

SCHEDULE – APPROVED PROPOSAL

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

School Name: Confucian Tai Shing Primary School

Application No.: A 058 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 7
2. 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	6	5	1	1	2	1	16

3. 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	6	5	2	2	2	1	18

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)
Primary Literacy Programme (PLP-R/W)	P.1-3	Reading and Writing	NET Section, EDB
Support service of School-based Curriculum Development (English Language) in Primary School	P.1-2	Focus on the development of school-based English curriculum	NET Section, EDB

**(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. To enhance a smooth curriculum continuity through making holistic planning of KS1 & KS2 curriculum	1. Purchase of reference books for development	P.1 – P.6
	2. Employ a supply teacher to release panel heads in curriculum planning	
	3. Engaging a service provider to conduct training workshops on curriculum planning, teaching strategies on reading and writing and leadership skill development	
2. To improve students' reading and writing ability in using a range of reading strategies to understand the meaning of texts in KS1 and KS2	4. Purchase of readers for the development	P.1 – P.6

(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
To employ a full-time teaching assistant to assist English teachers in developing more quality English language learning resources for students at P.1 to P.6 to enrich the English language environment in school and enhance e-learning					
<p>The proposed initiative will provide students with accessible learning materials which students can learn at their own pace according to their English proficiency.</p> <p>Students will be more motivated to learn with active participation in the production of the videos.</p> <p>1.1 <u>Objectives:</u></p> <ul style="list-style-type: none"> ❖ To assist in developing teaching and learning resources for enriching the English language environment for Campus TV and at school; ❖ To enhance e-learning and to cater for the needs of less able students; and ❖ To provide students with opportunities to use English in authentic contexts <p>1.2 <u>Expected Qualifications and Experience</u></p> <ul style="list-style-type: none"> ❖ A Bachelor degree is preferable ❖ Should be proficient in English ❖ Have experience in producing videos ❖ Familiar with Campus TV and Flipped Classroom 	P.1-P.6	<p>Second term of 2017/18 school year to First term of 2019/20 school year</p> <p>From January 2018 to July 2018</p> <p>Co-planning the prospects, direction and the content of the e-learning resources bank.</p> <p>Development and production of videos.</p>	<ul style="list-style-type: none"> - Produce a full set of phonics learning videos for P.1-P.6. In total, over 30 videos will be produced. - Produce at least 3 video clips for flipped classroom per term for each level. - Produce at least 1 video clip with students' involvement per class per term. - Produce full sets of self-learning cards for P.1-P.6. 	<ul style="list-style-type: none"> - Teaching and learning resources banks are established. Teachers and students can use them sustainably. - Sharing sessions and workshops on how to develop quality English language learning resources for teachers, students and parents will 	<ul style="list-style-type: none"> - Regular meetings for progress-checking and evaluation (at least once per month) to inform all English teachers the content and the way to use the newly produced clips. - Review the production rate and utilization rate of the video clips - Review the quantity and quality of learning

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 (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>can improve their phonics skills during this student-centered learning process.</p> <p>Alternatively, teachers may also use the clips in lessons as useful teaching resources and correct students' mistakes promptly.</p> <p>English teachers and all the NETs are involved in co-planning the key elements, the story maps and approaches of this series of phonics videos. Only the NETs will be in the videos to demonstrate the correct pronunciation of each sound. Students who will take up supporting roles in the videos will be chosen from each class by the English teachers. They will be demonstrators and read aloud the sound after the NETs. The videos can promote effective English language learning for students by equipping them with phonics skills, which help students to build up the confidence and skills they need for reading aloud and speaking.</p> <p>Students will have to mark down their self-learning progress in their self-learning booklets and finish phonics worksheets after watching the videos. The English teachers and class teachers will check their progress periodically. The video clips will also be played during English lessons and tutorials.</p> <p><i>(ii) Flipped Classroom for P.1 to P.6</i></p> <p>Teachers can produce videos about related teaching topics for students as self-directed learning before the lessons, making the lessons more interesting and focused. This also helps students boost their confidence by watching the videos as many times as they want before the lessons. It is proposed to produce at least 3 video clips for flipped</p>			<ul style="list-style-type: none"> - 50 % of the teachers will acquire the knowledge and skill in developing more quality English language learning resources for students. - 60% of the teachers will acquire the knowledge and skills in incorporating quality English language learning resources in their teaching. 		<p>phonics clips' and their effectiveness.</p>

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
<p>the series of videos. All levels of students will be invited. We will openly recruit the student actors/ actresses. We will choose the students based on results of the audition, characters of the role-plays, students' enthusiasm and English proficiency. Student actors will be provided with opportunities to act with the NETs in authentic contexts. At least 1 video clip for each class will be produced for each term, which means around 24 video clips per term.</p> <p><i>(iv) Videos for promoting English activities for P.1 to P.6</i></p> <p>Students are the key actors in the promotion videos for activities planned by the English Department, for example, the Halloween Catwalk Show. We try to provide students with opportunities to use English in authentic contexts to boost their confidence to speak English and widen their horizon through video production. All levels of students will be invited to be the actors/actresses. We will openly recruit the student actors/actresses. We will choose the students based on the audition, characters of the role-play, students' enthusiasm and English proficiency. Actors will be provided with opportunities to act with the NETs in authentic contexts.</p> <p>The TA will assist the English teachers in :</p> <ul style="list-style-type: none"> ✓ co-planning the key elements, story maps and approaches of the making of the videos; ✓ training student actors in English for shooting programmes. We invite all students to join and be the actors and actresses. The English class teachers will choose the leading roles based on the personalities of the characters in the videos. The school's English teachers, the NETs and the TA will choose the key 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation ³
<p>Students can use their tablets to scan the QR code on the self-learning cards. Then, they will be directed to the links for language activities such as stories, songs and games. Students have to answer some questions after each activity. More able students could choose the higher level cards which would direct them to more difficult and challenging tasks from the cards. Less able students may choose the lower level cards which will direct them to simple tasks which help them consolidate their basic knowledge. They can move on to choose the high-level cards if they accomplish the basic ones.</p>					