

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

School Name: S.K.H. Holy Spirit Primary School (English)

Application No.: C022 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 13

2. No. of approved classes in the 2018/19 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 2018/19 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:

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support
Primary Literacy Programme- Reading and Writing (PLP-R/W)	P.1-P.3	Reading and Writing Workshops	NET Section, EDB
School-based reading programmes	P.4-P.6	Reading Workshops	Language Learning Support Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Members of the English panel are stable and professional. They are well-trained, experienced and responsible.2. A collaborative and sharing culture among teachers has been developed to enhance effective learning and teaching.3. PLP-R/W programme has been effectively implemented to help motivate students acquire various reading and writing skills.	<ol style="list-style-type: none">1. The NET and the English Language Teaching Assistant (ELTA) can provide a language-rich environment for students to learn English.2. School promotes professional development of teachers and encourages collaborations with different educational organizations to further enhance learning and teaching effectiveness.
Weaknesses	Threats
<ol style="list-style-type: none">1. Most pupils do not have enough chances to use English in their daily life.2. Students lack confidence in using English.3. Students receive little help from their parents when they encounter problems in learning English.	<ol style="list-style-type: none">1. Weak students lack motivation and incentive to learn English.2. The wide diversity of learners makes teaching more challenging.3. It takes time for English teachers to be well-acquainted with the ongoing renewal of the English Language curriculum.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area(s) of Development	Usage(s) of the grant	Grade Level
Develop a school-based English Reading and Writing Programme	Hire a supply teacher	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 - 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 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"/> 2019/20 school year</p> <p><input checked="" type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p>

(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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
Hire a part-time teacher who is proficient in English to develop a school-based drama programme for Primary 4 to Primary 5 students					
<p>❖ Objectives Drama is considered as an effective way for students to learn English in a relaxing and stress-free atmosphere. Students will be able to build up their confidence in using English to express themselves. A drama programme will be developed at P.4 to P.5 so as to provide opportunities for students to speak English in authentic contexts.</p> <p>Through collaboration with the drama teacher, target level English Language teachers will acquire knowledge and skills of conducting drama activities for conducting similar activities upon completion of this proposed programme.</p> <p>❖ Target Groups and Lesson Allocation The drama programme will first implement in P.5 in 2019/2020 and will extend to P.4 in 2020/2021. The programme will be conducted within the school timetable. One lesson of 40 minutes per week for each class will be allocated to the drama programme. About 28 lessons will be conducted for each class per level per year.</p> <p>❖ Expected qualifications and experience of the teacher The drama teacher is expected to be at least a bachelor's degree holder with relevant qualification and experience in teaching English through drama in school context.</p> <p>❖ Core team</p>	<p>P.4 – P.5</p>	<p>Sept 2019 – Jun 2020 P.5</p> <p>Co-planning and Try outs All year round</p> <p>Peer lesson observation Nov 2019 Mar 2020</p> <p>Evaluation Jan 2019 Jun 2020</p> <p>Sep 2020 – Jun 2021 P.4</p> <p>Co-planning and Try outs</p> <p>All year round Peer lesson observation</p>	<p>A teaching pack for 2 modules, covering about 28 lessons in total will be developed for each level.</p> <p>70% of Primary 4 to 5 students agree that their confidence in using English has enhanced.</p> <p>70% of Primary 4 to 5 students enjoy using English to actively participate in various drama activities in English lessons.</p> <p>100% of the core team members will actively involve in the programme.</p> <p>100% of the core team members will apply the skills/knowledge acquired from co-working with the drama teacher in their teaching.</p>	<p>Selected lessons will be video-taped for sharing and evaluation. Our English teachers will review the lessons for future use.</p> <p>Documents for each co-planning meeting, lessons plans and resources developed will be kept for future use.</p> <p>The teaching materials of the drama activities developed will be integrated into our English curriculum.</p>	<p>Evaluation will be conducted at the end of each module. Core team members will evaluate students' performance.</p> <p>Overall evaluation will be carried out in June 2020 and June 2021.</p> <p>Survey will be conducted, and Questionnaires will be given to both teachers and students in June 2020 and June 2021 to evaluate the effectiveness of the programme.</p> <p>Students' progress and learning outcomes will be observed by the school English teachers.</p> <p>Immediate</p>

