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

Appendix 5

School Name:<u>Shanghai Alumni Primary School</u>(English)

Application No.:B<u>107</u> **(for official use)**

(A)   General information:

1.   No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>14</u>

2.   No. of approved classes in the 2017/18school 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 2017/18school 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	4	4	4	4	4	24

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum receivedin 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)
Professional Development Scheme	P.3	Catering for individual learning needs	EDB

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

Strengths	Opportunities
1. A school-based curriculum that engages students in different language contexts is in place. • Key Stage One students are equipped with basic literacy skills to help tackle a more intensive programme with a focus on speaking and writing in Key Stage Two. • Students are exposed to rich learning experiences through enrichment and self-directed learning programmes. 2. School resources enable collaboration and networking with teachers of other schools and external organizations. • Results are encouraging as students perform well in internal assessments and external assessments such as BCA and Cambridge English Exams.	1. Financial backing allows additional expertise to boost students' learning. The availability of external funding/resources makes it possible to implement programmes to address diverse needs of students, especially those of Key Stage Two. 2. Enrichment activities can facilitate the acquisition of language skills and development of proper attitudes in learning. 3. Infrastructure is constantly upgraded to support teaching and learning.
Weaknesses	**Threats**
1. Teachers struggle with covering the intensive curriculum contents within the tight schedule. 2. Study habits of students: • Students need help with organising their learning. • Their school work suffers because of the lack of preparation and procrastination. 3. Teachers face challenges adopting approaches to accommodate diverse needs. Giving differentiated instruction to diverse classes is still challenging. 4. Teachers need to acquire new strategies to engage students in class. 5. Parental support is inadequate.	1. Teachers often find themselves receiving constant pressure from parents.

(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
1. Incorporation of drama techniques in language teaching	• Procure consultancy service to conduct drama workshops for students and teachers. • Purchase play scripts for drama performances	P. 4
2. Script Writing Programme	• Procure consultancy service to conduct writing workshops for students and teachers.	P. 5

Reasons for deploying the PEEGS grant for the drama programme for the same level (P.4) are as follows:

Our P. 4 students in the coming school year are from tremendously diverse backgrounds. To ensure effective learning for all students, teachers need to develop a better understanding of various teaching strategies. To achieve this goal, we need to bring in expertise to help us polish our teaching techniques. Drama is an effective and valuable teaching strategy because of its impact to engage active learning as well as enhancing oral skills development. Moreover, a great strength of drama is in its appeal to different learning styles. Even the shyest students benefit from the lessons.

(D) 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☑ the appropriate box(es) below)	Proposed usage(s) of the Grant (Please☑ the appropriate box(es) below)	Time scale (Please☑ the appropriate box(es) below)	Grade level (Please☑ the appropriate box(es) below)
✔ Enrich the English language environment in school through - conducting more English language activities ☐ 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)* ☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☐ 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" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☐ Purchase learning and teaching resources ☐ Employ full-time* or part-time* teacher *(*Please delete as appropriate)* ☐ Employ full-time* or part-time* teaching assistant *(*Please delete as appropriate)* ✔ Procure service for conducting English language activities	✔2018/19 school year ✔2019/20 school year	☐ P.1 ☐ P.2 ✔ P.3 ✔ P.4 ✔ P.5 ✔ P.6 ☐ Others, please specify (e.g. P1-3, P5-6): _____ _____ _____

