

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

**School Name:** Shatin Public School (English)

**Application No.:** C 134 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 3

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	1	1	1	1	1	1	6

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 (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)
Seed Project - Enhancing Learning and Teaching of English Language for Students with Intellectual Disabilities (ID) in special schools	P.1-S.3	Curriculum Design and Update	Curriculum Development Institute Education Bureau Hong Kong Baptist University

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. We have a strong teaching team in our school. Teachers are hardworking and co-operative.</li><li>2. There is a NET in our school since 2018/19. NET section provides good support in promoting reading as well as enriching the English language environment.</li><li>3. We have joined the seed project on curriculum design and update for two years.</li><li>4. Parents are supportive of English learning in our school and they welcome more language activities to be held.</li></ol>	<ol style="list-style-type: none"><li>1. Our teachers are willing to learn new pedagogy and ready to update the existing curriculum.</li><li>2. The PEEGS will provide us with the opportunity and extra resources to conduct language activities to enrich English language environment in our school.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Our school is a special school with intellectual disabilities (IDs) and autism students who come across great difficulties in writing and speaking English.</li><li>2. Our English Language curriculum is outdated and should be refined.</li><li>3. As English is not a major subject in special schools, students only have three 35-minute English lessons every week.</li></ol>	<ol style="list-style-type: none"><li>1. Students have limited exposure in learning English.</li></ol>

**(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>
Not applicable		

**(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 conducting more English language activities*; and/or – <del>developing more quality English language learning resources for students*</del> <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 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 checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</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>

**(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 procure professional services for conducting a drama programme to enrich the English language environment at P.1 to P.6					
<p><b>Background and Objectives:</b></p> <p>With only three English lessons per week, the opportunities for our students to learn English in school are rather limited. Therefore, our school would like to organise more English language activities for students to learn and use English in authentic contexts for communicative purposes.</p> <p>Besides, 90% of our students are autistic students. They are not very motivated and encounter great challenges in learning English. The proposed drama programme will boost their interest and confidence in learning English through different fun and interactive activities in an English language-rich environment. The drama programme aims to:</p> <ul style="list-style-type: none"> <li>✧ provide students with an opportunity to build up their team spirit and work together cooperatively especially for autism students;</li> <li>✧ allow them to express themselves more effectively enough (clear pronunciation, appropriate stress and intonation) to be understood by peers and audience in different situations;</li> <li>✧ let them develop positive influence on each other and put themselves into other people's shoes;</li> </ul>	<p><b>P.1-P.3</b> (Key Stage 1: 6 groups)</p> <p><b>P.4-P.6</b> (Key Stage 2: 6 groups)</p>	<p><b>P.1-P.3 &amp; P.4-P.6</b> <b>2019/2020</b> (all year round)</p> <p>Planning, Demonstration, Trial, Implementation, Evaluation</p> <p><b>P.1, P.4:</b> <b>Group 1,2</b> (Sept - Nov, 2019);</p> <p><b>P.2, P.5:</b> <b>Group 3,4</b> (Nov, 2019 -</p>	<p><b><u>On activities:</u></b> A drama teaching pack of the drama programme to enrich the language environment for each key stage with a total of 10 sets of graded resources such as drama scripts, worksheets, PowerPoint slides and lesson plans will be prepared covering ten 70-minute drama sessions in a year.</p> <p>One in-class mini-performance will be arranged</p>	<p>The drama resources developed will continue to be refined and properly kept for ensuring future implementation.</p> <p>Teachers will acquire the knowledge and skills of conducting drama lessons, so that they are able work on their own to integrate drama elements into daily classroom teaching and</p>	<p>Co-planning and review meetings will be arranged between the core team and the instructor. Meeting records will be properly retained for keeping track of progress and/ or for evaluation.</p> <p>Lesson try-outs by the teachers will be video-taped for evaluation.</p> <p>An evaluation meeting among core team members will be held at the end of</p>

