5	5	5	30

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)
Quality School Improvement Project	P.5	Catering for learning needs of more able students	CUHK
Quality Schools in Hong Kong	P.1-P.6	Questioning and feedback	CUHK
School-based curriculum	P.1-P.3	Developing school-based curriculum	RANG SS Foundation (讓社會服務基金)

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

Strengths	Opportunities
<ol style="list-style-type: none">1. The results of school-based assessments in most levels are satisfactory. Teachers work hard to explore different teaching strategies to assist students' learning.2. The graded readers programme enables students' access to appropriate readers at their reading levels. Students become more eager to read and go up to a higher reading level. Half of the P.6 students and some P.5 students will/have attained Level 12 (Gold Level) in the second school term.3. The split-class teaching mode in upper levels enhances weak students' learning motivation. The subject teachers' teaching experiences can serve as reference for future development.4. Students are interested in using IT in learning English. Most students are familiar with the operation of the "Fun and Friends" e-learning platform.5. Meeting with the teachers of our through-train school enables the subject teachers to know more about the assessment formats, requirements and question types that students need to handle when they move on to study in the college (Our through-train school is called Tin Shui Wai Methodist College) and other secondary schools. Teachers can help them prepare and adapt better.6. P.1-P.3 school-based English curriculum enhances students' learning motivation. More chances are given to students to apply what they have learnt in daily life situations.	<ol style="list-style-type: none">1. More training workshops are provided by EDB and other organisations for both teachers and students. It is hoped that teachers can be more skilled in developing the potentials of high achieving students.2. Better tablets, smart boards and WIFI system enable teachers to explore more ways to motivate students in learning English.3. The curriculum of e-learning platform designed by "Fun and Friends" is closely aligned with our school-based curriculum. Various videos, award schemes and prize presentation ceremonies are able to enhance students' learning motivation.4. Extra resources are available from RANG SS Foundation (讓社會服務基金) for training intermediate students in P3. Three more ELTAs are employed this year. Different programmes and activities will be carried out to foster richer English learning atmosphere.
Weaknesses	Threats
<ol style="list-style-type: none">1. The circulation of English readers in the library is less satisfactory. The scope of reading materials of students is restricted to storybooks or worksheets.2. Most students are willing and able to write and attain minimum word limits. However, many students are weak in proof-reading and mechanical grammatical mistakes are common.	<ol style="list-style-type: none">1. The recent Pre-S1 and TSA/BCA assessment systems give us challenges on curriculum planning and materials design.2. Some new subject teachers need more support and guidance on teaching English.3. The atmosphere of learning English is not strong and students lack exposure to daily English.

<p>3. There is a need to polish the teaching plans and materials for the upper primary students in elite classes. Teachers need to modify day plans and understand more about the learning needs of bright students.</p> <p>4. Most teachers and students are interested in e-learning but they need more information about the current resources. More sharing and introductory sessions about teaching aids are needed.</p> <p>5. The teaching time of phonics is relatively limited due to the tight teaching schedule.</p> <p>6. Teachers of the lower class levels may not know the Pre-S1 assessment well and that may be a difficulty when they need to prepare their students for it.</p>	
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(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. Enhancing students' interests in reading	1. Purchase graded English readers to increase the number in each classroom.	P.5-P.6
<p>2. Providing enrichment to more able students and revising the learning content for the weak students</p> <p>Catering for individual differences by grouping P.5-P.6 students according to their English proficiency. Two sets of syllabuses and teaching materials were used to narrow down the individual differences among students in the upper class levels.</p>	2. A supply teacher was employed to share the workload of the coordinators of P5 and P6 so that they could develop the curriculums and the teaching materials.	P.5-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 (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<div> <input checked="" type="checkbox"/> Enrich the English language environment in school through <ul style="list-style-type: none"> - conducting more English language activities* and/or — developing more quality English language learning resources for students*— <i>(*Please delete as appropriate)</i> </div> <div> <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” <i>(*Please delete as appropriate)</i> </div> <div> <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” </div> <div> <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” </div> <div> <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” </div>	<div> <input type="checkbox"/> Purchase learning and teaching resources </div> <div> <input checked="" type="checkbox"/> Employ full-time* or part-time* teachers <i>(*Please delete as appropriate)</i> </div> <div> <input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i> </div> <div> <input type="checkbox"/> Procure service for conducting English language activities </div>	<div> <input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term) </div> <div> <input checked="" type="checkbox"/> 2018/19 (second term) </div>	<div> <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 <input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div> </div>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