(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 *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
(1) To procure professional services for conducting P.4 Drama Programme to enrich the English language environment in school					
Objectives of the proposed initiative: ➢ To enable learners to use English appropriately in real-life situations and for expression of more complex emotions and ideas; ➢ To enhance students' communicative competency; and ➢ To further enrich teachers' knowledge in drama instruction ➢ To ensure the practical application of learnt grammar items, vocabulary and sentence patterns in different contexts **Qualifications and requirements of the drama instructor(s):** ➢ Native English speaker(s), degree holder(s) in drama education and with minimum 2 years' experience in English language teaching **Implementation:** ➢ *Course structure* Approximately 2 double lessons per month will be allocated to the programme. ➢ A drama teaching pack with students' journal and other teaching materials will be produced by both local teachers and the instructor(s) to incorporate drama into the core curriculum. ➢ *Skills to cover* - pronunciation/tone/stress/diction - voice projection - body movement and facial expression	P.4	**Sept 2018 – May 2019** **Co-planning** Sept 2018:2 hrs Nov 2018: 2 hrs Jan 2019: 2 hrs Mar 2019: 2 hrs **Implementation** Sept 2018 – May 2019 **Evaluation** Oct 2018 - May 2019 Assessment forms for teachers and instructor(s) to document students' performance May 2019 Student self-evaluation and peer assessment to collect their responses after mini-performance lessons	14 units of work (including mini-performance) will be developed for 14 double lessons. Tasks are designed to reflect teachers' knowledge and understanding of the elements of drama as a tool for learning. Each unit plan will include simple games and activities to elicit spontaneous responses, encourage voice projection and confidence. Units of work for **Lessons1 – 4:** - Introduction of verbal and non-verbal skills - Introduction of stage positions and blocking **Lessons 5 –9** - Introduction of story/script co-developed by	Elements of drama will be infused into the P.4 core curriculum and materials will be kept in our data bank for future use. P.4 teachers will share the results of their trial lessons with panel members. All teachers will benefit from the sharing and put the new strategies into practice to ensure professional enhancement.	Co-planning/ Review meetings of the instructor(s) and local teachers once every three weeks to discuss materials, teaching strategies and the unit plans Assessment forms and questionnaires for instructor(s) and teachers to gather feedback Self-evaluation and peer assessment forms for students

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
- stage presence - creativity/improvisation - collaboration and problem solving ➢ At the outset, drama instructor(s) will introduce drama-related vocabulary. ➢ Acting and improvisation techniques will be covered. Drama activities such as blocking, role play, improvisation, mime and quick games will be delivered. ➢ Students will work on a script and be taught how to analyse it: - Setting: Where does the story take place? - Time: When does it take place? - Plot: What is the story about? - Theme: What message is being conveyed? ➢ Students will get into groups and practise a scene with the support of the instructor(s) and teachers. ➢ Students will stage a performance for the inter-class drama competition in the last two sessions of the course. **Collaboration between teachers and drama instructor(s):** ➢ There will be 4 co-planning meetings involving both the instructor(s) and teachers. ➢ 4 demonstration lessons will be conducted by the instructor(s) and observed by local teachers. ➢ 4 co-taught lessons will be conducted by both the instructor(s) and teachers. They will take up at least 50% of the teaching in class. ➢ 4 trial lessons will be conducted by teachers with the instructor(s)providing on-site support and feedback. ➢ A mini-performance will be conducted in the last two lessons. ➢ *Follow up after class* - The instructors(s) will give feedback on teachers' performance.			the instructor(s) and local teachers - Analysis of characters/plot **Lessons 10 -12** - Blocking - Setting - Props - Sound effects - Rehearsal **Lessons 13 -14** - Mini-performance - Feedback The following materials will also be developed: - Students' journal - Teaching materials such as PowerPoint slides and students' handouts 70% of students will improve their pronunciation, stress and intonation as evidenced by formative and summative assessment results. 70% of students will be able to communicate with effective body		

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
- Teachers will apply acquired skills in their teaching. - A customized script will be drawn up for the mini-performance of the course. **Copyright:** ➢ Our school will be entitled to the copyright of all course materials and students' works upon completion of the project.			language with or without using their voices as reflected by their performance in the end-of-the-course shows. 70% of teachers will be able to apply techniques they have acquired in their lessons. They will have a better idea on how to enrich the teaching of the four skills using drama.		

