

**The focuses of the school's proposed English enhancement measures are:**

<b>Areas for improvement</b>	<b>Focus (e.g. language skills, knowledge etc.)</b>	<b>Proposed measure(s) to be funded by EEGS</b>
- Refinement of the English Language curriculum	- reading and speaking	- To integrate drama teaching into the school-based curriculum
- Development of a holistic curriculum in KS2	- School-based curriculum	- Employ a supply teacher for two years to create space for curriculum leaders to involve in the curriculum development

**How to implement the proposed measure(s) funded by EEGS?**

<b>Proposed measure(s)</b>	<b>Grade level</b>	<b>Time scale (month/ year)</b>	<b>Expected outcomes / Deliverables / Success criteria</b>	<b>Sustainability</b>	<b>Methods of progress-monitoring and evaluation</b>
<b>(1) Integrating drama teaching into the school based curriculum (P.2-3)</b>					
- Hire of consultancy to have 2 professional training sessions (3 hours each) for the English teachers to equip them with fundamental techniques and essential skills required to implement the English drama programme.  - 9 co-planning meetings for P.2 and 9 co-planning meetings for P.3 (1.5	P2-3	Oct 2011 -June 2012   2011-2013	- Co-work with the service provider in the development of the drama curriculum and teaching materials: teaching notes, written exercises and performance scripts	- A school-based drama programme will be developed. Drama skills, such as vocal projection, stage directions and acting, will be integrated	- Teachers will observe students' performance on the mastery of the drama skills, such as vocal projection, stage directions and acting).  - Feedback (survey) from students on the effectiveness of the drama

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<p>hours each) will be held in each level to develop the teaching strategies in each year. Drama Tutors will co-conduct the Drama lessons with the English teachers. Drama skills, such as vocal projection, stage directions and acting, will be integrated into the English curriculum (at least once every module). Teachers choose one drama skill to teach in each module.</p> <ul style="list-style-type: none"> <li>- Regular meetings will be arranged for the Drama Tutors and the English teachers to allow lesson co-planning, discussion and evaluation (approximately once every 4 weeks).</li> <li>- Four core team members (English panel chairperson, 2 vice panel chairpersons and a KS1 teacher) will be released by the inclusion of the supply teacher. Approximately 4-5 lessons will be released tentatively for each member. The tasks of the core team are as follows: <ul style="list-style-type: none"> <li>(i) Drama lessons: <ul style="list-style-type: none"> <li>- 9 co-planning lessons for each level</li> <li>- 4 teaching demonstration</li> </ul> </li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>- Teachers can enhance their knowledge and skills in mastering drama teaching through professional training workshops facilitated by the consultant.</li> <li>- Teachers will grow professionally in implementing drama in the English curriculum.</li> </ul> <p>Drama should be used as a tool to teach the four skills.</p> <ul style="list-style-type: none"> <li>- The teaching of the four language skills can be infused into the drama lessons which will be conducted once every module. Each module consists of two units of the same topic and will be taught in</li> </ul>	<p>into the English curriculum (at least once every module). Teachers choose one drama skill to teach in each module.</p> <ul style="list-style-type: none"> <li>- Teaching and learning materials on drama will be uploaded to the server for future retrieval.</li> <li>- Teachers can apply drama teaching skills and knowledge for future teaching.</li> <li>- Students will be motivated to learn and be interested in doing drama in</li> </ul>	<p>lessons. Students will write their feelings and experiences during the drama lessons.</p> <ul style="list-style-type: none"> <li>- Teachers' feedback (survey) on the effectiveness of the training programme will be collected.</li> <li>- All the involved teachers will be responsible for monitoring the performance of the service provider through regular meetings.</li> <li>- Each meeting will be recorded and the minutes will be kept for reference.</li> <li>- The use of drama will be used as a tool to teach the four skills in our school as a school based curriculum.</li> </ul>

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<p>and 4 lesson observation will be done by the Drama Tutors for each class. 2 peer lesson observations will be carried out by the English teachers. Teachers will have 4 tryout lessons alone.</p> <ul style="list-style-type: none"> <li>- Evaluation will be conducted once for each level each year on both teachers and students</li> <li>- Drama teaching will be conducted in class in P.2 and 3. Drama will be implemented in 4 modules (both GE and PLP-R) for each level.</li> </ul> <p>(ii) 3 types of collaboration are conducted:</p> <ul style="list-style-type: none"> <li>- 4 demonstration (taught by consultants and teachers observe) for each class,</li> <li>- 2 co-teaching (50% taught by teachers) for each class ,</li> <li>- 4 teachers try out (100% taught by teachers) for each class.</li> </ul>			<p>approximately 4 weeks (for both Primary 2-3). Simple script writing and acting out in class will be expected in each module. Students will be taught to read the texts and complete drama scripts based on our textbooks and readers so that the teaching of reading and writing can be merged. They will be taught to perform drama activities in class so that the teaching of speaking and listening can also be improved.</p> <ul style="list-style-type: none"> <li>- The school will ensure that the service provider has the copy right of the materials (videos/ links/ readers/</li> </ul>	KS2.	

