

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

School Name: Bishop Paschang Catholic School (English)

Application No.: B 058 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 19

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	5	5	5	5	5	5	30

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)
Development of school-based reading and writing curriculum	P.4-6	The programme focused on various reading and writing skills	Language Learning Support Section, EDB

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

Strengths	Opportunities
1. Students are eager to learn English through activities.	1. Teachers are familiar with different teaching pedagogies.
Weaknesses	Threats
1. Some students lack parents' support in learning English. 2. They do not have much chance to use English in daily life.	1. Some students' initiative and reading skills are still weak.

(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. Developing creative writing through process writing	1. Hiring a service provider to support teachers with different resources and skills to organize writing lessons for the students and to conduct process writing	P.2-4
2. Developing a school-based online learning platform on our school curriculum and motivated students to learn through reading different texts	2. Hiring a service provider to help develop online learning platform platform	P.1-6

(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 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 checked="" 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 checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 school year</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 <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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
(1) To hire a part-time teacher who is proficient in English for developing the school-based P.4-5 Reading across the Curriculum (RaC) programme in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” and conducting language activities for P.1-P.6 to enrich the language environment					
<p>Implementation details of (1)</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> The part-time teacher who is proficient in English will be employed from September 2018 to June 2019 (10 months) to collaborate with existing English teachers to deliver the school-based RaC programme at P.4 to P.5 and run two whole-school language activities. The proposed RaC programme serves to expose students to different text types of interesting content, equip them with necessary reading skills and connect their learning experience with other KLAs. The proposed language activities are aimed at increasing students’ exposure to English in school. <p><u>Qualifications and requirements</u></p> <ul style="list-style-type: none"> The part-time English teacher is expected to be a native speaker of English with a bachelor’s degree and qualifications in Teaching English as a Second language. A candidate with a minimum of two years’ teaching experience will be highly preferred. <p><u>Duties of the part-time teacher in relation to the proposed RaC programme</u></p> <ul style="list-style-type: none"> The part-time English teacher will be hired to act as an additional P.4-P.5 English teacher. He/She will 	<p>P.4-P.5 Reading Across Curriculum Programme</p> <p>P.1- P.6 English language activities</p>	<p>9/2018 – 6/2019</p> <p>RaC programme</p> <p>Co-planning and Co-teaching Throughout the year</p> <p>Lesson observation 12/2018 5/2019</p> <p>Evaluation 6/2019</p> <p>Language Activities</p> <p>English café Throughout the year</p>	<p>An RaC pack (lesson plans, PowerPoint slides and learning tasks/activities) covering a total of 56 lessons are to be developed for each level.</p> <p>80% of the existing English teachers will acquire knowledge/ pedagogy of conducting reading activities for P.4 to P.5.</p> <p>80% of P.1-P.6 students will have more opportunities to read/speak English.</p> <p>100% of the students will benefit from the enhanced authentic English learning</p>	<p>Good record keeping of curriculum, materials co-developed by the part-time English teacher and existing English teachers and experience transferred from the part-time English teacher to existing school English teachers are valuable for future development of English learning and teaching at the school.</p> <p>Cross-curricular activities help cultivate and</p>	<p>Qualitative: Observable willingness and readiness of students to speak English in class and among peers</p> <p>2 lesson observations (1 for each term)</p> <p>Discussion in the panel meetings</p> <p>Quantitative: Student survey</p> <p>Performance data analysis</p>

