

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

**School Name:** Tung Wah Group of Hospitals Tang Shiu Kin Primary School (English)

**Application No.:** C 080 (for official use)

**(A)General information:**

1.No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 18

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	6	6	32

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 (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)
ABRACADABRA (ABRA) web-based literacy program on Hong Kong primary school students	P.1-P.3	Phonics and reading	CUHK
Catering the needs of diverse learners using interactive dialogue and creative literacy activities in primary school classroom	P.1	Reading and speaking	City U

**(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. E-learning in English Language teaching has been implemented in the school-based curriculum.</li> <li>2. School has secured proper hardware (200 tablets, adequate recharge trolley and a stable Wi-Fi network) for better implementation of e-learning in teaching and learning.</li> <li>3. Our school is an IT model school among other schools under the sponsoring body of Tung Wah Group of Hospitals.</li> </ol>	<ol style="list-style-type: none"> <li>1. PEEGS facilitates the development of our school-based English Language curriculum and further promote learning and teaching of English.</li> <li>2. Most teachers demonstrate interest and show positive attitude in implementing the e-learning into daily teaching to enhance the effectiveness of teaching and learning.</li> </ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"> <li>1. Tight teaching schedule hinders thorough implementation of e-learning elements in the school-based English Language curriculum.</li> <li>2. Low achievers are passive in learning English.</li> </ol>	<ol style="list-style-type: none"> <li>1. The organisation of the developed school-based e-learning materials has yet to be enhanced to ensure smooth implementation and further scaffold teaching and learning.</li> <li>2. Competition is keen from other primary schools in the district.</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>
1. Curriculum Planning and Development	1. Employing a full-time supply teacher	P.1-P.6
2. Developing students' reading and writing skills	2. Employing a full-time teaching assistant	
3. Enriching the English language environment		
4. Professional development of teachers	3. Hiring of consultant service	

**(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 -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* <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"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</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 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?**

(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> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
Employing a full time supply teacher to create space for the core team members to enhance e-learning at Primary 1 to 3					
<p><b>Objectives:</b></p> <p>A full-time supply teacher will be employed to make room for the core team to develop e-learning packages for the writing programme of Key Stage 1 (KS1). The integration of e-learning into the core English Language curriculum aims at:</p> <ul style="list-style-type: none"> <li>✓enriching the existing KS1 writing programme;</li> <li>✓motivating students to learn English Language with interactive learning activities;</li> <li>✓promoting interactions among teachers and students inside and outside class time;</li> <li>✓promoting self-directed learning through learning at students’ own pace;</li> <li>✓catering for learner diversity; and</li> <li>✓fostering teachers’ professional enhancement in applying e-learning into English teaching.</li> </ul> <p><b>Supply teacher:</b></p> <p>A full-time supply teacher will be hired to take up around 30 lessons including both English lessons of non-target level(s) and/ or non-English lessons of the core team members for the</p>	<p>P.1- P.3</p>	<p><b>Primary 2-3</b> (Sept,2019- June 2020)</p> <p><b>Primary 1</b> (Jan- June 2020)</p> <p>(Sept, 2019 – May, 2020)</p> <p>Development, try-out and implementation</p> <p>(Nov, 2019; Feb,2020; Jun, 2020)</p> <p>Evaluation</p>	<p><u>On curriculum:</u></p> <p>8 sets of e-learning packages will be developed for 12 chapters in P.2 covering 32 lessons.</p> <p>6 sets of e-learning packages will be developed for 12 chapters in P.3 covering 24 lessons.</p> <p>5 set of e-learning package will be developed for 6 chapters in P.1 covering 20 lessons.</p> <p>Each set covers</p>	<p>After the project, all the newly-developed e-learning packages will be kept and saved as resource bank on various e-learning platforms.</p> <p>Teachers can access and keep on modifying the materials for future implementation.</p> <p>Core team members will keep leading other English teachers in implementing e-learning</p>	<p>Biweekly core team meetings and regular level meetings will be organised.</p> <p>Lesson demonstration will be conducted in each module and evaluation meetings will be held afterwards for improvement.</p> <p>Peer lesson observation of e-learning lessons will be conducted at least once per term in each target level by core team</p>

<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.