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 3 qualified full-time teachers who are proficient in English to help provide students with more opportunities to use English in authentic context for P.1 to P.6					
<p><u>Background</u></p> <p>In the 2015/16 school year, we employed two teachers who are proficient in English to work in P.2. They joined all the English lessons of this level. The lessons were usually divided into two parts. Half of the class was taught by the local English teacher while the other half was taught by the teacher who is proficient in English. In the middle of the lesson, the groups swapped. By doing so, our students had more chances to speak English as the group size was reduced and more speaking activities were conducted during lessons. And after each module, a special activity would be arranged for students so that they could revisit the vocabulary and sentence structures learnt in the module and use those items in spoken and written forms. For instance, after learning the module about colours and clothes, they would have a fashion show at the hall. The students needed to write about the models' outfits and present them in class. Students became more confident and motivated to express themselves and communicate with others in English. Students also got better examination results, especially in listening and speaking assessments.</p> <p>In the 2016/17 school year, we employed two teachers who are proficient in English, one working in P.2 and the other in P.3. To facilitate transition from Key Stage 1 to Key Stage 2, we also tried to invite our parents in P.4 to contribute</p>	P.1-P.6	<p>20 months (Sept 2017 to Jun 2019) Please see Part (D), 3rd column and Part (F).</p> <p>Co-planning All year round</p> <p>Co-teaching All year round</p>	<p>✧ A radio drama and a puppet show will be produced.</p> <p>✧ At least 50% of the students indicate that they think learning English is interesting in the questionnaire.</p> <p>✧ At least 50% of the students indicate that they have more chances to express themselves in English and are more confident to do that in the questionnaire.</p> <p>✧ All English teachers will record one lesson to show how they co-teach with the teachers who are proficient in English. Different</p>	<p>✧ Local teachers can get first-hand experience of different teaching methods and activities through co-planning, co-working and co-teaching with the teachers who are proficient in English. The lesson plans can be used after the completion of the project.</p> <p>✧ After establishing the English speaking atmosphere, teachers will keep</p>	<p>✧ One mid-term evaluation meeting and one final evaluation meeting will be held among the panel, the level coordinators and the teachers who are proficient in English. The agendas and minutes will be kept for future reference.</p> <p>✧ Self-appraisal form will be filled in by the teachers who are proficient in English and the level coordinators will comment on the performance of the teachers who are</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>financially to employing a teacher who is proficient in English in P.4 (each family pays \$100 for 12 consecutive months). Thus, we have 3 teachers who are proficient in English and the school NET this school year. The outcomes of the programme are very similar to what was observed in the previous year.</p> <p>As students get used to a more-stimulating English learning environment, we have enriched our P.4 English curriculum and learning environment. More interesting activities led by the teachers who are proficient in English have been included into P.4 curriculum and students have had more chances to speak and present like what they used to do in P.2 and P.3. By doing so, the transition from P.3 to P.4 has been smoother.</p> <p>To establish a better and more stimulating English learning environment, we plan to keep recruiting 3 teachers who are proficient in English. Each of them will serve two forms.</p> <p><u>Details of the proposed initiative:</u></p> <p>3 teachers who are proficient in English will be recruited for the 2017/18 and 2018/19 school years. All of them are bachelor's degree holders who have experiences teaching local primary school students. They are all native English-speakers. Most of them have TESOL or other relevant teacher training as well. They have different strengths and interests which enable them to hold different extra-curricular activities for our students.</p> <p><u>Proposed deployment of these 3 additional teachers:</u></p> <p>a) In P.1-P.6, each class will have at least 2 lessons with the teachers who are proficient in English in the weekly morning session. Those lessons will be related to reading and speaking. During those</p>		<p>Conduct English activities All year round</p> <p>Conduct 'Fun Class' All year round</p>	<p>ways of co-teaching practices will be shown and recorded as a progress monitoring exercise and for future reference.</p> <p>✧ 50% of students perform better in speaking assessments by comparing the passing rate and the average mark of the speaking assessment among the same batch of the students with their results in the previous year.</p> <p>✧ 70% of students can join school-based English activities at least once per term.</p> <p>✧ All English teachers can get more interesting ideas and experiences by working with the teachers who are proficient in English. Teachers of each level take turn</p>	<p>encouraging students to speak English to them.</p> <p>✧ Different learning activities will be shared in co-planning meetings and exam evaluation meetings.</p> <p>✧ Good practices will be recorded for future reference.</p> <p>✧ The ECAs conducted by the teachers who are proficient in English can be run by the local English teachers after the project completion.</p> <p>✧ Students' good pieces of work will be saved for future reference.</p>	<p>proficient in English. The panel will have appraisal meetings with the teachers who are proficient in English once per year.</p> <p>✧ Delivering questionnaires to all P.1-P.6 once per term. A student will be randomly selected from each level for an interview to collect more qualitative information.</p> <p>✧ Co-planning, co-working and co-teaching with the teachers who are proficient in English. The coordinator of each level then will report the co-planning, co-working and co-teaching progress in the</p>

