

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

School Name: **BUDDHIST LIM KIM TIAN MEMORIAL PRIMARY SCHOOL** (English)

Application No.: A 004 (for official use)

**(A) General information:**

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

- 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							

- 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)
English Language Learning Support	P.4 - P.5	Explicit teaching of reading skills and vocabulary building	LLSS, EDB
Professional Community (PC) for Curriculum Leaders of the English Language Education	P.1 - P.6	E-learning, self-directed learning and reading across the curriculum	LLSS, EDB
Space Town	P.1	Reading and writing, e-learning and self-directed learning	NET Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
1. There is a team of hardworking and capable teachers and a supportive principal. 2. Collaborative and sharing culture has been developed through effective use of co-planning meetings 3. Various English activities have been organized. 4. Space Town (P.1) and PLP-R/W (P.2-P.3) have been implemented	1. School will promote e-learning for students to enhance students' interest in reading aloud and speaking
<b>Weaknesses</b>	<b>Threats</b>
1. There is a wide range of learner diversity 2. TSA results in speaking are lower than territory-wide percentage, especially in reading aloud and pronunciation in presentation	1. Students lack parental support in English learning. 2. Students are weak in speaking and reading aloud.

**(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):**

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
1. Develop school-based phonics curriculum	1. To hire a native English teaching assistant to assist local teachers to develop a school-based phonics curriculum and to prepare teaching resources	P.4-P.6
2. Enhance a language rich environment at school through conducting school-based English learning activities (speaking skills, making morning announcements, interviewing teachers in English.)	2. To hire a teaching assistant for P.1 PLP-R/W programme and conducting English learning activities	P.1, P.4

**(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS**

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (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"> <li>- conducting more English language activities*; and/or</li> <li>- <del>developing more quality English language learning resources for students*</del></li> </ul> <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* or literacy* 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 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"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)</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>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 <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
To hire a full-time Teaching Assistant (TA) who is proficient in English to assist the existing English teachers to conduct more English language activities at P.1-6 and promote reading across the curriculum at P.1					
<p><b>Expected qualification and experience of Teaching Assistant who is proficient in English (TA)</b></p> <p>The TA is a degree or diploma holder preferably with teaching experience or training. He/ She is a native English speaker.</p> <p>The TA proposed to be hired will not be an additional staff to support PLPR-W programme.</p> <p><b>Training for the TA</b></p> <p>The TA will attend the workshops provided by the NET Section. Co-planning meetings will also be conducted so that he/she can understand staging of the lessons. There will be 1 co-planning meeting per week for P.1 and 1 co-planning meeting per month for P.4. Support from panel teachers will be given.</p>	<p>P.1 (reading across the curriculum)</p> <p>P.4 (speaking lessons)</p> <p>P.1-P.6 (conduct more English language activities)</p>	<p>From February 2018 to January 2020</p> <p>Promote reading across the curriculum at P.1: from February 2018 to January 2020</p>	<ul style="list-style-type: none"> <li>6 sets of teaching materials on reading across the curriculum with lesson plans, learning tasks/activities developed for P.1. The teaching resources include flash cards, word cards, worksheets and board games.</li> <li>8 sets of teaching materials on speaking with lesson plans, learning tasks/activities developed for P.4.</li> <li>70% of P.1 students acquire the reading skills to read across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>English-speaking culture in school will be sustained as the English activities will be conducted by local teachers upon completion of the project with the resources and plans developed.</li> <li>Through co-planning meetings and co-teaching, knowledge and pedagogy acquired will be sustained and transferred after completion of the project.</li> </ul>	<ul style="list-style-type: none"> <li>The records of meetings will be kept for future reference.</li> <li>Questionnaires will be given to students of after-school activities to collect their feedback.</li> <li>A core team including English panel chairs and teachers-in-charge will organise, implement and evaluate the activities with the TA and the teachers involved.</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><b>Duties of the TA</b></p> <ul style="list-style-type: none"> <li><b>To assist in teaching 25 lessons per week (5 P.1 classes with 4 lessons per class and 5 lessons for P.4)</b></li> </ul> <p>✧ <b>To promote reading across the curriculum at P.1</b></p> <p>During the lessons, P.1 students will read fictions like My sister (narrative), and non-fiction like Grandma and the Birthday Cake (menu) and The Paper Plate Mask (procedural text). Students are guided to read different text types on varied topics according to their reading levels. Topics like animals, colours, clothing items will be covered. Each class will be divided into four ability groups - Blue snakes (more able students), Green frogs and Red hens (average ability students) and Yellow ducks (less able students). Teachers will teach different reading skills. There will be whole class teaching and shared reading in groups. Each teacher will share-read books of different text-types to 7 to 8 students.</p> <p>The TA will assist in teaching reading skills in the lessons e.g. book concept, identifying key words, skimming and scanning, inferring meaning of unfamiliar words, interpreting writer's feeling and relating pictures to words. The TA will help students to read books across the curriculum when they are conducting the shared reading. Different themes will be covered such as animals,</p>		<p>Speaking Lessons for P.4: from February 2018 to January 2020</p> <p>Conduct more English language activities for all levels: from February 2018 to January 2020</p>	<ul style="list-style-type: none"> <li>70% of P.4 students' speaking and listening skills enhanced.</li> <li>Language activities on speaking, story-telling and writing will be conducted for P.2, P.4 to P.6 students.</li> <li>80 students are trained to be "Tourist Spies". The group will interview tourists. E-learning tools (i-movie) will be used.</li> <li>2 local teachers and 80 students (4 groups) will be involved in each term.</li> <li>70% of the students from Tourist Spies of P.3 to P.6 will have more opportunity to speak and listen to TA.</li> <li>70% of the students from after-school classes of Primary 2 to Primary 4 will have more opportunity to speak and listen to</li> </ul>		<ul style="list-style-type: none"> <li>Lesson observations will be conducted by the panel chairs.</li> <li>Teachers will observe students' performance in speaking during lessons and oral exams.</li> <li>Materials will be evaluated and modified for further enhancement.</li> </ul>

