

**English Enhancement Grant Scheme for Primary School
General Notes for Drawing up the Implementation Plan**

A brief outline preferably in not more than 3 pages should suffice. It can be in note form.

(I) Present state of play

Give a brief analysis of your school's present position and needs in respect of enhancing the English proficiency of students.

(II) A holistic school-based plan

(a) The following areas may be covered:

- ♦ Facilitating the planning, development and implementation of the school-based English Language curriculum, with learning, teaching and assessment as an integral part

(Examples may include the implementation of Reading Workshops, the Intervention or Enrichment Programme to cater for learner diversity, programme for enhancing the interface between different key stages, and school-based projects to explore innovative or effective strategies of English learning and teaching or to strengthen assessment for learning through using quality feedback.)

- ♦ Enhancing English teachers' professional development

(Examples may include having English language teachers attending professional development courses on English learning and teaching, and hiring professional services with relevant expertise to plan and conduct, in collaboration with teachers, learning activities for students and workshops for teachers.)

- ♦ Creating a rich English language learning environment

(This may include two dimensions, namely enriching the physical environment and enhancing the opportunities for students to be exposed to and to use English. Measures include putting up signs and posters in English around the school compound and stocking the English rooms and corners with rich, varied and interesting English resources and games to promote the use of English beyond the classroom. The acquisition of such resources should tie in with the school-based English programme or project.)

- (b) Schools should explain how they would make use of the Grant to implement the above school-based plan.

(III) Targets to be attained

- Targets to be attained should be in terms of input and output parameters.
- Input parameters may include implementation of the plan in Section II above.
- Separate output targets for individual measures are NOT required. Instead, schools should set outcome-based target(s) to be achieved in terms of the overall impact on students' English language learning or their performance/achievements in specific language skills (e.g. writing, speaking).
- Schools should state how the impact of the measures taken can be sustained after the completion of the Scheme.

(IV) A budget

The breakdown on each enhancement measure as well as the estimated total expenditure should be included. In estimating the costs, schools may also draw reference to rates generally used for other projects funded by the Government, such as the Quality Education Fund. The general practices in the procurement of goods and services and appointment of staff as specified in relevant circulars and/or Code of Aid should be followed as far as applicable. (Annex II)

If schools plan to combine the Grant with funding from other sources to support the measures/activities, schools should specify clearly how the fund is allocated between the EEGS and the other grant(s).