

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

School Name: Christian Alliance S Y Yeh Memorial Primary School (English)

Application No.: B102 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15

2. No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	6	5	5	31

3. No. of operating classes in the 2017/18 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)
Phonics based literacy programme	P.1-P.3	Reading, Writing, Speaking	Oxford University Press
'From Reading to Speaking' Programme	P.4-P.6	Reading, Speaking	Language Learning Support Section EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Co-planning and peer lesson observation routine has been established.2. Students' language foundation has been built by implementing the phonics-based literacy programme in Key Stage 1.3. Key Stage 2 students' language abilities have been further developed by implementing a school-based integrated programme developed by the NET and Local English Teachers (LETs), based on the previous school-based 'From Reading to Speaking' programme.4. English-rich environment has been created through organizing English Week and other English activities by the NET and LETs.5. Streaming class policy in Key Stage 2 allows teachers to cater for learners' diversities more effectively.	<ol style="list-style-type: none">1. Funding of PEEGS and support from EDB or other tertiary education institutes enhance teachers' teaching capacity building and students' English learning.
Weaknesses	Threats
<ol style="list-style-type: none">1. Based on TSA results, P.3 and P.6 students are poor in English.2. External Review Report reveals that students lack confidence in speaking English.3. English learning background of the P.1 intake is diverse.4. The text types of the reading materials in the school-based reading programme are limited.5. Lack of parental support for language learning outside school	<ol style="list-style-type: none">1. Students lack opportunities to use English in authentic contexts.

(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. Integration of a phonics-based literacy	<ul style="list-style-type: none">- Procure professional service for teacher training- Purchase learning and teaching materials	P.1-P.2
2. Development a school-based 'From Reading to Speaking' programme	<ul style="list-style-type: none">- Purchase learning and teaching materials- Hire a supply teacher	P.4-P.6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p>(*Please delete as appropriate)</p> <p><input checked="" 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” (*Please delete as appropriate)</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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate)</p> <p><input checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <p>_____</p> <p>_____</p> <p>_____</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 ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) Employ a qualified part-time supply teacher to create space for the core team members to promote reading across the curriculum (RaC) for P.5-P.6					
<p><u>Objectives</u></p> <p>The existing school-based reading curriculum lacks a wide variety of text types on different themes and topics. Hence, students’ reading skills development is confined. In addition, teaching resources of the present school-based reading curriculum are not graded; thus, students’ diverse learning needs are not catered.</p> <p>The RaC programme to be developed aims to expose students with various text types and develop students’ reading skills through printed books, online texts and multimodal texts with topics related to both the core General English curriculum and other KLAs. The RaC programme will help reinforce students’ learning experience in other KLAs and integrate the knowledge learned into English reading. Moreover, the teaching resources to be developed will be graded to support the students with different language proficiencies.</p> <p>P.5 and P.6 are chosen as the target levels as students have acquired basic reading skills and they are ready to progress from “learn to read” to “read to learn”. When students are equipped with the reading skills for “read to learn”, the transition from KS2 to KS3 will be smoother.</p>	<p>P.5 - P.6</p>	<p>P. 6 (Sept 2018 – June 2019)</p> <p>P.5 (Sept 2019 to – June 2020)</p> <p>Co-planning: all year round in 2018/19 and 2019/20</p> <p>Developing materials: all year round in 2018/19 and 2019/20</p> <p>Try-out: all year round in 2018/19 and 2019/20</p>	<p>12 teaching packages consisting lesson plans, graded worksheets as well as teaching and learning materials will be developed per level for P.5 in 2018/19 and P.6 in 2019/20. A total of 24 packages will be developed.</p> <p>The teaching and learning resources are designed for promoting reading across the curriculum and developing students’ reading skills and strategies.</p> <p>80% of P.5 - P.6 students’ confidence and skills in reading</p>	<p>The newly developed school-based curriculum will be implemented after completion of the project.</p> <p>P.6 teachers, who acquire the knowledge to develop the RaC programme, will co-develop the school-based reading curriculum with P.5 teachers for P.5 in 2019/20.</p> <p>The learning</p>	<p>All the meeting records meetings will be kept.</p> <p>Peer lesson observation will be conducted 5 times per level per term to monitor the learning and teaching effectiveness.</p> <p>The feedback of the peer lesson observation and the videos of the lessons will be used for evaluating students’ performance and improving the programme.</p>

