

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

School Name: C.C.C. Kei Tsun Primary School (English)

Application No.: B080 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 13

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	6	4	3	3	3	1	20

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)
Primary Literacy Programme – Reading and Writing (PLPR-W)	P.1-P.3	Reading and Writing	NET Section, EDB
School Support Partners (Seconded Teacher) Scheme (SSP)	P.4	Reading	English Language Learning Section, EDB
English Language Support Service	P.3-P.4	Reading to Writing	Language Learning Support Section, EDB

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

Strengths	Opportunities
1. The practice of professional learning community is established through regular co-planning, lesson observations and implementation of action learning. 2. Teachers are enthusiastic in teaching and are willing to try new teaching methods.	1. The number of students is increasing, and small class teaching is implemented in all levels. 2. E-learning has been implemented in senior levels. Teachers are trained to use some Google Suite functions (e.g. Google classroom, Google form).
Weaknesses	Threats
1. Students' English foundation is generally weak. 2. Students' motivation in learning English is low.	1. There is little support to students' English learning outside school.

(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. Cater for the diverse needs of our students through developing an English curriculum resource bank.	1. Hiring service provider to create an online vocabulary bank and games of target vocabulary on eClass 2. Hiring a teaching assistant to maintain the system and content	P.1 – P.6
2. Enhance teachers' knowledge and skills in teaching English through professional training workshops and peer observation.	3. Organising workshops for teachers on storytelling and the use of online platform	/
3. Develop the reading program and promote an English-rich environment within the school campus.	4. Buying English readers and use them in P.4 guided reading lessons; and 5. Hiring a teaching assistant for support	P.4

(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 type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <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” <i>(*Please delete as appropriate)</i></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 <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 school year</p>	<p><input 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 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>

(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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
Employ a qualified full-time supply teacher to create space for the core team members to enhance e-learning at P.4 to P.6					
<p>E-learning has been implemented in P.4 and P.5 as a pilot scheme for the second year in 2017/2018. Due to the constraints in time and space, limited e-learning materials have been developed and most of them are in the while-teaching and learning stage, e.g. teaching a grammar item. With the time and space created by employing a supply teacher, it is expected that more quality e-learning materials can be developed and integrated into English teaching.</p> <p>The implementation of e-learning in English Language learning not only enhances students' motivation in English learning, but also helps develop students' necessary qualities for independent learning or self-directed learning (e.g. when they conduct pre-lesson or extended tasks). This will equip students with the skills that they will need for secondary schooling, allowing a smooth transition between KS2 and KS3.</p> <p>The initiative will be implemented in P.4 to P.6 because P.5 and P.6 students will be well-trained to use some e-learning tools for promoting their English learning by 2018/2019. Therefore, they are more able than KS1 students to manage the e-learning tools in lessons.</p> <p>Starting from P.4 would also guarantee a smoother and more comprehensive transition when students are promoted to P.5. It is expected that at least 32 lessons (English lessons for 4 weeks) per term will be allocated to</p>	P.4 – P.6	<p>1st phase of implementation:</p> <p>Aug 2018 (i) select the two target units and e-learning tools; training of the core team</p> <p>Sept -Nov 2018 (ii) draft e-learning lessons and design e-learning materials; co-planning meeting</p> <p>Oct to Dec 2018 (iii) teach the target units; co-planning meeting</p> <p>Jan 2019 (iv) review</p>	<p><u>On curriculum:</u></p> <p>2 sets of school-based curriculum materials including lesson plans, learning tasks / activities will be developed per level per term in P.4 to P.6.</p> <p>A total of 12 sets of teaching and learning packages will be developed.</p> <p>For any pre-lesson preparation task (e.g. watching a video, pre-class discussion), 80% of students have completed the task.</p> <p>On self-access learning materials, 80% of students will complete over 100 % of the developed programme/materials</p>	<p>All lesson plans and materials will be saved in the school server and/or Google drive so that all English teachers can access the materials for future use.</p> <p>In terms of knowledge transfer and capacity building of teachers, the core team members will be responsible for promoting e-learning of English in school. They will apply the knowledge and skills to lead other teachers and develop e-learning</p>	<p>There will be three extra co-planning meetings for the core team after selecting the target unit. Members will share the lesson plans and materials and other members can comment on them.</p> <p>Lesson observation of every try-out sessions will be video-taped so that core team members can analyze students' performance and participation during the lessons. The result will be shared in the panel meeting(s).</p>