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
(2) To procure professional services for introducingP.3 Theme-based Learning Unit: The World Around Us to enrich the language environment in school					
Objectives of the proposed initiative: ➢ To bring cultural diversities into the classroom; ➢ To develop children's curiosity about the world, creativity and personal initiative; ➢ To foster students' reading and communication skills; ➢ To facilitate learning through the use of learning apps; and ➢ To address learner diversity through class activities ➢ To ensure the practical application of learnt grammar items, vocabulary and sentence patterns in different contexts **Qualifications and requirements of unit instructor(s):** ➢ Native English speaker(s), degree holder(s) preferably with 2 years' experience in English language teaching **Implementation:** ➢ *Course structure* Approximately 2 double lessons per month will be allocated to the unit. A theme-based learning course book and students' journal will be developed by both local teachers and the instructor(s) to incorporate non-fiction reading lessons into the core curriculum. ➢ *Skills to cover* Reading - understand key features of non-fiction texts e.g. graphics, articles, charts and posters; - build vocabulary skills (using prior knowledge and contextual clues);and - draw inferences from texts Speaking	P.3	Sept 2018 – Mar 2019 **Co-planning** Sept 2018:2 hrs Oct 2018: 2 hrs Nov 2018: 2 hrs Jan2019: 2 hrs **Implementation** Sept 2018–Mar2019 **Evaluation** Oct2018 - Mar 2019 Assessment forms for teachers and instructor(s) to document students' performance Mar 2019 Student self-evaluation and peer assessment to collect responses after project learning lessons	12 units of work will be developed for12 double lessons. The course book produced by English teachers and the instructor(s)will include information about culture, food, festivals, animals, transportation and education of English-speaking countries. *Nearpod* presentations, quizzes, open-end questions and assessments will be created. 80% of students will acquire cultural knowledge which enables them to conduct effective cross-cultural communication. 70% of students will acquire target vocabulary and language skills	Theme-based learning will be incorporated into the core curriculum and materials will be kept in our data bank for teachers' use after the project. P.3 teachers will share the results of their trial lessons with panel members. All teachers will benefit from the sharing.	Co-planning/ Review meetings of instructor(s) and local teachers once every three weeks to discuss materials, teaching strategies and the lesson plans Assessment forms and questionnaires for instructor(s) and teachers to gather feedback Self-evaluation and peer assessment forms for students Analysis of formative and summative assessment results

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
- engage students in meaningful conversations on an interesting topic; and - involve them in stimulating activities such as debates Writing/Project skills - record information and communicate ideas effectively; - list attributes of an object/animal; - write letters to a friend; - write an informational report on a subject; - make a poster, a brochure and a recipe; and - complete journal entries Self-learning and e-learning skills - use an online dictionary to find definitions of new words and identify clues for guessing words meanings in context; - use *Nearpod, a* learning app to enhance comprehension skills and creativity; and - conduct online research for information pertaining to countries such as Canada, United Kingdom, Australia and South Africa. ➢ Students will work in groups. Instructor(s) will walk them through core texts. Local teachers will offer less able students language support while instructor(s) will help more able students think critically, learn autonomously and work collaboratively with each other. ➢ *Nearpod* presentations will be incorporated into lessons. Built-in features of the app will allow flexible and self-paced learning and cater for diverse learning needs. For instance, less able students can use features such as *Poll, Quiz, Draw it* while more able students will use more advanced features such as *Open-end answers* and *Collaborate* for sharing of ideas.			derived from the theme. 70% of students will acquire project-learning skills such as critical thinking and problem-solving. 70% of students will develop self-learning skills through engaging themselves in e-learning tasks. 40% of students will make progress in speaking and reading assessments. 70% of teachers will be able to conduct language projects effectively in class.		