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<p>tourists and food.</p> <p>✧ <b>To assist in teaching P.4 speaking lessons</b></p> <p>The TA will assist in teaching P.4 speaking with a local English teacher. The TA will assist in preparing lesson plans and teaching materials according to the inputs from English teachers. The focuses of the speaking lessons will be based on the topics of the students' personal experience e.g. good habits, famous tourist spots in Hong Kong (General Studies) and healthy diet, food pyramid (Food Science).</p> <p>Teachers will brainstorm relevant ideas with students about the topics. Students will discuss among themselves in groups of 4-6. Students will give presentation. They will then complete the self-evaluation forms and peer evaluation forms. Teachers will give verbal feedbacks. Students will present their reports in class or in the hall. A project about healthy diet will be completed in the second term. The TA will help students to work in groups and give concrete feedback to students.</p> <p>The teacher librarian will support students' reading by preparing books on healthy diet so as to promote reading across the curriculum.</p>			<p>TA. They will be more confident in speaking English and using English in daily communication.</p> <ul style="list-style-type: none"> <li>• 60% of participants will improve their confidence in speaking English.</li> <li>• 30% of the existing English teachers will acquire knowledge/ pedagogy of conducting English activities.</li> <li>• Around 36% students of P.2, P.4 and P.5 will participate in the organised language activities (after-school activities) per year. For after-school activities, there will be 20 students in a group. There will be four groups. 80 students will join the activities each term, 160 students out of 450 students in P.2, P.4 and P.5 will join the after-school</li> </ul>		

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<ul style="list-style-type: none"> <li>• <b>To assist in the follow-ups of the co-planning meetings and lesson observations</b>  All teachers will work together to review the teaching plans, worksheets and materials. Lessons will be reviewed in the meetings. There will be 1 co-planning meeting per week for P.1 while there will be 1 co-planning meeting per month for P.4.   There will be lesson observations by the panel chairs. Sharing among English teachers will be conducted in English co-planning meetings. Adjustment of teaching strategies will be taken accordingly.   The TA will assist teachers in the adjustment of teaching plans, worksheets and materials after the co-planning meetings and lesson observations.</li> <li>• <b>To conduct English language activities to provide students opportunities to use English in authentic contexts</b>   ✧ <b>Lunchtime activity for P.1-P.6</b>  The TA will assist the local English teachers in conducting lunchtime activities twice a week in the English Room such as playing fun games, story-telling and language arts activities.</li> </ul>			activities per year.		

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<p>✧ <b>Tourist Spy for P.3-P.6</b> The TA will assist the local English teachers in conducting an extra-curricular activity, Tourist Spy, with a local teacher on Fridays. There will be around 20 students from P.3 to P.6 joining the activity. Students will interview tourists at tourist spots. There will be around 20 students from P.3 to P.6 each term in the group (Tourist Spy). The group will interview tourists at different tourist spots.</p> <p>The TA will also assist the existing English teachers in designing and planning extra-curricular activities. The TA will support the local teacher to promote e-learning (using i-movie) in preparing materials and conducting interviews with tourists (using iPad). The activities will be reviewed and shared among teachers in the panel meetings. Evaluation will be conducted each term.</p> <p>✧ <b>After school activities for P.2, P.4 and P.5</b> The TA will assist the local English teachers in conducting after-school activities for P.2, P.4 and P.5 three times a week in order to foster a culture of speaking English in the school. The after-school activities will focus on storytelling, speaking activities and some funny English games. The activities will be reviewed and shared among teachers in panel meetings. Evaluation will be conducted</p>					



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<p>each term. There will be lesson observation once a term.</p> <p><b>Contingency plan for ensuring continuous support</b></p> <p>The school will use CEG to top up the salary of TA if required.</p>					