

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

**School Name:** SKH Chi Fu Chi Nam Primary School (English)

**Application No.:** A 002 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 17

2. No. of approved classes in the 2016/17 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	4	4	24

3. No. of operating classes in the 2016/17 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)
World Voice 2	P.3	Using singing as a pedagogical tool	British Council
Kids Read	P.1-2	A reading for pleasure project that includes students, parents and teachers	British Council

**(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. The school culture of setting graded tasks has been built to cater for learner diversity.</li><li>2. Digital technologies allow for more student-generated questions and discussion as well as teachers' feedback in both pre-classroom and post-classroom periods.</li></ol>	<ol style="list-style-type: none"><li>1. IT hardware is available and teachers are set to try out e-learning, thus reaping more benefits of the digital technologies.</li><li>2. With e-learning, both high flyers and low achievers can learn at their own pace.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. For both teachers and students, there is a lack of classroom experiences with e-learning.</li><li>2. Students are not engaged in self-access learning beyond the classroom.</li></ol>	<ol style="list-style-type: none"><li>1. Individual learning needs in terms of motivation and language proficiency are more diverse. An even greater variety of pedagogical tools should be adopted to cater for learner diversity.</li><li>2. Students have limited exposure to reading materials, especially non-fiction.</li></ol>

**(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):**

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
<ol style="list-style-type: none"><li>1. A reading e-learning programme with interactive lessons for students</li></ol>	<ol style="list-style-type: none"><li>1. Employ a supply teacher to release the core team to co-plan and co-teach with LETs to optimize e-learning strategy and maximize e-learning outcome</li><li>2. Promote curriculum development through professional development workshops, e.g. sharing classroom experiences</li></ol>	P.1- 6
<ol style="list-style-type: none"><li>2. Enhancing teachers' capacity of using e-learning as a pedagogical tool</li></ol>	<ol style="list-style-type: none"><li>3. Implement a school-based e-learning programme to provide more opportunities for students to learn interactively and collaboratively in English</li><li>4. Motivate students to perform self-directed learning in pre-lesson and post-lesson time</li></ol>	

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

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> <li>- conducting more English language activities*; and/or</li> <li>- developing more quality English language learning resources for students*</li> </ul> <p><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 checked="" 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* <del>or part-time*</del> 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"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" 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. P.1-3, P.5-6):</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 <sup>1</sup> <i>(preferably measurable)</i>	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
(1) Employing a qualified full-time supply teacher to create space for the core team members to enhance e-learning and 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” for P.1,3,4 & 6					
<ul style="list-style-type: none"> <li>The supply teacher will take up a total of 22 lessons, that is, 18 lessons per week from the two core team leaders’ present teaching load and 4 lessons from one core team member. The team members include the English panel head and teachers who are more experienced in e-learning. With the released lessons, the core team will develop graded e-learning materials to enrich the school-based curriculum under the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” and co-teach with the English teachers after collaborative planning.</li> <li>This initiative serves to facilitate smooth transition between key stages (from the kindergarten to P.1, from KS1 to KS2 and from KS2 to KS3). The target content of the e-learning materials will be sight words, phonics and reading aloud (P.1); from reading to writing (P.3 &amp; 4) and; non-fiction texts and high-order</li> </ul>	P.1, 3, 4 & 6	<p>1/2018 to 8/2019</p> <p>From 1/2018 to 8/2018</p> <ol style="list-style-type: none"> <li>1. Creating flipped videos</li> <li>2. Co-planning to set the e-learning framework for all target levels</li> </ol> <p>From 9/2018 to 8/2019</p> <ol style="list-style-type: none"> <li>1. Designing e-learning materials and</li> </ol>	<p>(a) <u>To develop e-learning materials for classroom teaching</u></p> <ul style="list-style-type: none"> <li>- For each module, graded lesson plans and learning tasks (2 sets) will be developed to enhance real-time collaboration and feedback among students and teachers, as well as to cater for learner diversity.</li> <li>- 80 percent of all targeted level students’ confidence</li> </ul>	<p>(a) <u>To develop e-learning materials for classroom teaching</u></p> <ul style="list-style-type: none"> <li>- The e-learning materials will be saved in a learning management system where teachers can adapt/utilize to suit learners’ needs.</li> </ul>	<p>(a) <u>To develop e-learning materials for classroom teaching</u></p> <ul style="list-style-type: none"> <li>- Student questionnaires (pre- and post-project)</li> <li>- Observation of e-learning lessons by level teachers (twice per year)</li> <li>- Records of level co-planning meetings (at least 5 times for each level per year)</li> </ul>