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 (<i>preferably measurable</i>)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>A part-time supply teacher is proposed to be hired in 2018/19 to release core team members for the development and implementation of the RaC programme in P.6. With the experience in curriculum development in P.6, core team will be able to support the development of RaC programme in P.5.</p> <p><u>Core Team</u> The eight core team members include six teachers of the target levels, the panel chairperson and the NET. Excluding the NET, two lessons per week will be released from the each core team members. A total of 14 non-English lessons and other administrative duties per week.</p> <p>Two lessons per week will be released from each core team members. One lesson will be allocated for conducting co-planning meetings while the other one will be for developing and modifying the teaching and learning resources.</p> <p><u>Development and details of school-based RaC programme</u> <u>Co-planning</u> Co-planning meeting will be conducted once a week to develop the teaching and learning materials for the newly-developed initiative. The core team will select suitable reading materials and set the target reading skills as well as strategies of each RaC lesson.</p> <p>The core team members will refine the existing reading modules by integrating other printed texts, online texts or multi-modal texts as well as introducing different reading skills and strategies. Based on the materials developed, the core team will develop two more graded version, an easier version for less able students and more challenging version for more able students. Two more new reading modules will also be developed for each level in P.5 - P.6. Similarly, graded versions will also be developed.</p>		<p>Peer lesson observations: P.6: Dec 2018 P.5: Dec 2019</p> <p>Evaluation: all year round in 2018/19 and 2019/20</p>	<p>information texts will be enhanced per year.</p> <p>P.5 - P.6 students' results of formative assessments on reading skills will improve by 6% in 2 years' time.</p> <p>100% of the core team members will acquire knowledge of designing and conducting the reading workshop to promote reading across the curriculum workshops after the try-outs in 2018/19.</p> <p>100% of the participating English teachers will acquire the skills and conduct the reading workshops to RaC.</p>	<p>and teaching resources will be adjusted every year based on students' abilities and learning styles after completion of the project.</p> <p>All the lesson plans, worksheets and relevant teaching and learning materials will be saved in the school server for future use.</p> <p>All the lessons of the newly-developed initiative will be videotaped for sharing among existing teachers and for new teachers' teacher training in the future.</p>	<p>Evaluation meetings will be conducted.</p> <p>Formative assessments will be designed to assess students' mastery of the target reading skills and strategies after each module.</p>

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<p><u>Try-out</u> The core team will conduct four try-outs on the newly-developed plans. Each try-out consists of ten lessons.</p> <p>After the try-outs, the core team will have evaluating meetings to reflect on the effectiveness of the lessons plans and the teaching and learning resources as well as evaluate students' performance. Follow-up actions such adjustment of the teaching plans and modifications of the teaching and learning materials will be made if necessary.</p> <p><u>Peer lesson observation</u> Peer lesson observation of the newly developed plans will be conducted by the core team (5 times of peer lesson observation for each level in a year).</p> <p>After peer lesson observation, the core team members will have an evaluation meeting to reflect the effectiveness of the teaching and learning resources, teaching strategies and evaluate students' performance, and hence take follow-up actions, for example, adjustment of the teaching plans and modification of the teaching and learning materials as well as teaching strategies if required.</p> <p>All the lessons of the newly developed plans will be videotaped for evaluation and training of new teachers.</p> <p>The newly developed plans and the good teaching practice will be disseminated in panel meetings twice a year.</p> <p>P.6 teachers and the NET will acquire the knowledge, skills and pedagogy through the development and implementation of school-based RaC programme for P.6 in 2018/19. The teachers will be deployed as seed teachers and they will support P.5 teachers to develop school-based RaC programme for P.5 in 2019/20 as well as other levels in the years to come.</p>				<p>The newly developed plans and good teaching practice will be disseminated in panel meetings twice a year to ensure the sustainability of the programme.</p>	

