

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

School Name: **IU SHAN SCHOOL** (English)

Application No.: **B 114** (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 3

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 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |

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) |
|---|-------------|--|---------------------------|
| PLP-R/W | P.1-P.3 | Reading & Writing | NET Section, EDB |
| Key Stage 2 Integration Program (KIP) | P.4-P.6 | Reading & Writing | NET Section, EDB |

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

| Strengths | Opportunities |
|--|---|
| <ol style="list-style-type: none">1. Thirty iPads will be purchased for students and teachers. Wi-Fi has been installed in the school.2. All the teachers are willing to take part in professional development workshops.3. Teachers have co-planning meetings regularly. | <ol style="list-style-type: none">1. Professional development workshops equip teachers for catering for learning diversity as well as applying e-learning in teaching and learning.2. Students' learning motivation and interest in English have been improved since the implementation of PLP-R/W and KIP.3. New English activities are conducted to motivate students' learning interest in English |
| Weaknesses | Threats |
| <ol style="list-style-type: none">1. Increasing number of students with Special Education Needs2. Small school campus and small English team hinder the development of English activities.3. Great learner diversities4. Lack of appropriate teaching resources for P.4 writing5. Lack of suitable e-learning teaching resources | <ol style="list-style-type: none">1. Speaking English is a challenge for most students.2. Catering for a wide range of learning diversities increases teachers' workload.3. Many students are new immigrants with limited English. |

(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 |
|--|---|--------------------|
| Development of a Guided Reading Programme and a Home Reading Programme | <ol style="list-style-type: none">1. Hire a teaching assistant2. Purchase class sets for the Guided Reading Programme and the Home Reading Programme | P.4-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</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><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” (*Please delete as appropriate)</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 type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" 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 ¹ (preferably measurable) | Sustainability ² | Methods of progress-monitoring and evaluation ³ |
|--|-------------|---|---|--|---|
| Employ a full-time teaching assistant (TA) to assist English teachers to provide P.1-P.6 students more opportunities to use English in authentic context | | | | | |
| <p>Objectives A full-time teaching assistant who is proficient in English is proposed to hire to assist English teachers to conduct English activities and develop relevant teaching resources. With a small school campus and a small English team, opportunities for students to use English are limited. Existing English teachers have been working hard to organize various English activities for students. It is observed that students are eager to join the English activities. With the assistance of the TA to be hired, teachers can develop more English activities and teaching resources for students. Moreover, teachers can also refine the English activities organized and develop e-learning resources to provide students with more opportunities to use English outside class time anywhere.</p> <p>In transiting from Key Stage 1 to Key Stage 2, P.4 students find the writing tasks too challenging and they are often demotivated by the writing tasks. One of the reasons is that the writing tasks are regarded as discrete items without contexts. To help students have a better transition between different key stages and provide more contextualized writing tasks, English teachers will develop a new set of writing tasks so that students will be able to have more opportunities to use English in authentic contexts.</p> | P.1 to P.6 | <p>Co-planning all year round in 2018/19 and 2019/20</p> <p>Conducting English activities all year round in 2018/19 and 2019/20</p> <p>Development of materials all year round in 2018/19 and 2019/20</p> | <p>English activities will be organized for students.</p> <p>A set of e-learning materials covering twenty-eight lessons will be developed for P.6.</p> <p>6 sets of graded teaching resources on writing will be developed for P.4. Twenty-four lessons will be covered.</p> <p>More than 80% of P.1–P.6 students have more opportunities to speak and listen to the teaching assistant.</p> <p>More than 80% of the</p> | <p>All learning and teaching materials will be stored, compiled, applied and modified so that they can be utilized after completion of the scheme.</p> <p>Existing English teachers will organize English activities with the materials developed.</p> | <p>Students’ works will be collected and evaluated for further development in the future. P.4 students’ writing will be evaluated.</p> <p>Students’ results in internal and external assessments in areas of reading and writing</p> <p>Teachers will observe students’ in-class performance.</p> <p>Co-planning and evaluation meetings will be conducted once a week. Records of meetings</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.