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<p>(iii) Demonstration lessons should be conducted by the service provider since it is important to equip English teachers with fundamental techniques and essential skills required to implement the English drama programme.</p> <p>(iv) The programme will integrate with the mainstream curriculum. Teachers will be involved in the whole process, i.e. co-planning, co-teaching and try out by teachers.</p> <p>- 8 different teachers will be assigned to teach 8 different classes (4 for Primary 2 and 4 for Primary 3).</p>			<p>articles/ exercise), and the school will also have the copy right after the service period without any additional recurrent costs.</p>		
<b>(2) Developing a holistic curriculum in KS2 in reading and writing.</b>					
<p>- Employ a supply teacher for two years (1<sup>st</sup> year - full time, 2<sup>nd</sup> year – part time) to create space for curriculum leaders to involve in the curriculum development.</p> <p>- Refine the curriculum by identifying</p>	P. 4-6	2011-2013	<p>- to have a smooth curriculum continuity in KS2</p> <p>- The curriculum framework and</p>	<p>- A school-based curriculum will be established.</p> <p>- A resource bank on</p>	<p>- Reviewing the adapted curriculum.</p> <p>- Regular panel discussion to review the effectiveness of the lesson design.</p>

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<p>the core components of the vertical and horizontal curriculum of KS2. The focus is to improve the school-based curriculum in KS2, focusing particularly on planning a vertical development of the English curriculum. Teachers will work out a skill progression framework and identify relevant reading and writing skills to be taught from P4 to P6.</p> <ul style="list-style-type: none"> <li>- Refine the writing syllabus and assess the writing feedback. The core team will review the current writing tasks and look for improvement in writing task design and the way students' writing is marked.</li> <li>- Horizontal curriculum development will focus on the content, process and products of teaching and learning of reading and writing.</li> <li>- Core members will develop the school based curriculum and teaching materials: teaching notes, written exercises and teaching aids</li> <li>- Evaluation will be done after every refined module.</li> <li>- Co-planning meetings with all the English teachers lead by the core</li> </ul>			<p>developed materials will become our school-based curriculum.</p> <ul style="list-style-type: none"> <li>- Develop a vertical and horizontal linkage on the overall structure for organizing learning and teaching for KS2. Therefore the important areas of skills are covered in KS2.</li> <li>- Module guidelines outlining target vocabulary, sentence structures, grammar foci that students have to learn in each level in KS2.</li> <li>- Two modules are refined for each level (P.4-P.6) each school year.</li> </ul>	<p>teaching (KS2) is developed.</p>	<ul style="list-style-type: none"> <li>- Review students' work.</li> <li>- Pre-test results on reading and writing will be used to track students' progress.</li> <li>- Post-test results, formative reading and writing assessments will be used to evaluate students' reading and writing skills.</li> <li>- 1 peer lesson observation will be conducted on the teaching of literacy in KS 2 for each class in each school year.</li> <li>- Each meeting will be recorded and the minutes will be kept for reference.</li> </ul>

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<p>team members (once every 3 weeks).</p> <ul style="list-style-type: none"> <li>- Since process writing is not implemented in Primary 4-5 and not well established in Primary 6, process writing will be implemented in KS2.</li> <li>- New assessment will be implemented in KS2. One assessment will be conducted in each module for all Primary 4-6.</li> </ul>			<ul style="list-style-type: none"> <li>- New assessment methods such as peer assessment and parent assessment will be conducted once every module (in writing, reading and speaking skills). Each module consists of two units and will be taught in approximately 4 weeks (for all Primary 4-6).</li> <li>- Process writing will be implemented in KS2 (especially in Primary 4-5). Once every term for each level.</li> <li>- A package of teaching resources will be produced.</li> <li>- The writing and reading skills of the students are</li> </ul>		

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			improved which can be tracked by pre/post test and formative assessments.		

**Budget and cash flow (\$500,000)**

**2011/12**

**2012/13**

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|--|-------------|-------------|
| 1. Hiring of consultancy service   | about 17%   |             |
| 2. Professional development of teachers  |             |             |
| Teachers' Professional Development Workshop (Drama teaching)                     | about 1.8%  |             |
| 3. Employ a supply teacher   | about 54.9% | about 25.1% |
| 4. Purchase of books & materials (for drama teaching and curriculum Development) | about 1.2%  |             |