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<p><u>Details of the RaC curriculum</u></p> <p><u>Tentative themes, text types, reading skills and reading tasks</u></p>					
	P.5	P.6			
Themes	<ul style="list-style-type: none"> - Nature - adventures - Hong Kong places - inventions 	<ul style="list-style-type: none"> - people we admire - film - travelling around - environmental protection 			
Text types	<ul style="list-style-type: none"> - children's encyclopedias - directories - pamphlets - procedures 	<ul style="list-style-type: none"> - autobiographies - film reviews - brochures - informational reports 			
Reading Skills	<ul style="list-style-type: none"> - work out the meaning of words and phrases by using knowledge of word formation - locate specific information by recognizing simple text structures - identify main ideas and some supporting details explicitly stated in the text 	<ul style="list-style-type: none"> - work out the meaning of words and phrases by using semantic and syntactic clues - locate details which support the main ideas from different parts of a text - follow ideas by recognizing simple text structures - understanding the use of cohesive devices 			
Reading Tasks	<ul style="list-style-type: none"> - story-telling - reading aloud - shared reading - supported reading 	<ul style="list-style-type: none"> - supported reading - independent reading 			

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<p><u>Teaching Strategies</u> Teachers use appropriate teaching strategies such as reading aloud, storytelling, shared-reading approach, supported learning and independent reading, to guide students to comprehend the reading resources and teach the target reading strategies explicitly.</p> <p><u>Post-Reading Tasks</u> A post-reading task related to reading materials or reading activities will be designed. The core team will collaborate with the library teacher to suggest or provide extended reading materials. Teachers will also provide opportunities to students to share their final tasks or learning outcomes by displaying their work or videotaping their performance. Good work from each class will be chosen and shared in assemblies or published onto the school website.</p> <p>For each RaC module, intensive reading with explicit teaching of the reading strategies will be conducted. After intensive reading, extended reading materials will be provided to students so that students can apply the reading strategies learnt in the RaC modules and the content knowledge of other KLAs to deepen their understanding on the relevant topics.</p> <p>For example, in the module ‘environmental protection’ in P.6, students will learn the subject content in General Studies lessons before the RaC module. In the RaC module, students are required to read informational reports and they will apply target reading strategies.</p> <p>After that, students will read other texts related to the topic as extended reading so that they can practise using the reading</p>					

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<p>strategies and learn more about the topic. For the post-reading task, students will need to synthesis their reading through designing a poster and giving a presentation on one kind of pollution and the ways to fight against it.</p> <p><u>Details of the materials to be developed</u> School-based RaC modules will be developed for P.6 in 2018/19 and P.5 in 2019/20. For each RaC module, 3 sets of graded teaching resources will be designed to cater for high flyers, low achievers and average students. Ten lessons will be allocated to each RaC module. The learning and teaching resources will include lesson plans, teaching and learning resources, relevant worksheets and teaching aids in each module.</p>														
(2) Purchase printed books to promote reading across the curriculum (RaC) at P.5 – P.6 proposed under initiative (1) above														
<p>Printed books will be purchased for the school-based RaC programme in P.5-P.6. Class set will be purchased and students will use the books by rotation. 35 copies for students and five copies for teachers will be purchased. Teachers will develop other teaching resources based on the printed books to be purchased.</p> <p><u>Details of the purchase</u> Quantity: 4 titles x 40 copies x 2 levels Themes and text types:</p> <table border="1" data-bbox="125 1238 960 1497"> <thead> <tr> <th></th> <th>P.5</th> <th>P.6</th> </tr> </thead> <tbody> <tr> <td>Themes</td> <td>- nature - adventures - Hong Kong places - inventions</td> <td>- people we admire - film - travelling around - environmental protection</td> </tr> <tr> <td>Text</td> <td>- children's</td> <td>- autobiographies</td> </tr> </tbody> </table>		P.5	P.6	Themes	- nature - adventures - Hong Kong places - inventions	- people we admire - film - travelling around - environmental protection	Text	- children's	- autobiographies	P.5 – P.6.	<p>Conduct procurement exercise: Jul-Aug 2018, Jul-Aug 2019</p> <p>Purchase the books: Sept 2018, Sept 2019</p>	<p>The school-based reading workshops to promote reading across the curriculum will be implemented more effectively in P.5 to 6.</p> <p>24 unit plans developed to show the use of resources in class teaching.</p> <p>100% of P.6 students read 4 titles in 2018/19</p> <p>100% of P.5 and P.6</p>	The newly acquired books will be used along with the school-based reading workshops.	<p>Relevant reading worksheets will be designed for students to complete after reading the books, which will used be the records to indicate the utilization rate.</p> <p>Peer lesson observation will be conducted five times per year to see how the books are used to develop students' reading</p>
	P.5	P.6												
Themes	- nature - adventures - Hong Kong places - inventions	- people we admire - film - travelling around - environmental protection												
Text	- children's	- autobiographies												