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>
<p>development of KS1 e-learning resource packs. About 9-10 lessons per week will be released from each core team member. Each member will take up 1 level and be responsible for developing and refining the e-learning materials of respective levels.</p> <p><b><u>The core team and their duties:</u></b></p> <p>The core team will consist of 3 members including the English curriculum leader, English panel head and English vice panel head who are better equipped with I.T. skills and familiar with different e-learning tools. The English panel head will be in charge of the project. Together, they will:</p> <ul style="list-style-type: none"> <li>✓conduct biweekly core team co-planning meetings to formulate e-learning writing modules and design learning and teaching resources in KS1;</li> <li>✓attend level meeting of respective target levels to disseminate the e-learning materials developed and collect feedback from subject teachers;</li> <li>✓carry out demonstration in each module;</li> <li>✓evaluate the effectiveness of developed materials and instruction strategies after demonstrations;</li> <li>✓modify the materials and instructional strategies according to students' learning needs and abilities;</li> <li>✓organise peer lesson observations at least once per term in each target level;</li> <li>✓conduct sharing sessions and e-learning workshops once per term in panel meetings; and</li> <li>✓provide continuous support to other English teachers.</li> </ul>			<p>the following items:</p> <ol style="list-style-type: none"> <li>1.Topic introduction (pre-task with video), vocabulary learning and extension (Quizlet)</li> <li>2.In-class grammar teaching/ target sentence structures / text type features presentation slides with interactive exercises (Nearpod)</li> <li>3.In-class practice exercise (Kahoot)</li> <li>4.1 set of 4 language exercises (Canvas)</li> <li>5.Writing task</li> </ol>	<p>elements and refining the curriculum after the project period.</p> <p>Sharing sessions and e-learning workshops will be conducted during panel meetings. The core team members will share the experiences and great teaching practices with all English teachers in panel meetings at the end of each term.</p> <p>Some lessons of each target level will be video-taped for sharing.</p>	<p>members and other panel members.</p> <p>Some lessons will be video-taped for evaluation and sharing.</p> <p>There will be evaluation sessions during panel meetings to offer feedback on students' progress, students' performance data analysis and evaluate the effectiveness of the project for each target level at each term.</p> <p>Students' performance at formative (e.g. participation rate)/ summative assessments will be kept for evaluation.</p>

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>								
<p><b><u>Professional sharing</u></b></p> <ul style="list-style-type: none"> <li>✓ All English teachers will attend e-learning workshops embedded in panel meetings.</li> <li>✓ The core team members will take a leading role to try out the necessary e-learning strategies and apps before the implementation of the e-learning writing modules.</li> <li>✓ The core team members will support and assist other panel members in applying e-learning into their teaching. They will share their experiences and give further advice via co-planning meetings, sharing sessions, panel meetings.</li> <li>✓ Sharing session will be held once per term by the core team members for all English teachers. Other panel members will be able to adopt the newly-developed e-learning materials into their daily teaching.</li> <li>✓ Some lessons conducted by core team members will be video-taped for reference.</li> </ul> <p><b><u>KS1 e-Learning Writing programme:</u></b></p> <p>The e-learning resource packs proposed to be developed, which are thematically and linguistically linked with the core English Language curriculum, will supplement the existing of KS1 writing programme.</p> <table border="1" data-bbox="129 1161 965 1492"> <thead> <tr> <th>Level</th> <th>Quantity to be developed</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>5 sets of e-learning resources covering 6 chapters to be taught in 20 lessons</td> </tr> <tr> <td>P.2</td> <td>8 sets of e-learning resources covering 12 chapters with a total of around 32 lessons</td> </tr> <tr> <td>P.3</td> <td>6 sets of e-learning resources covering 12 chapters with a total of around 24 lessons</td> </tr> </tbody> </table>	Level	Quantity to be developed	P.1	5 sets of e-learning resources covering 6 chapters to be taught in 20 lessons	P.2	8 sets of e-learning resources covering 12 chapters with a total of around 32 lessons	P.3	6 sets of e-learning resources covering 12 chapters with a total of around 24 lessons			<p>(online platform for peer editing/ evaluation and sharing)</p> <p><u>On students' performance:</u></p> <p>By the end of the project, 70% of P.1-P.3 students will agree that the use of e-learning elements will enhance their interest in learning English.</p> <p>70% of P.1-P.3 students will become more confident in applying the e-learning tools in learning English.</p> <p>70% of P.1-P.3 students will agree that peers' and teachers'</p>		<p>Student surveys (pre- and post-project), teacher surveys (pre-and post- project) will be conducted to evaluate the effectiveness of the e-learning project.</p> <p>The collected data from surveys and evaluations will be used in future planning, programme improvement on e-learning and teaching activities.</p>
Level	Quantity to be developed												
P.1	5 sets of e-learning resources covering 6 chapters to be taught in 20 lessons												
P.2	8 sets of e-learning resources covering 12 chapters with a total of around 32 lessons												
P.3	6 sets of e-learning resources covering 12 chapters with a total of around 24 lessons												