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
Collaboration between teachers and the instructor(s): ➢ There will be 4 co-planning meetings involving the instructor(s) and teachers. ➢ 4 demonstration lessons will be conducted by instructor(s) and observed by local teachers. ➢ 4 co-teaching lessons will be conducted by both the instructor(s) and teachers. They will take up at least 50% of the teaching in class. ➢ 4 lessons taught by local teachers will be observed and instructor(s) will give support and feedback. ➢ Follow up after class: ➢ The instructor(s)will give feedback on teachers' performance. ➢ Teachers will apply acquired skills in their teaching. ➢ A funfair and variety show will be held in the second term for students to use the language and knowledge in real-life situations. **Copyright:** ➢ Our school will be entitled to copyright of all course materials and students' works upon completion of the programme.					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
(3) To procure professional services for conducting the P.5 Presentation Workshop with an English language environment					
Objectives of the proposed initiative: ➢ To help learners develop effective presentation skills; ➢ To improve students' confidence and competence in speaking; and ➢ To enrich teachers' expertise in the teaching of public speaking ➢ To ensure the practical application of learnt grammar items, vocabulary and sentence patterns in different contexts **Qualifications and requirements of workshop instructor(s):** ➢ Native English speaker(s), degree holder(s) preferably with minimum 2 years' experience in English Language Teaching **Implementation:** ➢ *Course Structure* Approximately 2 double lessons per month will be allocated to the workshop. ➢ A teaching pack on presentation skills and checklist for performance assessment will be produced by local teachers and the instructor(s) to incorporate public speaking into the core curriculum. ➢ *Skills to cover* Verbal skills - Vocal variety - Articulation - Intonation and stress - Phrasing - Opening/Closing communication Non-verbal skills	P.5	Sept 2019-May 2020 **Co-planning** Sept 2019:2 hrs Nov 2019: 2 hrs Jan 2020: 2 hrs Mar 2020: 2 hrs **Implementation** Sept 2019 – May 2020 **Evaluation** Oct 2019 – May2020 Assessment forms for teachers and instructor(s) to document students' performance May 2020 Student self-evaluation and peer assessment to collect responses after the class contest	14 units of work (including class contest)will be developed for 14double lessons. Tasks are designed to reflect teachers' knowledge and understanding of teaching strategies for enhancing presentation skills. A checklist will also be designed to assess students' performance in class. 70% of students will improve their pronunciation, stress and intonation in classroom interactions. 70% of students will make their speeches fluently and confidently. 70% of students will be able to deliver presentations during	Elements of public speaking will be incorporated into the core curriculum and materials will be kept in our data bank for all teachers' use after the project. P.5 teachers will share the results of their trial lessons with panel members to encourage them to try out presentations in class. All teachers will benefit from the sharing.	Co-planning / Review meetings of the instructor(s) and local teachers once every three weeksto discuss materials, teaching strategiesand the lesson plans Assessment forms and questionnaires for instructor(s) and teachers to gather feedback Self-evaluation and peer assessment forms for students Analysis of formative and summative assessment results

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
- Facial expression. - Body language/gestures - Eye contact <u>Organization skills</u> - Gathering and selecting information - Structuring information and clarifying ideas ➢ The workshop will start with students brainstorming ideas about a set theme. Pointers on how to improve communication skills will be given to students. ➢ Students will then learn relevant phrases and sentence starters. ➢ Students will get into groups and discuss the topic. Supported by instructors and teachers, they will share the results of their discussion with the rest of the class. ➢ Once students have acquired basic presentation skills, they can practise giving presentations during other lessons on any given topic. ➢ A class contest will be held in the last two lessons. Students will showcase their learning in weekly morning assemblies and at English Corner during recess. **Collaboration between teachers and the instructor(s):** ➢ There will be 4 co-planning meetings involving the instructor(s) and teachers. ➢ 4 demonstration lessons will be conducted by the instructor(s) and observed by teachers. ➢ 4 co-taught lessons will be conducted by the instructor(s) and teachers. Both will take up 50% of the teaching in class. ➢ 4 trial lessons will be conducted by teachers and instructor(s)will provide on-site support. ➢ 2 lessons on class contest will be held in the last two sessions of the workshop. ➢ *Follow up after class*			morning assemblies and English Room activities. 70% of students will be able to communicate with effective body language. 40% of students will make improvements in speaking assessments. 70% of teachers will develop a better understanding of the teaching of public speaking.		