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types	encyclopedias - directories - pamphlets - procedures	- film reviews - brochures - informational reports			students each read 4 titles in 2019/20. 100% of the participating teachers use the printed books.		strategies and skills. Evaluation meetings will be conducted.
The printed books will be purchased after proper procurement exercises.							
(3) Procure professional services to conduct language activities for students to provide students opportunities to use English in authentic contexts at P.1 to P.2							
<p>The NET in the school is deployed at P.3-P.6, leaving no time and space for P.1-P.2. P.1-P.2 students' exposure to authentic English is therefore limited. In addition, P.1-P.2 students are with diverse language proficiencies. Thus, these students need to have more opportunities to use English in authentic contexts to arouse their learning interest and lay a good foundation for English learning.</p> <p>Given that the school-based phonic programme only focuses on phonic skills and reading skills, language activities focusing on listening, speaking and writing skills will be organized through procuring professional service The language activities serve as a supplement to the phonic-based programme as the activities such as reader's theatre, role-play and creative writing will be based on the stories students read in class.</p> <p><u>Expected qualifications and experience of the instructors</u> Instructors from the service provider are expected to be bachelor's degree holders and with experience and training in teaching synthetic phonics.</p> <p><u>Details of the language activities</u> The language activities will be conducted outside class-time. Each class in P.1 and 2 will have the language activities 8 times a</p>			P.1 – P.2	<p><u>For P.1:</u> Co-planning: Aug –Dec 2018; and Feb–May 2019</p> <p>Developing materials: Aug –Dec 2018; and Feb–May 2019</p> <p>Co-teaching: all year round in 2018/19</p> <p>Lesson observations: all year round in 2018/19</p> <p>Evaluation</p>	<p>8 language activities will be conducted for P.1 – P.2 students per year.</p> <p>16 sets of resource materials on activities for P.1 – P.2 will be co-developed by the consultant and the existing English teachers.</p> <p>80% of P.1 – P.2 students' confidence and skills in speaking and writing will be enhanced per year.</p> <p>100% of the participating English teachers will acquire knowledge of conducting language</p>	<p>The materials developed will be owned and used by school after the contract period.</p> <p>The language activities will be conducted by English teachers upon completion of the project.</p> <p>All the language activities will be videotaped for the dissemination meetings conducted once a year.</p>	<p>Records of meeting will be kept.</p> <p>P.1 and P.2 teachers will evaluate the quality of the service hired and the progress of implementation in the panel meetings three times a year.</p> <p>Mid-evaluation meeting and final evaluation meeting will be conducted for the teachers and the instructors to evaluate the effectiveness of resources and assess the students' performance.</p>

