

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

**(A) 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)
<input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities; <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” <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” <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” <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”	<input type="checkbox"/> Purchase e-learning and teaching resources <input checked="" type="checkbox"/> Employ full-time teacher <input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i> <input type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2018/19 school year <input type="checkbox"/> 2019/20 school year	<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): _____ _____ _____

**(B) 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 <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
Employ a full-time English teacher who is proficient in English to work in collaboration with local English teachers (LETs) to provide P.4 – P.6 students more opportunities to use English in authentic contexts					
<p>The NET in school has been assigned for the PLP-R/W programme at P.1 –P.3, leaving him no time and space for P.4 – P.6. A teacher who is proficient in English (viz, the new teacher) is proposed to be hired to help provide authentic contexts and more opportunities for P.4 to P.6 students to use English. 2 lessons per week per class will be allocated to the speaking lessons co-taught by the new teacher and LETs. Different English activities that aligned with the core curriculum will be conducted in the lessons co-taught by the two teachers.</p> <p>To provide P.4–P.6 students with more English exposure outside classroom, the new teacher and the LETs will organize a wide range of activities for students and co-develop English materials to create an English-rich environment for students.</p> <p><b>Expected qualifications and experiences</b> The teacher who is proficient in English is expected to be a bachelor’s degree holder with relevant teaching qualification such as TESOL or TEFL. He/She is preferably a native-English speaker or with native fluency.</p> <p><b>Duties of the teacher who is proficient in English</b></p> <p><b>1. Co-plan and Co-teach P.4-P.6 English speaking lessons</b> - Co-planning</p>	P.4 – P.6	<p><u>Speaking lessons:</u> Co-planning: all year round</p> <p>Co-teaching: all year round</p> <p>Evaluation: all year round</p> <p><u>English activities:</u> Co-planning: all year round</p> <p>Co-teaching: all year round</p> <p>Evaluation: all year round</p> <p>Overall evaluation for English activities: Jul 2019</p>	<p>One speaking booklet will be developed per level for P.4-P.6.</p> <p>One interview booklet will be developed for P.6.</p> <p>Quality English language learning and teaching resources will be developed to enrich the English language environment in school.</p> <p>60% of P. 4 – P. 6 students’ confidence in speaking will improve</p> <p>Speaking assessment results of over 50 % P.4 – P.6</p>	<p>Teaching resources will be saved in the school intranet and these can serve as useful resources for all English teachers.</p> <p>All the teaching resources will be reused for KS2.</p> <p>Materials of the English ambassadors’ training programme can be used in the future.</p> <p>Lessons will be videotaped for future reference.</p>	<p>Regular co-planning meetings with LETs will be conducted twice a month and a departmental meeting will be conducted once per term.</p> <p>Co-planning records will be kept.</p> <p>The effectiveness of initiative will be evaluated through the following means:</p> <ul style="list-style-type: none"> <li>• Students’ participation in the activities</li> <li>• Students’ speaking performances as observed by teachers</li> <li>• Collection of feedback from students, the new</li> </ul>

<sup>1</sup>The deliverables/outputs should be measurable and closely related to the purposes of related initiatives.

<sup>2</sup>Sustainability of the initiative could be maintained through the knowledge transfer/capacity building of teachers and the utilisation of the deliverable produced.

<sup>3</sup>Both qualitative and quantitative tools should be employed to evaluate the effectiveness of the initiative.

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<p>Level co-planning meetings between the new teacher and existing English teachers will be conducted once every two weeks. Teachers will discuss the lesson rundown, the teaching resources to be used in the speaking lessons and evaluate effectiveness of the lessons co-taught. The new teacher and the LETs will then co-develop the teaching resources and/or refine the lesson plans and teaching resources developed.</p> <p>- Co-teaching Two lessons per class per week will be co-taught by the new teachers and LETs. He/She will take up 12 lessons per week. The LETs will take up half of the teaching part. While one teacher is teaching, the other teacher will provide support to students and observe the other teacher’s teaching. After the lessons, the two teachers will exchange their views on the lesson co-taught.</p> <p><b>Tentative skills to be covered and speaking tasks</b></p> <table><tr><th>Level</th><th>Skills to be covered</th><th>Speaking Tasks</th></tr><tr><td>P.4</td><td><ul style="list-style-type: none"><li>- present information, ideas and feelings clearly and coherently</li><li>- connect ideas by using cohesive devices</li><li>- use gestures and facial expressions to convey meaning and intention</li><li>- use appropriate intonation and stress, and vary volume, tone of voice and speed to convey</li></ul></td><td><ul style="list-style-type: none"><li>- show and tell,</li><li>- Question &amp; Answer on topics such as hobbies and daily routines,</li><li>- picture description,</li><li>- presentation</li></ul></td></tr></table>			Level	Skills to be covered	Speaking Tasks	P.4	<ul style="list-style-type: none"><li>- present information, ideas and feelings clearly and coherently</li><li>- connect ideas by using cohesive devices</li><li>- use gestures and facial expressions to convey meaning and intention</li><li>- use appropriate intonation and stress, and vary volume, tone of voice and speed to convey</li></ul>	<ul style="list-style-type: none"><li>- show and tell,</li><li>- Question &amp; Answer on topics such as hobbies and daily routines,</li><li>- picture description,</li><li>- presentation</li></ul>			<p>students will improve by 10% in 2 years.</p> <p>100% of the participating English teachers will acquire and apply knowledge / pedagogy of conducting various English activities</p> <p>.</p>		<p>teacher, LETs and parents.</p> <p>A student questionnaire will be conducted at the end of the year.</p> <p>Self-evaluation by the new teacher and LETs.</p> <p>Parents’ feedback can be collected by class teachers during the Parents’ Day.</p> <p>Panel heads observe students’ participation and performance in activities.</p> <p>Students’ participation rates in English Week activities will be recorded and their performances in activities will be evaluated in English panel meetings.</p>
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P.5	intended meanings and feelings	- presentation, - group interaction					Student ambassadors will be invited to join a post-service conference for sharing their experiences, evaluation and giving feedback.
P.6	- participate effectively in an oral interaction (P.6) - maintain an interaction (P.6)	- interview skills, - presentation, - group interaction					
<p>Teachers will infuse various speaking activities such as information gap activities, role-play, mini skit and speaking games such as Taboo, jazz chants in the speaking activities in the speaking lessons.</p> <p><b>2. Conducting English Language Activities</b></p> <p>To provide students with more opportunities to use English in authentic contexts, various learning activities will be co-organized by the new teacher and LETs. To motivate students to join English Activities, an English Award Scheme will be implemented. Each student has a stamp collection book and will be awarded a stamp if they participate in the English activities. Students will receive a prize when they collect certain number of stamps.</p> <p>- Recess activities</p> <p>The new teacher, the NET and LETs will organize recess activities every day during the first or third recess. Each recess lasts for 20 minutes. The new teacher will conduct English activities such as word hunt and other vocabulary games.</p> <p>The recess activities are for all students. LETs will promote the recess activities during the assemblies and encourage students to join. LETs will also support less able students to join the activities by providing more linguistic inputs. The</p>							