<sup>1</sup> The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

<sup>2</sup> Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

<sup>3</sup> Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

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<p>thinking skills (P.6).</p> <ul style="list-style-type: none"> <li>At home, students watch the flipped videos produced and complete questions in the Google forms designed by English teachers at their own pace. Prior to attending class, students communicate with peers and teachers via online discussions in the Google Classroom, which allows more time for interactive student-led activities via student response systems in the classroom, so that teachers have more time to explain difficult concepts. Instant individualised feedback informs teachers of students' learning progress so that they can use the information as a set-up for the next lesson, thus facilitating assessment for learning.</li> <li>Graded extended learning tasks facilitate self-directed learning. Teachers can assign vocabulary / grammar / reading / writing / speaking tasks based on student needs. To contextualize student learning, a fiction/non-fiction book will be recommended as a supplement to the school-based curriculum.</li> </ul> <p><u>(a) To develop e-learning materials for classroom teaching</u></p> <ul style="list-style-type: none"> <li>Based on the school-based self-directed learning framework, the core team will develop e-learning materials (lesson plans and learning tasks) with appropriate apps after co-planning with the level teachers. E-learning serves as a pedagogical tool to facilitate self-directed learning, one of the school's areas of concern over the past two years.</li> </ul>		<p>the extended learning tasks for all target levels</p> <ol style="list-style-type: none"> <li>2. Tryouts</li> <li>3. Co-planning to personalise the learning outcomes for all targeted levels</li> </ol> <p>From 9/2019 to 1/2020</p> <ol style="list-style-type: none"> <li>1. Differentiate the e-learning materials to cater for learner diversity in all target levels and to facilitate the transition between key stages</li> <li>2. Set the graded extended learning tasks for all target levels</li> </ol>	<p>and skills in learning English through digital technologies will be enhanced by the end of the project.</p> <ul style="list-style-type: none"> <li>100 percent of the existing English teachers will apply e-learning to English teaching to all target levels for at least once for each module (5 modules for each level for a school year).</li> </ul> <p><u>(b) To develop school-based flipped videos and extended learning tasks</u></p> <ul style="list-style-type: none"> <li>100 percent of the existing English teachers will make videos and design learning tasks to enhance teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>After completion of the project, the learning and teaching resources developed can be updated by the existing teachers with ease.</li> </ul> <p><u>(b) To develop school-based flipped videos and extended learning tasks</u></p> <ul style="list-style-type: none"> <li>The flipped videos and extended learning materials will be saved for students' self-access.</li> <li>The existing teachers will</li> </ul>	<p>kept for future reference</p> <ul style="list-style-type: none"> <li>Sharing and evaluation of video-taped lessons among panel members (2-3 times a year)</li> </ul> <p><u>(b) To develop school-based flipped videos and extended learning tasks</u></p> <ul style="list-style-type: none"> <li>Student questionnaires (pre- and post-project)</li> <li>Records of level co-planning meetings (at least 5 times for each level per year) kept for future reference</li> <li>Sharing and evaluation of the developed</li> </ul>