<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>           ✧ enhance their listening comprehension and speaking skills as well as their confidence in using English through physical, visual and immediate experience in various drama activities;            ✧ manipulate gesture, body movements and facial expressions to express appropriate emotion and deliver meaning in dramatizations;            ✧ let them enjoy and appreciate language arts through drama activities; and            ✧ bring about professional enhancement for English teachers to learn about pedagogy of teaching drama in the classroom and incorporate drama elements into their future teaching.         </p> <p><b>Preferred qualifications and requirements of the drama instructor</b></p> <p>A bachelor's degree holder with professional qualifications in drama education and preferably previous working experience related to Special Educational Needs (SEN) students will be employed to deliver the drama programme.</p> <p><b>Composition of the core team and Collaboration with the drama instructors</b></p> <p>The core team will comprise of four teachers including English Panel Chair, the NET and two local English teachers. The teachers will work closely with the drama instructor(s) in different development stages of the programme for:</p> <p>✧ formulating drama lesson plans and drama activities in five co-planning meetings before the start of and during the programme per key stage;</p>		<p>Mar, 2020)</p> <p><b>P.3, P.6</b> <b>Group 5,6</b> (Mar - Jun, 2020)</p>	<p>for students to showcase their learning outcomes in each group of both key stages.</p> <p><b><u>On students' performance:</u></b> 70% of Primary 1 to 6 students' confidence in speaking English and interest in learning English through drama will be improved.</p> <p>60% of Primary 1 to 6 students will improve their listening and speaking assessment results by 5 % in 1 year's time.</p> <p><b><u>On existing English teachers' professional enhancement:</u></b> All English teachers involved</p>	<p>develop similar programme in the future especially suitable for assisting autistic students to improve their eye contact, facial expression, spatial awareness and language skills.</p> <p>Some drama lessons and performance will be video-taped for sharing and future reference.</p> <p>Sharing session will be conducted at the end of each term to share the drama teaching experiences.</p>	<p>each term to offer feedback on students' progress and evaluate the effectiveness of the drama programme. Modification along with follow-up actions will be carried out if necessary.</p> <p>Assessment data of Primary 1 to 6 students in listening and speaking exams will be analysed.</p> <p>The final performance of all the groups in Primary1 to 6 will be video-taped for evaluation and sharing.</p> <p>Questionnaires for evaluating the effectiveness of</p>

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<ul style="list-style-type: none"> <li>✧ co-developing materials for the drama programme;</li> <li>✧ arranging demonstrations of the instructor (24 sessions/ key stage);</li> <li>✧ co-teaching in the drama lessons (18 sessions/ key stage);</li> <li>✧ arranging trial-runs and lesson observations (12 sessions/ key stage);</li> <li>✧ organizing mini-performance (6 sessions/ key stage);</li> <li>✧ reviewing lesson effectiveness after class in five review meetings per key stage; and</li> <li>✧ modifying lesson materials based on feedback in review meetings to ensure smooth implementation of the programme in the future.</li> </ul> <p>Professional sharing sessions will be conducted by the core team at the end of each term to share their experiences in the drama programme with other English teachers, so that everyone will be able to integrate drama teaching elements into the future English curriculum.</p> <p>Teachers will make full and sustainable use of the newly-produced drama teaching materials after the completion of the project.</p> <p>Terms and conditions will be clearly stated in the contract with the service provider to ensure that the school will have the rights to use the materials after the contract period.</p> <p><b>Drama programme:</b></p> <ul style="list-style-type: none"> <li>✧ The drama sessions will be held during the 70-minutes co-curricular activity periods on every Tuesday for all P.4-P.6 and every Thursday for all P.1-P.3 throughout the project</li> </ul>			<p>will enrich their knowledge in the teaching of drama.</p> <p>All English teachers involved will apply the skills/ knowledge acquired and drama activities learnt from the drama programme into their teaching.</p>		<p>the drama programme will be finished by both teachers and students in each term.</p>