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<p>collaborate with existing P.4-P.5 English teachers in implementing the RaC programme through in-depth and purposeful co-planning and co-teaching.</p> <ul style="list-style-type: none"> ● The part-time teacher will co-teach 20 P.4-P.5 reading lessons a week with local English teachers. ● The part-time English teacher will co-develop lesson plans, supplementary interactive learning tasks and teaching aids for the programme based on the newly purchased printed readers with existing teachers. <p><u>Details of the RaC programme</u></p> <ul style="list-style-type: none"> ● 2 weekly lessons will be allocated to the proposed RaC programme for each P.4-P.5 class. ● Attention will be placed on the teaching of reading to learn skills. Particular focus will be given to ensure that materials presented to the students are authentic and of high standard. ● Reading materials of the following subject contents will be chosen. <table border="1" data-bbox="129 954 869 1509"> <thead> <tr> <th><i>Level</i></th> <th><i>Subject contents</i></th> <th><i>Target text types</i></th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td> <ul style="list-style-type: none"> - Technology - Culture of the World - Geography - History - Arts - Nature & Environment </td> <td> <ul style="list-style-type: none"> - Articles - Biographies - Book Review - Diaries or Journals - e-mails - Short stories </td> </tr> <tr> <td>P.5</td> <td> <ul style="list-style-type: none"> - History - Arts - Nature & Environment - STEM - Social Issues </td> <td> <ul style="list-style-type: none"> - Discussion - Film Review - Formal letters - Recipes and Procedures - Reports </td> </tr> </tbody> </table>	<i>Level</i>	<i>Subject contents</i>	<i>Target text types</i>	P.4	<ul style="list-style-type: none"> - Technology - Culture of the World - Geography - History - Arts - Nature & Environment 	<ul style="list-style-type: none"> - Articles - Biographies - Book Review - Diaries or Journals - e-mails - Short stories 	P.5	<ul style="list-style-type: none"> - History - Arts - Nature & Environment - STEM - Social Issues 	<ul style="list-style-type: none"> - Discussion - Film Review - Formal letters - Recipes and Procedures - Reports 		<p>and English Day once a year</p>	<p>environment and deepened English learning culture</p> <p>30% of students will make improvements in formative and summative assessments</p> <p>For activities, 50% of participating students will improve their confidence in speaking English.</p>	<p>sustain the atmosphere of English learning at the school.</p> <p>Cross-curricular events shall be continued by existing English teachers into the future.</p> <p>The RaC programme will be implemented after the project period.</p> <p>The part-time teacher and P.4 and P.5 teachers will share their learning in the professional sharing sessions.</p>	
<i>Level</i>	<i>Subject contents</i>	<i>Target text types</i>												
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<table border="1" data-bbox="129 252 869 331"> <tr> <td data-bbox="129 252 241 331"></td> <td data-bbox="241 252 546 331"> <ul style="list-style-type: none"> - Music - Religion </td> <td data-bbox="546 252 869 331"> <ul style="list-style-type: none"> - Songs </td> </tr> </table> <ul style="list-style-type: none"> ● The following reading activities and task sheets will be adopted for the RaC programme: Reading activities Before reading: <ul style="list-style-type: none"> - Prediction activities While reading: <ul style="list-style-type: none"> - Demonstration of target reading behavior - Completing graphic organizers - Questions and answers - Teaching of thematic vocabulary - Exploration of the text structures Post reading: <ul style="list-style-type: none"> - Comprehension tasks - Short writing tasks - Discussions and presentations Task sheets <ul style="list-style-type: none"> - Question sheets - KWL Charts - Word Wall - Concept Map - Game Sheets - Conclusion/Reflection Sheets - Both Sides Now (Support and Oppose) ● An example of a STEM reading unit: Theme: Fun with making things (General Studies KS2 Electricity) Teacher shows a video about electrical circuits. A picture of an open circuit is presented and students should make prediction of the results. In guided reading lessons, students read an instructional manual on buzz wire making. The text structure (sequential order) is explored. Related 		<ul style="list-style-type: none"> - Music - Religion 	<ul style="list-style-type: none"> - Songs 					
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<p>vocabulary (e.g. the use of connectives) and high frequency words are introduced before reading the texts.</p> <p>After reading, students will have the hands-on experience constructing a buzz wire. In groups, they discuss the results of their experiments.</p> <p><u>Roles and involvement of existing English teachers in the RaC programme</u></p> <ul style="list-style-type: none"> ● The part-time teacher will join co-planning meetings once a week. Existing English teachers will co-develop RaC materials with the part-time teacher. During co-planning meetings, the part-time English teacher and school English teachers will choose the texts and discuss the lessons. Teaching plans and teaching resources will be developed after co-planning meetings. ● The additional teacher has to take up 20 lessons a week. The existing English teachers and the part-time English teachers will take turns holding reading activities in lessons. The teaching proportion of the local teacher and the full-time English teacher is 50%:50%. ● There will be peer lesson observation (1 lesson per class per term) conducted by the core team to evaluate the lesson materials and teaching strategies. ● During evaluation meetings, all the important feedback will be recorded in Teacher’s Handbook for future reference. All the teaching plans and resources developed will be kept for sustainable use. ● Follow-up actions will be taken by the core team after the lesson observations, for example, adjustment of the teaching strategies, sharing among existing English teachers. 					