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<p>Students are provided with learning support through increased teacher-student and peer interactions, which improves student engagement. Web 2.0 tools, e.g. iPad apps, will be utilized to transform classroom teaching by redesigning tasks, to which students can apply four language skills in meaningful, authentic contexts for a wider audience. To differentiate the tasks, students will be challenged with different levels of questioning. The learning outcomes will be personalised by adopting instructional strategies, such as RAFTs (Role, Audience, Format, and Topic), where 3-4 variations of prompts are provided as a differentiated instructional strategy.</p> <ul style="list-style-type: none"> <li>The core team leaders will each co-plan and co-teach with the target level teachers: e-learning materials will be designed for each level once every two weeks (5 modules for each level).</li> <li>The lesson try-outs will be conducted by the level English teacher and one of the core team leaders. After the try-outs, teaching strategies and e-learning materials will be shared and adapted among the level teachers.</li> </ul> <p>(b) <u>To develop school-based flipped videos and extended learning tasks</u></p> <ul style="list-style-type: none"> <li>The core team will develop school-based flipped videos and extended learning tasks to conduct self-directed learning before and after lessons so as to let students of diverse needs access and complete the tasks anytime and anywhere at their own pace through the designated e-portal. Five flipped videos on grammar skills will be</li> </ul>		3. Tryouts	<ul style="list-style-type: none"> <li>Professional development workshops will be held after each assessment, i.e. three times a year, so that teachers are equipped with the e-learning skills required to design the learning tasks and flipped videos.</li> <li>80 percent of students will complete over 80 percent of the materials developed by school teachers on self-directed and extended learning tasks per year.</li> <li>By watching the videos, students will learn or revisit the grammar items listed in the curriculum guide and the instant online feedback can facilitate their self-directed learning.</li> </ul>	<ul style="list-style-type: none"> <li>be able to adapt the learning materials.</li> <li>The e-learning materials will be saved for students' self-access learning.</li> </ul>	<ul style="list-style-type: none"> <li>materials among panel members (2-3 times a year)</li> <li>English teachers will conduct peer-observation once a year and lesson observation forms will be kept to help enhance teaching and learning effectiveness</li> </ul>

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<p>developed as pre-lesson tasks. Follow-up learning tasks will be designed to check and/or enhance students' understanding of their grammar skills. By watching the videos, students will learn or revisit the grammar items listed in the curriculum guide by completing some online tasks. The instant online feedback generated in an online platform can facilitate learning. Other flipped videos on the purchased printed books and/or e-readers will be produced. They will be served as post-lesson tasks. Follow-up learning tasks will be designed to check and/or enhance students' understanding of the purchased books and/or e-readers. To conclude, the flipped videos and the extended learning tasks are to facilitate students' self-directed learning.</p> <p>Example:</p> <p>At home, students have to view a flipped video about the use of comparative and superlative forms of adjectives to describe the price, taste and size, etc. of different snacks. Then, they have to search for the price and size, etc. of some snacks online or at the supermarket. Back in the classroom, students have to make comparison between snacks e.g. different brands of potato chips, as in "Lay's potato chips are crispier than Calbee". Should students need help with how to form the comparatives/superlatives forms of adjectives and the sentence pattern, they can refer to the flipped video again. They can vote for the most popular snacks after giving reasons for their choices using the target structure, such as 'Dark chocolate is healthier than milk chocolate'. A</p>					



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<p>whole-class shopping list for the Christmas party can be created in the end as a wrap-up task. To cater for learner diversity, teachers encourage the use of a variety of adjectives, with the more able students using stronger adjectives and the less able students using common adjectives. Students are expected to build their vocabulary in an authentic context. After class, students have to read some food labels (for those who need more support) or watch some videos about plain food facts (for those whose potential can be stretched) and write about Food Facts: Q&amp;A to promote healthy eating at school.</p> <ul style="list-style-type: none"> <li>Students' performance will be recorded in the excel files generated from the Google forms. Graded tasks will be set after the first try-out during the co-planning sessions to cater for learner diversity.</li> <li>The topics will be selected based on the vertical framework of the school-based curriculum and the tasks will be differentiated during the collaborative co-planning meetings, where the learning difficulties of high flyers and low achievers will be discussed. More instructional scaffolding, e.g. breaking tasks down into manageable steps and modelling the skills explicitly, will be given to the less able students in terms of both input and output. For more able students, they can produce videos with their own scripts, and a wider variety of reading materials and follow-up tasks can be assigned. With the differentiated tasks, students will have more opportunities to learn English outside the</li> </ul>					