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<p>lessons, students will be divided into two groups. The group with the teacher who is proficient in English will focus on reading and speaking, and the other half with the local teacher will have consolidation or writing tasks of the unit. In the middle of the lesson, or in the second lesson of the week, groups will swap (depending on the time needed for the learning tasks.) Our plan is to split the class into two small groups so that students can have more chances to speak and participate in different activities led by the teachers who are proficient in English.</p> <p>The reading/speaking activities as well as the consolidation tasks will be discussed and confirmed between the teachers who are proficient in English and the level teachers during co-planning meetings. All the teaching materials and lesson plans will be saved for future reference. Every Friday 7:40 am-8:40 am, all English teachers and the teachers who are proficient in English will have co-planning meetings together. The teachers who are proficient in English will know what the students are learning, then they can co-plan reading and speaking activities which are closely related to what students learn in other English lessons with level teachers and can also provide students with opportunities to use the vocabulary and sentence structures that are learnt in G.E. lessons.</p> <p>One of the level teachers will video-tape a co-teaching lesson and share with colleagues in post-exam evaluation meetings once per term. Good practices will be recommended to other teachers to try out in their lessons. The recordings will also be saved in a video bank for teachers' reference.</p>			to share their teaching experiences once per term.		<p>coordinators' meeting.</p> <ul style="list-style-type: none"> ✧ Videotaping co-teaching lessons for evaluation purpose ✧ P.1-P.6 students' speaking performance in assessments ✧ Lesson plans and teaching materials produced through co-planning and co-teaching with the teachers who are proficient in English ✧ Video recording of lessons with good practices ✧ Sharing of good practices with all English teachers in co-planning meetings

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<p>b) In the afternoon session, all classes will have a lesson called 'Fun Class' once per week. 'Fun Class' is a 40-minute lesson taught by the teachers who are proficient in English. The purpose of this lesson is to provide chances for students to speak English and listen to English instructions through playing games and participating in the activities.</p> <p>The level teachers will discuss the purpose and themes with the teachers who are proficient in English at the beginning of the term. Then, the activities being held in Fun Class will be discussed in the co-planning meetings. Level teachers will also join Fun Class twice per term to get more ideas of conducting different speaking games and activities as well as giving comments on the lesson design and activities. All the lesson plans and teaching materials will be saved for future reference.</p> <p>c) The level teacher who is proficient in English will go to each class once per week to approach students during the first recess and have lunch with them. Based on our observations, students get acquainted with new teachers very quickly. They are not afraid of approaching them or being approached by them, gradually they even become very willing to share their lives with the teachers. It is more likely to happen during informal teaching time like lunch breaks and recesses.</p> <p>d) Since there will be 3 additional teachers who are proficient in English at school, different English activities will be held to enrich the English learning environment and motivate students to speak English.</p>					