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<p>A core team consists of the target level teachers and the English Panel Chairperson will be formed for the development and implementation of the drama programme.</p> <p>❖ Duties of the part-time drama teacher The part-time drama teacher will work around 5 hours per week. Lessons will be arranged so that the drama teacher will be able to co-teach and co-plan with the school English teachers every week. He or she will work collaboratively with the core team members on the followings:</p> <p>- Co-planning Co-planning meetings will be conducted by our school English teachers with the drama teacher once a week.</p> <p>- Co-teaching The drama teacher will co-teach drama lessons in each class of the target levels once a week. Both the drama teacher and school English teacher will take up half of the teaching load.</p> <p>- Evaluation Evaluation will be conducted during the co-planning meetings.</p> <p>❖ Details of the school-based drama programme - Skills to be covered</p> <table border="1" data-bbox="170 1465 936 1501"> <tr> <td data-bbox="170 1465 282 1501"></td> <td data-bbox="282 1465 936 1501">Skills to be covered</td> </tr> </table>		Skills to be covered		<p>Nov 2020 Mar 2021</p> <p>Evaluation Jan 2020 Jun 2021</p>			<p>feedback will be given after each lesson.</p>
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Level	Speaking	Writing	Drama					
P.4	- word stress - sentence stress	writing simple dialogues	- voice projection - facial expression - gesture					
P.5	- intonation - pausing - appropriate speed and volume	writing a scene of a play	- stance - movement - expression of mood - spatial awareness - interaction with other performers - dance and choral movement - develop an appropriate performer/ - audience relationship					
<p>- Alignment of the drama programme with core English Language curriculum</p> <p>The drama activities will be based on the stories from the General English (GE) textbooks and readers. We will integrate the stories from GE textbooks and readers into drama activities. It is expected that students will learn the language through various interesting drama activities. In developing the teaching materials, teachers will select the suitable stories parallel to the teaching units in the English curriculum. The drama activities will enhance students' interests in learning English and enable them to seek, comprehend, and apply knowledge.</p>								

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<p>- Tentative modules from the GE textbooks and readers</p> <table border="1"> <thead> <tr> <th>Level</th> <th>1st Term</th> <th>2nd Term</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>Town Mouse and Country Mouse</td> <td>Paper Bag Princess</td> </tr> <tr> <td>P.5</td> <td>The New Cinderella</td> <td>At the clinic</td> </tr> </tbody> </table> <p>- Sample outline of a module</p> <table border="1"> <thead> <tr> <th>Lesson</th> <th>Focus</th> <th>Activities</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction to Drama</td> <td>Drama and concentration games, viewing video clips of drama performance</td> </tr> <tr> <td>2</td> <td>Vocal variety</td> <td>Activities for voice projection and pace</td> </tr> <tr> <td>3</td> <td>Stress and Intonation 1</td> <td>Activities for word stress, sentence stress</td> </tr> <tr> <td>4</td> <td>Stress and Intonation 1</td> <td>Activities for using stress and intonation to express meaning and emotions.</td> </tr> <tr> <td>5</td> <td>Body Language</td> <td>Activities for using facial expression and eye contact to express emotions.</td> </tr> <tr> <td>6</td> <td>Understanding a script</td> <td>Teachers will introduce the text features of a script and write simple dialogues.</td> </tr> <tr> <td>7 - 9</td> <td>Writing script based on the story</td> <td>Students work in groups to write dialogues based on the story introduced.</td> </tr> <tr> <td>10</td> <td>Reading the script and casting</td> <td>Teachers guide students to read aloud the script and assign roles to different students.</td> </tr> <tr> <td>11 - 13</td> <td>Rehearsal</td> <td>Rehearsal and teachers</td> </tr> </tbody> </table>			Level	1 st Term	2 nd Term	P.4	Town Mouse and Country Mouse	Paper Bag Princess	P.5	The New Cinderella	At the clinic	Lesson	Focus	Activities	1	Introduction to Drama	Drama and concentration games, viewing video clips of drama performance	2	Vocal variety	Activities for voice projection and pace	3	Stress and Intonation 1	Activities for word stress, sentence stress	4	Stress and Intonation 1	Activities for using stress and intonation to express meaning and emotions.	5	Body Language	Activities for using facial expression and eye contact to express emotions.	6	Understanding a script	Teachers will introduce the text features of a script and write simple dialogues.	7 - 9	Writing script based on the story	Students work in groups to write dialogues based on the story introduced.	10	Reading the script and casting	Teachers guide students to read aloud the script and assign roles to different students.	11 - 13	Rehearsal	Rehearsal and teachers					
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		provide feedback to students					
14	In-class performance	Each group takes turns to perform their play in class and teachers provide feedback.					
<p>- Sample lesson rundown</p> <p>Story: Town Mouse and Country Mouse</p> <p>Connection with core English Language Curriculum: Students have been taught the target vocabulary items and read the story in GE lessons before the drama lesson.</p> <p>Target skills: Using body movement and facial expressions</p> <p>Learning and teaching activities: - Warming-up: Mirror Game Students work in pair and stand in a line, facing their partners. One of the students will be the leader and his/her partner has to follow the body movement, facial expressions as if there were a mirror between them. Students will swap their roles.</p> <p>- Drama skills Teacher will demonstrate how body movements and facial expression can be used to portray a character. For example, to show that someone is old and weak, teachers</p>							

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<p>will walk and speak slowly in a soft voice. The teacher will also show students how different emotions can be shown by facial expression.</p> <p>- Character analysis Students will work in groups for one of the characters in the story and create a detailed profile for that character. Students will infer other details such as personality and occupation for the character. For example, the town mouse is very alert and sensitive.</p> <p>- Improvisation and miming Based on the character analysis, teacher will demonstrate how to use body movement and facial expressions. Teacher will tiptoe and keep looking around to portray town mouse's personality. After that, students will mime one of the scenes based on the character profile created. Teachers and other group will give feedback.</p>					