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<p>year.</p> <p>✧ During co-curricular activity periods, students of each key stage will be divided into 6 groups to join 3 different weekly talent groups/ programmes throughout the year. Each time, 2 groups of students of the same grade level (with different abilities) will attend the drama programme in separate venues for about 10 weeks. They will swap to another co-curricular activity programme after every 10 weeks. Within the project year, all students will have a chance to participate in a 10-session drama programme. There will be tentatively 3 different themes to be covered in each key stage.</p> <p>✧ Lesson activities contains role-play, reader's theatre, drama games, activities emphasising on eye contact, facial expression, spatial awareness, communication skills and simple script-rewriting/ editing.</p> <p><b>Tentative themes:</b></p> <p>✧ The drama programme for both key stages will be thematically or linguistically aligned with the current English curriculum in school. For each key stage, 3 different themes will be covered in the drama programme for students of different levels.</p> <table border="1" data-bbox="129 1171 965 1422"> <thead> <tr> <th>P.1</th> <th>P.2</th> <th>P.3</th> </tr> </thead> <tbody> <tr> <td>Classroom instructions</td> <td>Our school</td> <td>My family</td> </tr> <tr> <th>P.4</th> <th>P.5</th> <th>P.6</th> </tr> <tr> <td>Animals</td> <td>Activities we like</td> <td>Transportation</td> </tr> </tbody> </table>	P.1	P.2	P.3	Classroom instructions	Our school	My family	P.4	P.5	P.6	Animals	Activities we like	Transportation					
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<p><b>Skills focus</b> (*more advanced skills to be covered in KS2 or more able-groups)</p> <table border="1" data-bbox="129 395 965 1107"> <thead> <tr> <th data-bbox="129 395 510 472">Drama / Speaking skills</th> <th data-bbox="510 395 965 472">Generic skills/ Listening skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 472 510 1107">           -pronunciation/ tone of voice/ vary volume/ speed            -voice projection            -body movement            -stress and intonation            -*stage presence            -*imitate appropriate rhythm            -*use gestures and facial expressions to convey meaning and intention         </td> <td data-bbox="510 472 965 1107">           -*creativity            -collaboration            -problem solving            -recognise that audio clues (e.g. tone, volume) convey meaning            -recognise that clues from gestures and facial expressions convey speakers' intention, feelings and opinions            -*recognise the difference in the use of intonation in statements            - *identify the gist or main ideas in simple spoken texts (e.g. short stories) with the help of cues         </td> </tr> </tbody> </table> <p><b>Programme content</b>            In the drama programme, a variety of drama activities will be organised to develop students' interest and confidence in learning English and get them prepared for their final performance. Students with good performance will be invited to perform in school events like Graduation Ceremony.            (* more advanced tasks to be covered in KS2 or more able-groups)</p>	Drama / Speaking skills	Generic skills/ Listening skills	-pronunciation/ tone of voice/ vary volume/ speed -voice projection -body movement -stress and intonation -*stage presence -*imitate appropriate rhythm -*use gestures and facial expressions to convey meaning and intention	-*creativity -collaboration -problem solving -recognise that audio clues (e.g. tone, volume) convey meaning -recognise that clues from gestures and facial expressions convey speakers' intention, feelings and opinions -*recognise the difference in the use of intonation in statements - *identify the gist or main ideas in simple spoken texts (e.g. short stories) with the help of cues					
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Teaching content	Proposed activities					
1. Introduction of drama and warm-up games; 2. Developing sensory awareness: analysing and imitating sounds, using sound effects in dramatizations, using five senses in narrative pantomime; 3. Developing body awareness and spatial perception: imitating physical movement, *expressing moods and concepts via movement; 4. Reading aloud a script and developing characters through voice, dialogues, *facial expression and gesture, 5. Reading aloud with appropriate stress, intonation and *rhythm; 6. Joining with and responding to others in group dramatic activities; Developing interaction with other characters; 7. Working collaboratively to communicate the action of the drama with others; *Practising movements on stage; 8. Rehearsal with props prepared by teachers and refinement of the final script 9. In-class sharing/ Role-play (*Performing on stage with sound, makeup, costume and backdrops prepared by teachers) 10. Feedback and evaluation	Drama games (e.g. <i>Splat</i> ), Miming, Reader's theatre, Mirroring, Role-play					