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<p>new teacher and the NET will co-design the activities with the LETs.</p> <p>- English Speaking Day Activities such as interviews will be co-designed and co-conducted by the new teacher, the NET and LETs Teachers and students will talk to each other in English. To help students to talk to each other in English, the new teacher and LETs will prepare students with some sample dialogues during the speaking lessons.</p> <p>- Weekly English Morning Assembly The English morning assembly will be held every Wednesday morning. Students will take turn to read aloud a poem or a rhyme, perform a role-play or a skit. Students will be guided to write their scripts for presentation at the assembly. The new teacher will help students with pronunciation and delivery of the performance. Other students will also be invited to express their opinions on the themes after the performance. The new teacher and the NET will also introduce some western festivals such as Halloween, Christmas and Easter during the assembly.</p> <p>- Weekly Afternoon English Sharing Session Cooperating with teachers of other KLAs, English teachers will select themes related with students' learning and daily lives. English and Chinese teachers will conduct sharing sessions on the same theme on Wednesday and Thursday respectively. The new teacher and LETs will train students to give a short presentation on the theme. Teachers will also prepare teaching materials such as PowerPoint slides and board display. Follow-up activities will be conducted during the speaking lessons.</p>					

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<p>- Annual English Week 5-day English Week will be held every year. The new teacher, LETs and the NET will organize different activities for students. Class teachers will escort students to the venue for different activities to ensure all the students will participate in the activities. English teachers will co-plan and co-conduct the activities. The new teacher and LETs will be responsible to train English Ambassadors to run the game booths and other English activities during the English Week. The NET will help promote the English Week in the morning assemblies.</p> <p>- English Ambassador Programme Ten P.4–P.6 students will be selected based on their English proficiency to be English Ambassadors. At least six training sessions will be provided after school. Students will be trained to assist teachers run different English activities. A booklet highlighting appropriate manners and sentence structures will be produced. The new teacher and LETs will co-design the booklet and co-conduct the training sessions. The LETs will also help with the administrative work such as selecting the students and assigning duties to English Ambassadors. The new teacher will provide support to the English Ambassadors during the activities. Both the new teacher and LETs will observe and debrief with English Ambassadors after the activities.</p> <p>- Extra-curricular activities The new teacher, LETs and the NET will co-organize various extra-curricular activities such as choral speaking competition, story-telling competitions, writing competitions, drama and radio drama competitions and visits to museums with exhibitions presented in English. The new teacher will be mainly responsible for the English drama activities, radio drama competition and having interviews at tourist spots in English.</p>					

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<p>English drama activities will be conducted every week as one of the activities during the activity period. English teachers will nominate students to join the drama activities. The new teacher will co-conduct the activity with one of the LETs. They will co-plan and co-conduct the drama activities. Radio drama competition and visits will be organized once a year. The new teacher and LETs will develop teaching materials to prepare students for the competition and the visits. Teachers will give students some training and language input before the activities and conduct follow-up tasks to consolidate students' learning.</p> <p><b>3. Enriching the school campus</b> In order to build an English-rich environment for students, the school campus will be decorated with various English word cards and posters. The new teacher and LETs will update the displays three times a year.</p> <p>The new teacher and LETs will encourage students to use English through class publication and communication by print or by electronic format. Students' work will be displayed around the school campus. English school magazines with collection of students' work will be published. The newsletters and school magazines will be uploaded onto the school websites. The new teacher will support the LETs in proofreading and editing students' work.</p> <p><b>4. Co-developing quality learning resources for students</b> - P.4 –P.6 Speaking Booklet A speaking booklet will be co-developed by the new teacher and the LETs for each level at P.4 – P.6. The booklet will be used for the speaking lessons co-taught by the new teacher and LETs.</p>					

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<p>- P.6 Interview Booklet</p> <p>The P.6 interview booklet can provide students with useful vocabulary and sentence structures for interview. Interview activities will be designed based on authentic scenarios such as going to restaurants or giving a self-introduction to a new friend to encourage the communicative use of the language. Relevant interview skills will be introduced and recycled in after-school mock interview sessions.</p>					