

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

**School Name:** TWGHs WONG YEE JAR JAT MEMORIAL PRIMARY SCHOOL (English)

**Application No.:** C105 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16

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	5	5	30

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	5	5	5	6	6	6	33

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)
School-based Curriculum Development	P.5-P.6	Reading and Writing	School-based Curriculum Development Section, EDB
Online English Programme	P.4-P.6	Speaking	Immersive Education Academy

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. English teachers are professional and experienced.</li><li>2. E-Learning has been incorporated into English Language learning and teaching. Hence, both teachers and students are familiar with various e-Learning tools.</li><li>3. 113 iPads and 102 mobile phones have been purchased to support the development and implementation of e-Learning.</li><li>4. School is equipped with a stable Wi-Fi network</li><li>5. On-going school-based e-Learning training for teachers has been in place since 2016.</li></ol>	<ol style="list-style-type: none"><li>1. PEEGS facilitates the development of our school-based curriculum.</li><li>2. Lots of English learning and teaching such as IT tools, reading materials and reference materials are available.</li><li>3. Bring Your Own Device (BYOD) will be implemented at Primary 4 in 2019/2020.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Students' learner diversities are great.</li><li>2. KS2 students are generally weak in grammar as the grammar items covered in KS2 are more difficult than those in KS1. Students' self-learning skills are yet to be developed.</li></ol>	<ol style="list-style-type: none"><li>1. Students are in lack of family support for English learning.</li></ol>

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

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
Reading fluency and students' interest in English reading	<ol style="list-style-type: none"><li>1. Purchase reading materials, teaching materials and teacher training materials.</li><li>2. Hire supply teacher</li></ol>	P.1-P.6

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

<b>Proposed target area(s) of development</b> <b>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</b>	<b>Proposed usage(s) of the Grant</b> <b>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</b>	<b>Time scale</b> <b>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</b>	<b>Grade level</b> <b>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</b>
<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>  <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>  <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”  <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”  <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”	<input type="checkbox"/> Purchase learning and teaching resources  <input checked="" type="checkbox"/> Employ full-time* or <del>part-time*</del> teacher <i>(*Please delete as appropriate)</i>  <input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i>  <input type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2019/20 school year  <input type="checkbox"/> 2020/21 school year	<input type="checkbox"/> P.1 <input type="checkbox"/> P.2 <input type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6

**(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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
To hire a full-time supply teacher to release core team members for developing school-based e-Learning materials at Primary 4 to Primary 6					
<p><b>Objectives</b></p> <p>The development of the school-based e-Learning materials will:</p> <ul style="list-style-type: none"> <li>- enrich students' English learning experiences through interactive activities with the use of e-Learning tools;</li> <li>- enhance students' motivation and collaboration among peers;</li> <li>- promote independent learning inside/outside the classroom;</li> <li>- engage students in understanding their own learning progress;</li> <li>- cater for individual learning diversity; and</li> <li>- equip teachers in incorporating e-Learning elements into teaching.</li> </ul> <p><b>Core team</b></p> <p>Led by the English Panel Chair, a level coordinator from each target level (a total of 3) will form a core team for the programme development. Tentatively, there will be 4 core team members. The supply teacher will take up around 28 lessons to create space for the core team members.</p> <p><b>Development of the e-Learning programme</b></p> <p>✓ <b>Co-planning</b></p> <p>The co-planning meetings among the core team members will be conducted in alternate weeks. Teachers will design e-Learning tasks and integrate these tasks into the core English Language curriculum. A lesson outline and relevant e-Learning tasks will be prepared. The English</p>	P.4 – P.6	<p>Sept 2019 – Jun 2020</p> <p>Co-planning</p> <p>Try out</p> <p>Evaluation</p> <p>Jul – Aug 2020</p> <p>Refinement of the e-Learning resources</p>	<p>1 teaching package covering 24 – 28 lessons will be developed per level at P.4 to P.6 during the project period. The teaching package includes lesson plans with e-learning elements, teaching aids, resource sheets, revision sheets, activity sheets, learning sheets and assessment sheets.</p> <p>Over 90% of P.4 – P.6 students complete the e-Learning materials developed.</p> <p>80% of P.4 – P.6 students enjoy the e-Learning programme.</p> <p>60% of P.4 – P.6 students show an improvement of about 5% in General English examination.</p>	<p>The teaching and learning materials developed will be compiled for easy access and refinement will be made after completion of the project.</p> <p>E-Learning will be incorporated into the core English Language curriculum and e-Learning tasks will be indicated in the unit plan.</p> <p>In-house sharing will be conducted for dissemination of good practices.</p>	<p>Evaluation of the programme will be conducted in the co-planning meetings and panel meetings.</p> <p>Lesson observations will be conducted.</p> <p>Survey will be conducted to collect feedback from teachers and students.</p> <p>Students' performance in formative and summative assessment will be reviewed.</p>