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<p><u>Contribution of other subject teachers to the proposed RaC programme</u></p> <ul style="list-style-type: none"> ● All other subject teachers should regard promoting RaC as one of their responsibilities and help students learn better by: <ul style="list-style-type: none"> - being a role-model themselves and reading extensively; - encouraging students to read a wide range of materials in English and Chinese and providing them with quality reading materials; - integrating the extensive use of information from multiple sources into their planning and lessons; - organising a diversified range of reading activities, e.g. book clubs, display of recommended books and reading cafés, for students to share their reading experiences and good practices regularly; and - offering timely feedback on students’ reading performance. <p><u>Activities</u></p> <ul style="list-style-type: none"> ● The part-time teacher will run English café twice a week in the reading room during recess and organize activities such as the annual English Day with the existing English teachers. A variety of engaging activities such as booth games will be delivered to students for encouraging the communicative use of English. <p><u>Roles and involvement of existing English teachers in activities</u></p> <ul style="list-style-type: none"> ● The part-time English teacher will work with the existing school NET and existing English teachers in planning and organising English activities in school 					

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for P.1-P.6 students. Existing teachers will also offer support to weak learners whenever necessary.					
(2) To purchase printed readers to promote reading across curriculum in respect of updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.4-P.5					
<p>Implementation details of (2)</p> <p>Objectives</p> <ul style="list-style-type: none"> To promote reading across curriculum with the purchase of cross-curricular printed readers for P.4 and P.5 students. To develop school-based teaching resources based on the printed readers. To incorporate reading across curriculum into school-based curriculum <p>Implementation</p> <ul style="list-style-type: none"> 7 different printed readers with 32 copies for P.4 and P.5 respectively will be purchased. Each class will use each reader for about a month. In each of the following month, the classes will swap and use a new reader for the RaC programme. With the aid of the printed readers, learning tasks and activities will be developed for fostering students’ language and high-level thinking skills. Students’ learning outputs (e.g. writing, presentations, drama performances and drawing) will be shared online with parents and other stakeholders. 	P.4-P.5	<p>Contact publishers 9/2018</p> <p>Procurement exercises 9/2018</p>	Please refer to Initiative (1).	Please refer to Initiative (1).	Please refer to Initiative (1).
(3) To procure professional services to conduct English language activities for P.6 to enrich the language environment					
<p>Implementation details of (3)</p> <p>Objectives</p> <ul style="list-style-type: none"> This presentation workshop for P.6 students will be 	P.6	Co-planning: 5/2019	A teaching pack covering 5 sessions will be developed.	The teaching materials can be reused and	Evaluation meetings with the instructors will be conducted at

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<p>held in June or July 2019 to prepare students for their secondary school education.</p> <ul style="list-style-type: none"> The programme will be delivered by instructor(s) hired through a service provider. The instructor(s) is/are expected to hold bachelor's degree and qualifications in Teaching English as a Second language. A minimum of two years' teaching experience will be highly preferred. <p><u>Programme Overview</u></p> <ul style="list-style-type: none"> The programme will be held in June/July 2019. There will be 5 classes, each of 30 students. The total number of participants is 150. The presentation workshop will consist of 5 sessions and the following skills will be covered in the course. <ul style="list-style-type: none"> Planning for a speech Opening a speech Connecting ideas Engaging the audience (vocal variety and body language) Using visuals Closing a speech. Students will be taught how to make use of their voice and intonation to deliver a presentation. A variety of speaking activities thematically aligned to the core curriculum will be conducted in class. Examples are one-minute speeches, tongue twisters and improvisation games. A classroom debate will be held to foster their presentation skills. Students will assume a specific point of view on a hot topic and be engaged in a debate. <p><u>Collaboration with the instructors</u></p> <ul style="list-style-type: none"> During co-planning meeting (1-hour x 1 time), the 		<p>Co-teaching: 6 or 7/2019</p> <p>Evaluation: 7 or 8 /2019</p>	<p>80% of participating students will show confidence in speaking English.</p> <p>100% of the students will benefit from the enhanced authentic English learning.</p> <p>50% of teachers will acquire some of the skills/pedagogy in teaching bridging course for P.6 students.</p> <p>50% of teachers will apply their acquired knowledge/skills in teaching bridging courses in future.</p>	<p>modified for future use.</p>	<p>the end of the programme.</p> <p>Students' questionnaires</p> <p>Lesson Observation</p>

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<p>instructor(s) and school English teachers will discuss the programme content, learning focus and level of difficulty. Teaching plans and resources will be developed after co-planning meetings.</p> <ul style="list-style-type: none"> ● Co-teaching lessons (1-hour x 5 times/group x 5 groups): The instructor(s) and school teachers will conduct the entire programme, prompting students to listen to authentic English and to speak in English constantly throughout. ● During evaluation meeting (1-hour x 1 time), all the important feedback will be recorded for future reference. All the teaching plans and teaching resources developed will be kept for sustainable use. <p><u>Rights to use the materials</u></p> <ul style="list-style-type: none"> ● The school will be allowed to use the set of materials used for this project after the contract period. 					