

A close-up photograph of a person's hand holding a small, young green plant seedling. The seedling has several small, bright green leaves and a thin stem. The background is a soft, out-of-focus green, suggesting an outdoor setting with foliage. The lighting is bright, highlighting the texture of the leaves and the skin of the hand.

**Grant Scheme on Promoting Effective
English Language Learning in Primary
Schools (PEEGS)**



Objectives & Scope

- To develop school-based English enhancement measures to further promote effective English language learning for enhancing the smooth transition between different key stages of English learning in tandem with incremental changes emerged from pedagogical and curriculum development. The measure(s) should aim to achieve sustainable effects after completion of the Scheme.
- To develop school-based curriculum initiative(s) targeting at area(s) set out below:
 - ✓ **enrich English language environment** in school through; **and/or**
 - ❑ conducting more English language activities; and/or
 - ❑ developing more quality English learning resources.
 - ✓ **take forward major area(s) of the updated English Language Curriculum (Primary) under “Learning to Learn 2.0”** through
 - ❑ promoting reading or literacy across the curriculum;
 - ❑ enhancing e-learning;
 - ❑ catering for learner diversity with equal emphasis on more able and less able students; and/or
 - ❑ strengthening assessment literacy.



Enrich English environment

Enrich English language environment

Examples of using the grant

➤ Employ **teachers/teaching assistants who are proficient in English** to help **provide students with more opportunities to use English in authentic context**

➤ Employ **supply teachers to create space** for curriculum leaders and teachers in the core team to **develop more quality English learning resources**

➤ Procure **professional services for conducting English language activities for students**, such as drama, choral speaking to cater for learning diversity

Develop School-based Curriculum Initiative(s)



Take forward major area(s) of the updated English Language Curriculum (Primary) under “Learning to Learn 2.0 ” through

- ❑ promoting reading or literacy across the curriculum;
- ❑ enhancing e-learning;
- ❑ catering for learner diversity with equal emphasis on more able and less able students; and/or
- ❑ strengthening assessment literacy.

Examples of using the grant:

- Employ **supply teachers** to **create space** for curriculum leaders and teachers in the core team to
 - **develop** the school-based English Language **curriculum and learning/teaching resources**
 - **organise co-curricular activities**
 - **participate in related professional development programmes**
- Employ **teachers/teaching assistants who are proficient in English** to
 - **assist or work** in collaboration **with existing English language teachers** in **implementing school-based curriculum initiatives**
- Procure **learning and teaching resources (such as, e-learning materials and books)**
- Procure **professional services** to **conduct co-curricular activities** for students to **promote reading or literacy across curriculum**



Enrich English Environment / Develop School-based Curriculum Initiative(s)

- Employ **teachers/teaching assistants who are proficient in English**
- Procure **professional services**

Do's and Don'ts

- ✓ **Teachers should be involved** in planning, developing and conducting the activities
- ✓ The **activities should tie in with the objectives of the Scheme** and have **sustainable impacts** on the learning and teaching of English
- ✓ **Students** should be trained to be **English ambassadors** to help conduct English learning activities

Teachers should **NOT**

- ✗ just ask the teachers/teaching assistants/service providers to prepare the plans and resource materials, and conduct the programmes → without getting involved in the planning and understanding the rationale of the design
- ✗ be observers without participation and professional development
- ✗ be merely responsible for administration duties and/or making logistics arrangement for the activities

The grant should **NOT** be used for

- ✗ hiring services for conducting programmes that do not have sustainable impacts
- ✗ conducting activities which are confined to a specific group of students



Enrich English Environment / Develop School-based Curriculum Initiative(s)

➤ Employ supply teachers

Do's and Don'ts

- ✓ Supply teachers should be employed to release the **curriculum leaders and the core team** who are involved in the planning, development and implementation of school-based curriculum initiatives
- ✓ Teachers attending professional development programmes should organise in-house **sharing sessions** after the training and suggest **action plans for trialling** what has been learnt

Supply teachers / teaching assistants should **NOT**

- ✗ be merely employed to reduce the workload of English teachers in general
- ✗ be assigned other duties not related to English language learning and teaching
- ✗ be used to release teachers to attend professional development programme(s) that does/do not match the focus of the school-based curriculum initiative(s)
- ✗ support teachers to enroll on award-bearing courses / take part in overseas immersion programmes

The curriculum leaders and the core team who are released from the teaching duties should **NOT**

- ✗ be assigned other duties (e.g. administrative duties)

Develop School-based Curriculum Initiative(s)

➤ Procure learning and teaching resources

Do's and Don'ts

Teachers should

- ✓ be actively involved in **planning on the effective use** of the learning and teaching resources to be procured/procured

The learning and teaching resources procured should

- ✓ **tie in with the school-based curriculum initiative(s) to be developed** under the Scheme
- ✓ **add value to the capacity of the school in promoting effective English language learning**

The grant should **NOT** be used for

- ✗ merely adding stock in the library
- ✗ procuring ready-made English language programmes (e.g. online reading programmes) that do not cater for learner diversity
- ✗ procuring services or practice materials to drill students in preparation for assessments
- ✗ purchasing hardware

Roles of School Heads

- Leading the school in **identifying the needs** of the students and teachers in the learning and teaching of English **in relation to the objectives and scope of the Scheme**
- **Deploying teachers** to form a core team to plan, implement and evaluate the English enhancement measures
- **Providing platforms for sharing** of information related to the Scheme and good practices related to the enhancement measures adopted
- **Ensuring the sustainability of the impact** on learning and teaching of English

Roles of Teachers

- Conducting a **holistic review** of the existing school-based English Language curriculum and **identify** the **needs** of the school in the learning and teaching of English **in relation to the target area(s) set out under the Scheme**
- **Addressing** the school's **needs and concerns** in the PEEG proposal in relation to the objectives and scope of the Scheme
- **Collaborating** with colleagues and/or professionals in the stages of planning, implementing and evaluating the school-based English enhancement measures

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Q & A