

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

School Name: TWGHs LEO TUNG HAI LEE PRIMARY SCHOOL (English)

Application No.: C119 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 19

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	5	5	5	5	7	4	31

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:

Name of programme/project/support service	Grade level	Focus(es) of programme/project/support service	External support (if any)
Read to Write QEF Project 2018/2019	P.4	From reading to writing	The Chinese University of Hong Kong
School-based Curriculum Support	P.4 - P.5	Developing school-based curriculum	School-based Curriculum Development Section, EDB
English Language Learning Support	P.3 - P.4	Developing school-based curriculum	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. English teachers are enthusiastic. Some of them have solid and well-grounded school based curriculum development experience.2. Collaborative and sharing culture has been developed.3. Teachers have positive attitudes towards the challenges encountered in the process of English learning and teaching.4. 170 tablets and 6 recharge trolleys (each trolley can recharge 30 tablets at the same time) have been procured. A stable Wi-Fi network is available after the completion of Wi-Fi-900. Bring your own device (BYOD) policy has been adopted in some classes.5. On-going school-based e-learning training for teachers has commenced since 2016.	<ol style="list-style-type: none">1. The PEEGS facilitates the development of school-based English Language curriculum.2. Teachers are eager to learn new teaching strategies.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students have little or no parental support on English learning.2. Students are with diverse learner diversity, especially in KS2.3. Students' self-learning skills and effective learning strategies needed to be enhanced.	<ol style="list-style-type: none">1. Competition from neighbouring schools

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area(s) of Development	Usage(s) of the grant	Grade Level
Development of reading and writing curriculum	Hired 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

Proposed target area(s) of development	Proposed usage(s) of the Grant	Time scale	Grade level
<p><input 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><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”</p> <p><input checked="" 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 checked="" type="checkbox"/> Employ full-time* or part-time* teacher</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><input 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 type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
Employ a full-time supply teacher to create space for core team members to enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at Primary 1 and Primary 4					
<p>Objectives Through incorporation of e-learning into the core English Language curriculum, it is envisaged that :</p> <ul style="list-style-type: none"> students’ learning experiences will be enriched through computer-assisted interactive activities and independent learning with the use of e-learning platform will be promoted; highly motivational activities will be provided for students more opportunities will be created for Student-Student, Student-Teacher interactions; and facilitate smooth transition from Kindergarten to Primary and from Key Stage 1 to Key Stage 2. <p>Core Team The panel head, vice panel head and five P.4 English teachers will form a core team. A supply teacher will be hired to take up non-English lessons from the core team members. Around 28-30 lessons will be taken up by the supply teacher.</p> <p>The core team will:</p> <ul style="list-style-type: none"> conduct co-planning meetings once a week; develop the learning and teaching resources to integrate e-learning elements into the curriculum; try out the newly developed materials; conduct peer lesson observations bimonthly; conduct evaluation and modify the resources developed; and conduct sharing session once per term. 	P.1 and P.4	<p>Sept 2019 – Jun 2020</p> <ul style="list-style-type: none"> Co-planning Developing learning and teaching resources Try out Lesson observation Evaluation <p>Jul 2020 Sharing</p> <p>Aug 2020 Refinement of the materials developed</p>	<p>8 e-learning teaching resource packages, covering around 100 lessons will be developed for P.4.</p> <p>4 e-learning teaching resource packages, covering 50 lessons will be developed for P.1.</p> <p>80% of students in Primary 1 and Primary 4 students agree that they enjoy the e-learning activities.</p> <p>80% of students in Primary 1 and Primary 4 students agree that the e-learning activities help their English learning.</p> <p>80% of English teachers involved will acquire the skills in using e-learning tools to enhance teaching effectiveness.</p>	<p>All the lesson planning materials and videotapes will be stored in the English resource bank for uses and modifications after completion of this project</p> <p>Arranging focus lesson observations and sharing for teachers</p> <p>Arranging on-going in-house sharing sessions for teachers</p>	<p>Evaluation will be conducted.</p> <p>Focus lesson observations</p> <p>Feedback collected from teachers and students through questionnaires</p> <p>Different assessment tasks to keep track of students’ learning progress</p>