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<p>Panel Chair will review the e-Learning tasks developed to ensure vertical progression across all the levels. Other than planning for the e-Learning tasks, the core team will also evaluate the e-Learning tasks developed and modify the teaching and learning resources.</p> <p>✓ <b>Try-out</b> The core team members will then try out the e-Learning tasks during lessons and refine the tasks if necessary. The core team teachers will then brief other level teachers about the e-Learning tasks developed and the teaching arrangements.</p> <p>✓ <b>Lesson observation</b> Lesson observation will be conducted at least twice a term per level. Level teachers will be invited to observe the lessons. Post-lesson evaluation will be conducted in the co-planning meetings.</p> <p>✓ <b>Sharing session</b> Sharing session to disseminate the good practices will be conducted in the second and third panel meetings.</p> <p><b>Details of the e-Learning programme</b></p> <p>✓ <b>Features of the school-based e-Learning programme</b></p> <p>➤ Creating a learning community Online discussion platform such as Edmodo or PowerLesson will be used for online sharing and discussion. Students will share their work and other students will comment on their peers' work. Teachers will also provide feedback and keep track of students' learning progress. For example, online group writing</p>			<p>80% of the English teachers involved acquire knowledge of strengthening students' language learning through e-Learning tools.</p> <p>80% of the English teachers involved acquire skills in planning and implementing e-Learning in their teaching at P.4 – P.6.</p>		

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<p>activities will be conducted for students to work collaboratively for a writing task. Both teachers and students will provide feedback and comment on the writing produced.</p> <p>➤ Catering for learner diversity Teachers will develop graded e-Learning exercises and e-Learning tasks for students of different abilities. For example, less able students will be assigned online matching games to revise the target vocabulary items while more able students will be assigned some sentence writing tasks. Through the e-Learning platform, students can learn at their own pace. They can also revisit the vocabulary and language items according to their learning progress. Teachers will also provide relevant learning resources, either available on the Internet or developed by teachers themselves.</p> <p>➤ Using multi-modal texts and other e-Learning tools A variety of e-Learning tools and online multimedia tools (e.g. videos, songs, online stories, and online games) will be integrated into the learning and teaching activities to enhance students' motivation. All the e-Learning resources will be uploaded onto the school e-Learning platform for pre-lesson, while-lesson, and post-lesson tasks. E-Learning activities for consolidation and formative assessment will be developed for home assignment.</p> <p>➤ 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</p>					

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<p>students for self-learning and consolidation at home. It also helps students develop a routine of completing e-Learning activities on their own.</p> <p>Other than the vocabulary exercise, at least one e-Learning task will be developed for each unit. The e-Learning tasks will focus on different skills and a wide variety of e-Learning tools such as Nearpod, Plickers and Kahoot will be used.</p> <p><b>Sample module</b></p> <p>The sample module below highlights the applications that teachers may use. Teachers will selectively use the applications according to the teaching needs. All the e-learning tasks will be integrated into the school-based e-learning platform.</p> <p>Target level: Primary 4</p> <p>Theme: Food and Drink</p> <p>➤ Vocabulary learning Students will be introduced to thematic vocabulary items in class and assigned to complete exercises teachers developed with e-Learning tools like Quizlet.</p> <p>➤ Pre-lesson Teacher will post one question about healthy eating on Padlet to elicit students' responses after watching video clips about the topic. Students will be assigned to watch different video clips according to their English proficiency on healthy eating. Students' responses will be used as</p>					

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<p>input for the reading tasks. Besides, students will be asked to research information about the topic.</p> <p>➤ Pre-reading To help students familiarise with the target vocabulary items, a Kahoot activity focusing on the usage and meaning of the vocabulary items will be conducted. Teacher will ask students to share the information gathered with their classmates. After that, students will finish the first two parts of a KWL (K=What I know; W=What I want to know and L=What I learn) chart using Padlet. Students will share their work with their peers.</p> <p>➤ While-reading Teacher will use Nearpod to introduce the target reading strategies. Relevant parts of the reading passage will be typed and shown to students through the Nearpod presentation so that teachers can show students how to infer the pronoun when reading a passage. Teacher can ask students to work out other parts and teacher can check all the students' responses immediately. Besides, teacher can ask students to highlight the main ideas and categorise the healthy and unhealthy food items while reading using the apps.</p> <p>➤ Post-reading Students will be asked to complete the KWL chart after reading and share it with other classmates. Students and teacher will comment on the charts shared. Teacher will also distribute e-worksheet focusing on comprehension questions through the online platform as assignment. Teacher will analyze students' answers and develop follow-up tasks.</p>					

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<p>➤ Extended task</p> <p>Students will work together to write a magazine article about healthy eating. Popplet will be used for brainstorming and organizing their ideas. Baiboard will be used to for peer editing and sharing.</p>					