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
- The instructor(s)will give feedback on teachers' performance. - Teachers will apply acquired skills in their teaching. - Outstanding students will be nominated to deliver a speech on Campus TV. **Copyright:** ➤ Our school will be entitled to the copyright of all course materials and students' works upon completion of the workshop.					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
(4) To procure professional services for introducing theP.6 National Geographic Learning Unit : Kids programme to enrich the English language environment					
Objectives of the proposed initiative: ➢ To help learners develop non-fiction reading skills; ➢ To offer opportunities for students to read articles such as wildlife, science, technology and popular culture; and ➢ To enrich teachers' expertise in conducting non-fiction reading classes ➢ To ensure the practical application of learnt grammar items, vocabulary and sentence patterns in different contexts **Qualifications and requirements of unit instructor(s):** ➢ Native English speaker(s), degree holder(s)preferably with minimum 2 years' experience in English language teaching **Implementation:** ➢ *Course Structure* Approximately 2 double lessons per month will be allocated to the unit. ➢ A unit pack, response journal and self-learning profilewill be produced by local teachers and the instructor(s) to incorporate non-fiction reading into the core curriculum. ➢ *Skills to cover* - Decoding new words - Developing inferential skills - Identifying important information - Evaluating sources - Using and gathering information for completing projects or written/verbal reports ➢ The instructor(s) and teachers will connect new	P.6	Sep 2019- May 2020 **Co-planning** Sep 2019:2 hrs Oct 2019: 2 hrs Nov/Dec 2019: 2 hrs Mar 2020: 2 hrs April 2020: 2 hrs **Evaluation :** Oct 2019 – Apr 2020 Assessment forms for teachers and instructors to document students' performance. Student self-evaluation and peer assessment to collect responses after the class contest.	12 units of work will be developed for 12double lessons. Tasks are designed to reflect teachers' understanding of teaching non-fiction classes. Relevant teaching materials such as PowerPoint slide shows and teaching notes will also be produced. A checklist will be designed toassess students' performance. 70% of students will develop a regular reading habit and build up their knowledge of science and social issues. 40% of students will develop non-fiction reading skills such as academic	Non-fiction reading lessons will be incorporated into the core curriculum and materials will be kept in our data bank for use after the project. P.6 teachers will share results of their trial lessons with panel members.	Co-planning / Review meetings of the instructor and local teachers once every three weeks to discuss materials, teaching strategies and the lesson plans Assessment forms and questionnaires for instructor(s) and teachers to gather feedback. Self-evaluation and peer assessment forms for students Analysis of formative and summative assessment results

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information to students' previous knowledge using magazine articles in class. <u>Before reading</u> - Students will scan pictures, bold prints, titles, headings and captions and make prediction. <u>While reading</u> - Students will break texts into smaller chunks, re-read them and create graphic organizers. <u>After Reading</u> - Students will answer factual, interpretive and inferential questions related to the texts. They will then be asked to find out more about the topic for reports and presentations. - Students will showcase their learning in weekly morning assemblies and at English Corner during recess. - Students will write their feedback on Response Journal. - Students' reading progress will be recorded in "Self-learning Profile".			vocabulary, descriptive language and comprehension strategies as evidenced by reading assessment results.		

Collaboration between teachers and the instructor(s):
- ➢ There will be 5 co-planning meetings involving the instructor(s) and teachers.
- ➢ 4 demonstration lessons will be conducted by the instructor(s) and observed by local teachers.
- ➢ 4 co-taught sessions will be conducted by the instructor(s) and teachers.   Both will take up 50% of the teaching.
- ➢ 4 trial lessons taught by local teachers will be observed by the instructor(s).

- ➢ *Follow up after class*

  - The instructor will give feedback on teachers'

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
performance. - Teachers will apply acquired skills in their teaching. - Students will make group/individual presentations in the activity week at the end of the term. - A teaching pack will be kept in e-learning database where it becomes available to students for self-learning. - Outstanding students will be nominated to deliver a presentation on Campus TV. **Copyright:** ➢ Our school will be entitled tothe copyright of all course materials and students' works upon completion of the project.					