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<p>the newly-developed initiatives (the 2 target units per term per level) in which e-learning materials will be developed. Apart from the target units, modified e-learning materials will be tried out in other units.</p> <p>Moreover, data of internal e-learning surveys conducted among teachers and students last year reflected that students were more engaged in English learning when they used iPads during English lessons. The e-learning lesson observations also showed that there were more teacher-student and student-student interactions, as well as instant feedback from teachers than in traditional lessons.</p> <p><u>Core team</u> The core team on enhancing e-learning will be formed by one of the English panel heads, who will also be teaching one group from P.4, P.5 or P.6 next year, and 5 subject teachers of the target levels. In short, there will be 2 teachers, who are in the core team, teaching each level. Each member will have 4 lessons released per week tentatively. In total, 24 non-English lessons, e.g. music, visual arts, and/or computer literacy will be taken up by the supply teacher.</p> <p><u>Development of school-based e-learning materials</u></p> <p>➤ <u>Selecting the target units</u> The core team members will be responsible for planning and implementation of e-learning at KS2, including designing lesson plans and teaching resources.</p> <p>At the beginning of each school term, the core team members will select two target units per term per level, in which there will be e-learning elements in different stages of teaching and learning, i.e. pre-, while- and post-learning.</p>		<p>evaluation of the 1st phase, sharing in panel meeting</p> <p>2nd phase of implementation: Jan 2019 (i) select the two target units</p> <p>Feb to Apr 2019 (ii) draft e-learning lessons and design e-learning materials</p> <p>Mar to May 2019 (iii) teach the target unit</p> <p>Jun/Jul 2019 (iv) review evaluation of the 2nd phase, sharing in panel meeting</p>	<p>per year.</p> <p>80% of students agree that they can make use of e-learning tools to learn.</p> <p>80% of students agree that e-learning tools can help them in learning English.</p> <p>80 % of P.4 to P.6 students will improve their confidence and skills in e-learning.</p> <p>80% of teachers who have joined the lesson observations agree that e-learning tools can help to enhance teaching effectiveness.</p> <p>80% of teachers who have joined the lesson observation agree that they are more confident in conducting e-learning lessons in their subject area.</p>	<p>materials in other levels in the future.</p>	<p>At the end of each term, there will be an evaluation meeting by the core team to</p> <p>(i) review the results from the lesson observation questionnaires;</p> <p>(ii) review the effectiveness of e-learning platforms and tools as well as the design of lessons; and</p> <p>(iii) plan the implementation of e-learning for next term/school year.</p> <p>All the collected feedback and data will be documented, recorded and utilized for improvement and implementation purposes in future years.</p>

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<p>To ensure students and teachers are more familiar with the use of e-Learning tools in class, the 2 target units will be taught at a later stage so that training can be provided for them before the actual implementation.</p> <p>For example, flipped classroom strategy will be adopted to make effective use of lesson time. Interactive materials will be developed for the while-teaching and learning stage to enhance interaction among students and between teachers and students; finally, students can make use of e-learning tools to produce multimodal texts to showcase their learning progress.</p> <p>➤ <u>Co-planning</u> For P.4 to P.6, the three classes in each level will be divided into four ability groups during English lessons in 2018/2019. There will be 12 English teachers teaching P.4 to P.6. Each English teacher will teach two classes (that is, one class from two different levels) and he/she will have one co-planning meeting on one of the two levels every week, which is scheduled in the timetable. In addition, he/she will only be a core team member for either P.4 or P.6 so that more teachers will be involved in the core team.</p> <p>Frequency of co-planning meetings of core and non-core team members are set out below.</p> <table border="1" data-bbox="152 1278 887 1503"> <thead> <tr> <th colspan="2">Frequency</th> </tr> </thead> <tbody> <tr> <td>core team members</td> <td>i. e-learning co-planning meeting: once a week ii. regular co-planning meeting with non-core team members in P.4 to P.6: once a week / every other week*</td> </tr> </tbody> </table>	Frequency		core team members	i. e-learning co-planning meeting: once a week ii. regular co-planning meeting with non-core team members in P.4 to P.6: once a week / every other week*			<p>100% of the participating English teachers will acquire knowledge/pedagogy of applying e-learning in their lessons.</p> <p>100 % of the participating English teachers will apply e-learning to English teaching at P.4 to P.6.</p>		
Frequency									
core team members	i. e-learning co-planning meeting: once a week ii. regular co-planning meeting with non-core team members in P.4 to P.6: once a week / every other week*								