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<p>classroom where more support can be given to the low achievers and the high flyers' potential can be further stretched. The extended learning tasks mainly consist of fiction/non-fiction book and online follow-up tasks, which cover vocabulary / grammar / reading / writing / speaking skills. The books selected will be matched with the text types/topics covered in the school-based English curriculum so as to strengthen the horizontal coherence and vertical progression of the learning. The follow-up tasks can either consolidate or extend student learning, depending on their language abilities. This also instils values in students. The mark sheets auto-generated in the Google Classroom can be used for assessment for learning. Some of these tasks can be shared via campus TV channels and/or on online platforms for peer feedback.</p> <ul style="list-style-type: none"> <li>Other English teachers will be involved to make/adapt the videos and the learning tasks to suit learner needs. A learning community, with peer observation among panel members at least once a year, will be created.</li> </ul>					

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(2) Purchase reading materials to enhance e-learning and 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” for P.1-6					
<p>(a) Paper books and e-books will be incorporated so as to extend the depth and coverage of reading, as well as challenge students with different levels of questions. Students have to complete online extended tasks which cover vocabulary / grammar / reading / writing / speaking skills. These tasks are graded for differentiation by adopting different instructional strategies, where students can choose reading materials that suit their needs and interests.</p> <p>The themes of the printed books and e-books across different levels will cover the text types listed in the curriculum guide but not thoroughly touched in the school-based curriculum. The books will be taught in a regular English lesson (once per week) or be distributed to students as home readers. E-learning tasks will be designed to promote reading literacy, where students learn to acquire, apply, integrate, and/or critique information from various text types. Online platforms will also be used for students to share their work for a wider audience.</p> <p>(b) 5 paper books/e-books will be selected for each level to address the learning goals:</p> <p>(i) P.1-3 1 non-fiction books and 4 narratives</p> <p>(ii) P.4-6 3 non-fiction books and 2 narratives/classics</p> <p>The printed books will be purchased after proper</p>	P.1-6	<p>1/2018-8/2019</p> <p>From Jan 2018 to August 2018 contact publishers, conduct procurement and purchase printed books</p>	<ul style="list-style-type: none"> <li>- 80 percent of students at Primary 1 to 6 read at least 4 titles per year.</li> <li>- 100 percent of the existing English teachers use the books and the e-learning materials at Primary 1 to 6 each year.</li> <li>- In the questionnaires, 80 percent of students think their reading abilities have been improved with better vocabulary, reading and writing skills.</li> </ul>	<p>The books procured using the grant will be kept in the class library or the school server so that they can be reused.</p>	<ul style="list-style-type: none"> <li>- Students’ work will be saved in the Google Classroom or any designated e-portal five times a year</li> <li>- Teachers can view individual student’s responses or the group summary in a spreadsheet for further data analysis</li> <li>- Mark sheets auto-generated can serve as formative assessment results and help teachers determine next steps in instruction</li> <li>- English teachers/ English panels</li> </ul>

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<p>procurement exercises.</p> <p>Other books will be selected from the online reading platforms or put on the list of textbooks to be purchased by the students every year.</p>					<p>will conduct peer-observation or lesson observation once/twice a year and lesson observation forms will be kept to help enhance teaching and learning effectiveness</p> <ul style="list-style-type: none"> <li>- Teachers will share their teaching strategies on how to develop students' reading literacy during lesson observations and peer observations</li> <li>- Students' questionnaires for evaluation</li> </ul>