| Proposed school-based English Language curriculum initiative(s) | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria ¹ (<i>preferably measurable</i>) | Sustainability ² | Methods of progress-monitoring and evaluation ³ |
|---|-------------|---|---|-----------------------------|--|
| <p>Expected qualifications and experiences of the TA The TA is expected to be a high diploma holder with good command of English and preferably with experience in developing e-learning resource. Training on developing e-learning resources will be provided if necessary.</p> <p>Duties of the TA 1. Assist existing English teachers to conduct English activities Existing English teachers will organize more and diverse activities to provide students with more opportunities to use English in authentic contexts. Students of all levels will be the target students and English teachers will ensure students' participation by promoting the activities in the English lessons and taking students' attendance.</p> <p>An award scheme will be introduced to encourage students' participation. Students will be given a stamp card. When students participate in the English activities, they will get a stamp. If students have certain number of stamps, they can redeem a prize. The TA will assist the teachers by providing logistic support for smooth implementation of the activities. He/She will also help with the administrative work of the award scheme.</p> <p>Examples of English activities to be conducted are highlighted below.</p> <ul style="list-style-type: none"> ➤ Afternoon recess activities As there is only one class in each level, all students will be assigned to join the recess activities by their English teachers. Students will have chit-chat sessions and shared reading sessions with the TA and their English teachers according to their levels. Topics for chit-chat session and books for shared reading will be chosen students' level and their interests. Students will be | | <p>Evaluation all year round in 2018/19 and 2019/20</p> | <p>P.6 students complete the e-learning materials developed.</p> <p>More than 80% of P.4 students will be more engaged in the writing tasks and able to complete the writing tasks.</p> <p>100% of the existing English teachers will acquire knowledge of developing teaching resource for writing and e-learning.</p> <p>100% of the existing English teachers will apply the teaching resource developed for writing and e-learning into English teaching.</p> | | <p>will be kept for reference.</p> <p>Observation on English language activities as well as P.4 to P.6 lessons by the English Panel Chair and the Principal will be carried at least once a term</p> |

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|--|---|--------------------------|---|---|--|--------------------------------------|-----------|---|----------|--------------------------------------|--------|---|--|--|--|--|--|
| <p>assigned by their English teachers as in a small group to participate in the recess activities. Each students will participate in the recess activities at least once a month. Students' attendance will be taken to ensure their participation.</p> <p>Tentative arrangements of recess activities are tabulated below.</p> <table border="1" data-bbox="163 563 902 890"> <thead> <tr> <th></th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>chit-chat session with P.1-P.2 students</td> </tr> <tr> <td>Tuesday</td> <td>shared reading with P.1-P.3 students</td> </tr> <tr> <td>Wednesday</td> <td>chit-chat session with P.3-P.4 students</td> </tr> <tr> <td>Thursday</td> <td>shared reading with P.4-P.6 students</td> </tr> <tr> <td>Friday</td> <td>chit-chat session with P.5-P.6 students</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ➤ Festival Activities for P.1 to P.6 Festival activities such as Happy Halloween will be organized to introduce students to the Western culture. English teacher will introduce thematic vocabulary items and tongue twisters related to various festivals. The TA will assist existing English teachers to design the worksheets for wordsearch games or crossword puzzles related to the festivals. The existing English teachers will also organize game booths for the students. The TA will assist in the logistic work. ➤ Singing Contest and English Competitions for P.1 to P.6 Singing Contest will be organized annually for students to show their talent and increase their confidence in using English. For students who are less confident in speaking | | Activity | Monday | chit-chat session with P.1-P.2 students | Tuesday | shared reading with P.1-P.3 students | Wednesday | chit-chat session with P.3-P.4 students | Thursday | shared reading with P.4-P.6 students | Friday | chit-chat session with P.5-P.6 students | | | | | |
| | Activity | | | | | | | | | | | | | | | | |
| Monday | chit-chat session with P.1-P.2 students | | | | | | | | | | | | | | | | |
| Tuesday | shared reading with P.1-P.3 students | | | | | | | | | | | | | | | | |
| Wednesday | chit-chat session with P.3-P.4 students | | | | | | | | | | | | | | | | |
| Thursday | shared reading with P.4-P.6 students | | | | | | | | | | | | | | | | |
| Friday | chit-chat session with P.5-P.6 students | | | | | | | | | | | | | | | | |