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<table border="1" data-bbox="152 252 887 363"> <tr> <td data-bbox="152 252 300 363">non-core team members</td> <td data-bbox="300 252 887 363">regular co-planning meeting with core team members in P.4 to P.6: once a week / every other week*</td> </tr> </table> <p data-bbox="125 368 896 475">*The frequency of normal co-planning meeting for a teacher depends on whether the teacher will teach two groups in KS2 or not.</p> <p data-bbox="125 555 896 847">- Co-planning meetings among the core team members Among the core team members, there will be one co-planning meeting for e-learning once a week, as scheduled in the timetable. These meetings will be about (i) brainstorming the design of lessons and materials (ii) commenting on the draft of lesson plans and teaching resources and (iii) try-outs of the materials and resources developed to check if they work properly.</p> <p data-bbox="125 866 896 1007">It is expected that 2 sets of lesson plans and teaching resources (i.e. 2 units out of 6 which are normally taught in one term) will be developed in each level per term. There will be e-learning elements throughout the target units.</p> <p data-bbox="125 1066 896 1134">- Co-planning meetings among the core team members and other English teachers In a regular co-planning meeting, which is held once every other week, the core team members are expected to introduce the e-learning elements to 2 other teachers of the same level so that teachers who are not in the core team can also be equipped with some knowledge and skills of e-learning. They may apply e-learning elements in the non-target units in the initiative or optimize the existing e-learning materials as well.</p> <p data-bbox="125 1449 896 1485">The core team will discuss and come up with a list of</p>	non-core team members	regular co-planning meeting with core team members in P.4 to P.6: once a week / every other week*					
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<p>recommended e-learning platforms and tools for different stages of teaching and learning. After that, the teachers will receive training conducted by teachers who have experience in using the tools. They may also refer to Go eLearning website of HKEdcity to have some basic understanding to the tools.</p> <p>The core team members can also discuss with other teachers of the same level on how to modify the existing e-learning materials e.g. Nearpod presentations for grammar teaching, online exercises for revision, learning blogs for delivering learning materials.</p> <p>➤ <u>Try-out, lesson observation and follow-up actions</u> The core team members will try out the teaching materials and activities of the target two units once per term. Peer lesson observation will be conducted by the core team members. Other teachers will also try out the lesson plans and materials. Teachers involved will discuss the lessons and make adjustment when needed in their level meetings and a questionnaire will be completed. The results will be reviewed and evaluated. Sharing session will be conducted during the panel meeting once per term.</p> <p><u>Details of teaching and learning materials</u> To infuse e-learning elements into all units, we will use Quizlet as a pre-lesson vocabulary learning tool. This app allows students to learn vocabulary at their own pace through different activities such as spelling and matching. Students can also revise the vocabulary anytime outside the classroom. We will also consider making use of Google classroom as a platform for delivering class messages and e-assignments.</p>					

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<p>For each unit, a set of teaching materials with lesson plans and e-learning materials will be developed and saved in the school server and/or Google drive.</p> <p>For each target unit, student work including but not limited to audio, video and/or any multimodal texts produced by e-learning tools in any stage of learning. For example, online discussion on an e-learning platform (e.g. Google classroom), a short video clip presentation of a topic, a poster designed by an e-learning tool.</p> <p>For example, ‘Having fun in Hong Kong’ is one of the units of P.4. After learning the places to visit and things to do in Hong Kong, students can produce a short video clip on Adobe Spark, introducing a three-day trip in Hong Kong. This allows students to practise their speaking and writing as they need to prepare a script for the presentation.</p> <p>In addition, when making use of Google classroom as the e-learning platform, students can upload their writing. Students then can appreciate other classmates’ work and leave comments. This enhances students’ interaction in English outside the classroom.</p> <p><u>Implementation</u> Take Longman Elect 5A Unit 6 ‘Out and about in Hong Kong’ as an example,</p> <p>(1) Before lessons, students will have to learn vocabulary about some places in Hong Kong and the related activities on Quizlet. Teachers will set up classes on the app with students’ Google accounts and they can keep record of students’ progress. An award scheme will be launched to encourage students to complete the preparation tasks before lessons. If students do not finish the tasks, they need to</p>					

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<p>finish the tasks during recesses or after school. In addition, if students cannot access to the e-learning resources to complete the tasks at home, teachers will arrange those students to finish the tasks in the computer room or library.</p> <p>(2) During the lesson time, teachers will not need to teach the vocabulary from zero but check students understanding of the vocabulary, e.g. pronunciation and meaning to prepare students for a speaking activity later. Then teacher will make use of Nearpod to teach target structures, e.g. ‘How many times <u>have</u> you <u>been</u> to...’ and ‘What <u>did</u> you <u>do</u> there?’</p> <p>(3) After learning the structures, students will interview their classmates about the experience of visiting places in Hong Kong, using Google Forms on iPads. As the result of the survey can be generated immediately by Google Form, students will then use the data to write a short report. Students will share their work with their classmates through the online platform. Teachers and students can comment on the writing.</p>					