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<p>Target levels and deliverables</p> <p>8 sets of e-learning teaching resource packages for P.4 and 4 sets of e-learning teaching resources for P.1 will be developed. (Lesson Plans, Teaching Aids including all the e-learning tools, Activity sheets, Workbooks, Reading passages, Writing Tasks, Assessment Tasks) will be designed.</p> <p>Primary 4 is chosen as the target level as students are transiting from Key Stage 1 to Key Stage 2. Incorporation of e-learning will facilitate their learning in Key Stage 2 and they have e-learning experience in junior levels.</p> <p>Primary 1 is chosen at the target level to lay a solid foundation for e-learning. Given that students takes time to adapt to the primary school lives, the e-learning activities will be conducted in the 2nd term of the school year and only 4 units will be developed.</p> <p>Highlights of the newly developed curriculum</p> <ul style="list-style-type: none"> ➤ Creating a learning community <p>To promote interaction among teacher and students, online platform such as eclass or Google Classroom will be introduced. Students will be able to share their work and receive feedback from both the teacher and classmates. Teacher will act as facilitator and encourage students to share or respond to others' comments. For example, teacher will post questions to initiate class discussion.</p> ➤ Catering for learner diversity <p>With the use of different applications, graded e-learning exercise can be designed easily. For example, teacher can prepare graded vocabulary revision exercise using Quizlet. Quizlet provides activities different levels of activities and</p> 					

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<p>games by inputting a vocabulary list.</p> <ul style="list-style-type: none"> ➤ E-learning activity and e-learning task for each unit For every unit, one vocabulary exercise on the target vocabulary items will be developed and assigned to students for self-learning and consolidation at home. A Padlet activity as pre-lesson activity, reading comprehension using Edupuzzle and Kahoot quiz on target language items will be developed for each unit. ➤ Accessible learning resources For classes adopting BYOD, students can access and use all the learning and teaching resources through their Google accounts. For classes not adopting BYOD, students can scan the QR codes printed on a task sheet and access to the e-resources easily. ➤ Use of multi-modal texts A variety of online multimedia tools (e.g. videos, pictures, online stories, and online games) will be integrated into the lessons to motivate students to learn. The materials will be uploaded onto the school e-learning platform for self-directed learning before or after school. <p>Sample Module</p> <table border="1" data-bbox="129 1222 925 1482"> <tr> <td>Level</td> <td>P.4</td> </tr> <tr> <td>Topic</td> <td>Healthy eating</td> </tr> <tr> <td>Task</td> <td>Writing a story about a picky eater</td> </tr> <tr> <td>Pre lesson</td> <td>Students will revise the target vocabulary items on Quizlet at home.</td> </tr> <tr> <td></td> <td>Teacher will ask students to write down three</td> </tr> </table>	Level	P.4	Topic	Healthy eating	Task	Writing a story about a picky eater	Pre lesson	Students will revise the target vocabulary items on Quizlet at home.		Teacher will ask students to write down three					
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	words about balanced diet on Padlet. Teacher will comment on students' responses.					
Pre-writing	<p>Students will revise the target language items through the Kahoot quiz.</p> <p>A magazine article about a balanced diet will be given to students as reading input and students complete the reading comprehension on Google Form and/or Edupuzzle.</p> <p>Students will brainstorm ideas for writing a story with the help of a plot diagram.</p>					
While writing	<p>Students will share their writings using Google Doc or other platform. Peer editing will be conducted and immediate feedback could be given by both the teacher and students.</p> <p>Students revise and edit their article using ARMS (Add, Remove, Move, Substitute) & CUPS (Capitalization, Understanding, Punctuation, Spelling) when they revise and edit their articles.</p>					
Post Writing	Students will publish their work using Book Creator. They should choose an appropriate layout and add illustrations to their stories.					