| Proposed school-based English Language curriculum initiative(s) | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria ¹ (<i>preferably measurable</i>) | Sustainability ² | Methods of progress-monitoring and evaluation ³ |
|--|-------------|--------------------------|---|-----------------------------|--|
| <p>English, they can sing an English song with their classmates as a group.</p> <p>The English Competition will be held once a year during the post-exam period in June. It is also a good opportunity for students to make use not only English skills but also other skills such as problem-solving skills and collaboration skills. The English Competition will be in the form of question-answer quiz. The questions will cover grammar, spelling and vocabulary. A problem-solving task will be included in the competition. As there is only one class in each level, two levels will play against each other. Students of different language proficiencies can work together as a team to join the activity. English teachers will design and develop relevant materials while the TA will assist in the logistics and rundown of the activities.</p> <p>2. Assist in developing e-learning resources for P.5 and P.6</p> <p>E-learning resources will be developed for P.6 students in 2018/2019 as P.6 students have experience and have acquired the skills in using the iPads for learning. Two lessons per two weeks, twenty-eight lessons, will be allocated to the e-learning activities. P.6 students will use various e-learning apps such as Book Creator and Adobe Spark. Students will publish their work for their teachers and other students to provide feedback. Multi-modal texts such as audio clips, videos, mind maps will be produced. In addition to a server, school has 30 iPads and 30 computers to cater for the development of e-learning materials and tasks.</p> | | | | | |

| Proposed school-based English Language curriculum initiative(s) | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria ¹ (<i>preferably measurable</i>) | Sustainability ² | Methods of progress-monitoring and evaluation ³ |
|--|-------------|--------------------------|---|-----------------------------|--|
| <p>The P.6 teacher will source appropriate materials and prepare relevant tasks for the e-learning activities and the TA will incorporate the materials into the apps and convert the questions prepared by the teacher into electronic format.</p> <p>With the experience of incorporating e-learning elements in P.6, P.5 English teacher will develop e-learning resources for P.5 in 2019/2020 with the assistance of the TA.</p> <p>3. Assist in developing materials for P.4 writing lessons</p> <p>Teachers will have co-planning meetings for the themes and tasks to be covered in the P.4 writing lessons. Four lessons will be allocated to writing for each module and six modules will be covered in P.4. The writing tasks and activities will aim to provide students with authentic contexts to use English. The writing tasks will be contextualized and related to students' daily lives and the pre-writing tasks such as group discussions will be conducted. Post-writing tasks such as oral presentation of the written work will be included. To achieve better learning outcomes, school will break writing tasks into sub-tasks to facilitate progression in writing skills. School will also source quality materials from HKedCity and EDB when developing the writing tasks.</p> <p>After co-planning meetings, teachers will set the themes and tasks as well as design the teaching resources for students with average language proficiency. The TA will modify the graded teaching resources for more able and less able students based on the teaching resources developed by the existing English teachers and based on the instructions from relevant teachers. For example, the TA will incorporate more related vocabulary items for the more able students while more</p> | | | | | |

| Proposed school-based English Language curriculum initiative(s) | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i> | Sustainability ² | Methods of progress-monitoring and evaluation ³ |
|---|-------------|--------------------------|--|-----------------------------|--|
| <p>sample sentences will be provided to less able students.</p> <p>Co-planning and Evaluation All three English teachers will simultaneously participate in co-planning and evaluation meetings once a week. The co-planning meetings will focus on the planning of English language activities and the teaching resources as well as evaluation of the activities, e-learning resources developed and teaching materials for the writing lessons. The TA will attend the co-planning and evaluation meetings so he/she will have better ideas about the implementation of the English activities and the development of teaching resources. The TA will write the minutes of the meetings. He/She will follow up with the decisions and suggestions accordingly.</p> <p>Lesson Observations Observations of the English activities and P.4 to P.6 lessons by the English Panel Chair and the Principal will be conducted once a term. Feedback will be given to teachers in the English meetings afterwards.</p> | | | | | |

(F) Budget and cash flow (*Please provide a breakdown of the costs for each expenditure item per school year*) - more rows can be added if needed:

| Proposed usage of grant | Estimated cost | | | | |
|--|---|-----------------|----------------------------------|-----|--------------------------------|
| | If the initiative is funded by PEEGS and other sources, please specify the amount separately for each relevant item | | | | |
| | 2018/19 school year | | 2019/20 school year | | Sub-total (Funded by PEEGS) |
| Funded by PEEGS | Funded by other sources (if any) | Funded by PEEGS | Funded by other sources (if any) | | |
| Employ a teaching assistant | \$170,100 | - | \$179,900 | \$4 | \$350,000 |
| 2018/2019 school year (\$13,500 per month + \$675 MPF*) x 12 months = \$170,100 | | | | | |
| 2019/2020 school year (\$14,278 per month (with pay rise at 5.76 %) + \$714 MPF*) x 12 months = \$179,904 | | | | | |
| *MPF at 5 % of salary | | | | | |
| Total: | \$170,100 | - | \$179,900 | \$4 | \$350,000 |