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<p>For elite students:</p> <ul style="list-style-type: none"> ✧ 12 elite students from P.3-P.6 selected by the level teachers will be trained by the teachers who are proficient in English and the English panel to produce a radio drama and perform at RTHK in the first term, and record three audio books in the second term. <p>For all students:</p> <ul style="list-style-type: none"> ✧ Teachers who are proficient in English will visit different classes during the first recess and lunch. They will have chit-chat sessions with students. ✧ Students will have chances to join different extracurricular activities every Wednesday (1:15-2:15). Classes like puppet show (P.4-P.6), super scientists (P.5-P.6), English sports team (P.3-P.4) and Snacks party (P.1-P.2) will be arranged for students. The activities will be run by the teachers who are proficient in English. There will be local English teachers assisting as well to ensure the sustainability of the ECAs. There will be around 10 sessions per term. ✧ Christmas and Easter Weeks are the times that all students can try out different enjoyable festive activities such as spoon-and-egg race, making Christmas wreath and painting Easter eggs. Teachers who are proficient in English will work with local English teachers to cultivate a festive and cheerful festive atmosphere by carrying out different activities. <p>We hope that our students can enjoy learning English and learn better. By co-working with the teachers who are proficient in English our local teachers can learn more innovative ways to teach reading and speaking as well as conduct other interesting English</p>		<p>Christmas Week Dec 2017 & 2018</p> <p>Easter Week Mar 2018 & 2019</p>			

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<p>activities. Through co-planning, co-working, co-teaching with the teachers who are proficient in English as well as sharing, our teaching experiences will be enriched and it will be beneficial to our students.</p> <p>The initiative will be funded by parents' financial contribution and the Parent-Teacher Association in the 2017/18 to 2018/19 school year, and partially by PEEGS in the second term of 2017/18 (February 2018 - June 2018) and second term of 2018/19 (February 2019 - June 2019).</p> <p>In 2017/2018 school year, the school has employed six teachers who are proficient in English. Each of them is responsible for one level. On Parents' Day, teachers will show photos and videos of the lessons/ECAs to parents so that they can know more about how the lessons/ECAs are conducted and how their children are benefited from having additional teachers who are proficient in English.</p> <p>On the third Parent's Day, a questionnaire will be given to the parents so that their opinions and suggestions can be collected. There will be 2 questions about the English learning atmosphere at school. The question(s) may be like these:</p> <p>1. 你認為你的子女是否有更多機會透過不同的英文活動學習英文？</p> <p>Do you think there are more chances for your child(ren) to learn English through joining different English activities?</p> <p>2. 你認為你的子女是否有更多機會在校內以英文與</p>					

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<p>外籍老師及英文老師溝通？</p> <p>Do you think there are more chances for your child(ren) to communicate with teachers in English?</p> <p>As mentioned in sixth column (methods of progress-monitoring and evaluation), student survey will be conducted in September 2017 and June 2018 for assessing the effectiveness of the programme.</p> <p>Questions are related to students' interests in learning English and their confidence in expressing themselves in English. It is expected that through the comparison of the data collected in September 2017 and June 2018, the effectiveness of enhancing students' interests and confidence in learning and speaking in English can be reflected.</p> <p>And among teachers, feedback is to be collected regularly in co-planning and form coordinators' meetings to ensure the effectiveness of the programme. At the end of the year, a survey will be conducted to collect the overall feedback of the programme from the English teachers to assess the effectiveness of the programme.</p> <p>Through the above measures, we are confident that parents of at least three levels will continue their support to this programme.</p>					