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<p>year and each session lasts for 1 hour. To ensure the participation, language activities will be conducted either during the tutorial lessons or multiple intelligent lessons. Since the two lessons are within the school normal timetable, all P.1 and P.2 students will be assigned to attend the lessons.</p> <p>The language activities will be the extension of the reading programme in the core curriculum. The tasks and activities will facilitate students to use English in authentic contexts, for example, readers' theatre, drama and creative writing etc.</p> <p><u>Example of the integration of the language activities with the school-based phonics-based literacy programme</u></p> <p>Level: Primary 1</p> <p>Topic: Black Hat Bob</p> <p>✧ General English Lesson Teacher teaches the story 'Black Hat Bob' in English lessons. Teacher guides students to read aloud and comprehend the story. Phonic skills and reading skills will be focused in the lessons.</p> <p>✧ Related Language activities Students are guided to design a shirt for 'Black Hat Bob'. Then students work in groups to decorate the shirt with the given materials. Students dress up with their shirt and perform in a 'fashion show' in the language activity. When they are having a catwalk, they need to describe the shirt in English. Students will be first guided to write the script using the related vocabulary items and target language structures. Students will then present to the whole class about the shirt they decorate in English. Instructors will conduct the</p>		<p>Jan 2019 and Jun 2019</p> <p>For P.2: Co-planning: Aug-Dec 2019 and Feb –May 2020</p> <p>Developing materials Aug-Dec 2019 and Feb –May 2020</p> <p>Co-teaching: all year round in 2019/20</p> <p>Lesson observations: all year round in 2019/20</p> <p>Evaluation: Jan 2020 and Jun 2020</p>	<p>activities per year.</p> <p>100% of the participating English teachers will apply language activities to their English teaching at P.1 – P.2 per year.</p>	<p>The dissemination meetings will be videotaped for training of new teachers.</p> <p>The teaching strategies and good practice will be disseminated in a panel meeting once a year.</p>	<p>All the lessons will be videotaped for evaluation.</p> <p>Ongoing evaluation will be conducted to improve the quality of the language activities.</p> <p>Teachers have to fill in the survey forms once a year to evaluate students' confidence and skills in speaking and writing.</p> <p>Students have to fill in the survey forms once a year about their confidence in learning English.</p> <p>All the lessons will be videotaped for evaluation and assessing students' performance.</p> <p>Mid-evaluation meeting and final evaluation meeting will be conducted for the teachers and</p>

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<p>activities in English. Students will be exposed to authentic English and be given opportunities to communicate with each other in English.</p> <p><u>Collaboration among existing English teachers and the instructors from service providers</u></p> <p><u>Co-planning</u></p> <p>The instructor will have co-planning meetings with the existing English teachers before every session. The meetings focus on planning the language activities and designing the teaching and learning materials.</p> <p><u>Co-teaching</u></p> <p>The existing English teachers and the consultant co-teach the lessons. The existing English teachers take up half of the teaching part. When the existing English teachers teach, the instructors will observe. The instructors will give teachers feedback to improve the skills of conducting language activities after each session</p> <p><u>Evaluation and follow-up actions</u></p> <p>The core team will have a mid-evaluation meeting and a final-evaluating meeting with the instructors. In the evaluating meetings, teachers and the instructors will evaluate the effectiveness of the lesson plans as well as the teaching and learning materials. Teachers will make further improvements or adjustments for the lessons plans as well as the teaching and learning materials based on the evaluation. The lesson plans and the teaching and learning materials will be modified or amended for future use after the evaluation.</p> <p><u>Sharing Sessions</u></p>					<p>the consultant to evaluate the effectiveness of resources and assess the students' performance.</p>

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<p>The design of the language activities and the good teaching practise will be disseminated in panel meetings once a year. All the language activities will be videotaped for evaluation and training of new teachers. Existing teachers will learn the teaching pedagogies through the co-teaching or the dissemination meetings, and continue to conduct the language activities for P.1 and P.2 students without the support from the consultant after the first year of implementation.</p> <p><u>Right to use of teaching and learning materials</u></p> <p>The school will state clearly in the contract that the school will have the rights to use the lesson plans as well as the teaching and learning materials after the contract period.</p>					