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>						
<p>Each set of resource pack will include:</p> <ul style="list-style-type: none"> <li>✓ topic introduction (pre-task with video), vocabulary learning and extension (Quizlet);</li> <li>✓ in-class grammar teaching/ target sentence structures/ text type features presentation slides with interactive exercises (Nearpod);</li> <li>✓ in-class practice exercise (Kahoot);</li> <li>✓ language exercises (Canvas); and</li> <li>✓ writing task (online platform for peer editing/ evaluation and sharing)</li> </ul> <p>The e-Learning materials (e.g. videos) can also be used for self-directed learning and catering for learning diversity. Students will be able to learn about the new topics /background information or do revision before class. They will be able to study at their own pace and revisit the materials at their own time. Class time can be reserved for engaging students in learning activities involving higher-order thinking skills/ quality interaction/ challenging items to strengthen their understanding of the target items. Teachers can provide timely feedback on students' performances.</p> <p>Students' performance reports, such as the frequency of participation and the results of the exercises can be collected and analysed. Besides, teachers will assign the e-learning exercises as homework and monitor students' progress.</p> <p><b>Tentative writing tasks (e-learning resource packs)</b></p> <p><u>Primary 1</u></p> <table border="1" data-bbox="129 1369 965 1501"> <thead> <tr> <th data-bbox="129 1369 566 1428">Chapters</th> <th data-bbox="566 1369 965 1428">Writing tasks</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1428 566 1471">Fun with colours</td> <td data-bbox="566 1428 965 1471">My favourite toy</td> </tr> <tr> <td data-bbox="129 1471 566 1501">Our colourful clothes</td> <td data-bbox="566 1471 965 1501">My puppet</td> </tr> </tbody> </table>	Chapters	Writing tasks	Fun with colours	My favourite toy	Our colourful clothes	My puppet			<p>feedback through the e-learning tools (e.g. Nearpod, Canvas, Kahoot) is useful to raise their awareness about their strengths and weaknesses in the learning tasks.</p> <p>60% of P.1-P.3 students will demonstrate improvement in formative/ summative assessments.</p> <p><i>Professional enhancement:</i></p> <p>All the teachers involved will acquire knowledge of teaching with the updated e-learning materials.</p>		
Chapters	Writing tasks										
Fun with colours	My favourite toy										
Our colourful clothes	My puppet										

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>
What can you see?	In the park			All the teachers involved will adopt the newly-developed e-learning pedagogy to their teaching in P.1-P.3.  80% of the English teachers involved will agree that the developed e-learning materials are effective in their daily teaching.		
Animal fun	My zoo					
Fun time	Funny photos					
What are they doing?						
<u>Primary 2</u>						
<b>Chapters</b>	<b>Writing tasks</b>					
Places at school	My school					
Please be good	In the Park - rules at the park					
Caring for others						
Sharing things	A visit to the zoo					
About me	A visit to the theme park					
Meet my family	My family					
Let's help at home						
Good boys and girls	My best friend					
Free time	Lazy Peter					
My day						
Weather and seasons	My favourite season					
Favourite festivals						
<u>Primary 3</u>						
<b>Chapters</b>	<b>Writing tasks</b>					
Fun with cooking	Grandma's soup					
Meal time!						
Let's go shopping - I'm hungry!	Sally's birthday party (group work; individual work)					
Let's go shopping - At the shopping centre						
My school calendar	In the countryside					
What we can do?						
Now and then, My diary	Cleaning classroom					
The big buddy						



Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>								
<table border="1"> <tr> <td data-bbox="125 280 566 320">Happy birthday</td> <td data-bbox="566 280 969 320">An accident</td> </tr> <tr> <td data-bbox="125 320 566 360">A bad day</td> <td data-bbox="566 320 969 360"></td> </tr> <tr> <td data-bbox="125 360 566 400">Meet my class</td> <td data-bbox="566 360 969 400">My friend</td> </tr> <tr> <td data-bbox="125 400 566 437">My friends</td> <td data-bbox="566 400 969 437"></td> </tr> </table>	Happy birthday	An accident	A bad day		Meet my class	My friend	My friends						
Happy birthday	An accident												
A bad day													
Meet my class	My friend												
My friends													
<p><b>Learning and teaching activities</b></p> <p><u>Before class: topic introduction/ vocabulary learning</u></p> <ul style="list-style-type: none"> <li>✓Pre-task will be designed to let student familiarise with the background information of the topic by viewing videos, listening to songs about the theme or doing online search with follow-up tasks (e.g. <i>locating the specific keywords or fill in the information gap while watching and listening to the videos</i>) designed on the online school platform (Canvas).</li> <li>✓For vocabulary learning, a set of questions on target vocabulary/ words related to the topic will be set up on Quizlet (e.g. flashcards, matching games, spelling games). This serves to enhance students’ basic understanding on the vocabulary and familiarity with the topics that they are going to learn. <ul style="list-style-type: none"> <li>→ to cater for learner diversity by allowing students to learn at their own paces. Weaker learners can revisit the flashcards and consolidate their learning through the tasks from the platform. Advanced learners can choose the challenging tasks or even develop their own flashcards for learning.</li> </ul> </li> </ul> <p><u>While lesson: interactive tasks</u></p> <ul style="list-style-type: none"> <li>✓Teacher will read aloud the target vocabulary and go through the difficult items, common mistakes made by the students in vocabulary quizzes. <ul style="list-style-type: none"> <li>→to consolidate students learning with quizzes e.g. Kahoot</li> </ul> </li> </ul>													

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
<p>✓Grammar teaching/ target language structures presentation slides e.g. Nearpod with interactive exercises will be designed and updated. Teachers can set open questions to check students understanding and deliver immediate feedbacks to students and hence students can make correlated amendment on their learning tasks. By incorporating these, students can apply language skills in meaningful contexts. After class, teacher can let students revisit the lesson content by importing PowerPoint slides into Nearpod.</p> <p>✓To make learning and teaching more interactive and interesting, a correlated grammar quizzes will be set in “Kahoot” for consolidation at the end of the lessons. A resource bank on Kahoot will be gradually developed for future use with accumulated quizzes.</p> <p>✓Writing tasks will be developed to let students apply vocabulary, grammar items/ sentence structures learnt in the chapter and further enhance their writing skills. Students can work in groups, brainstorm writing ideas and share with their peers to plan for their writings using the collaborative feature of Nearpod.</p> <p><u>After lesson: teacher feedback &amp; peer evaluation/ assessment / self-directed learning with learning resource bank</u></p> <p>✓After writing, students can share their work by taking photos of their handwritten work through collaborative feature of Nearpod and project on the scene for peer evaluation. Finally, they can publish their work to the online platform (Canvas).</p> <p>Extension:</p> <p>✓Different kinds of consolidation exercises will be designed and placed onto the school-based online platform (Canvas) to</p>					

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>
<p>assess and evaluate students' learning. →Students' progress and performance reports can be generated to let teacher reflect upon their teaching. Students can also get immediate feedback (e.g. right or wrong) to let students know what they have achieved or how they can make further progress.</p> <p><b><u>Proposed sample module</u></b></p>					
<p><b><u>Primary 3</u></b> <b>Topic:</b> Let's go shopping <b>Writing task:</b> Sally's birthday party (story)</p>	<p><b>Tentative e-learning tools</b></p>				
<p><b>Pre-lesson</b> Students will get familiarised with the topic and know more about the target vocabulary items with learning games on Quizlet before class. For example, <i>birthday party - writing birthday cards, singing birthday songs, making wishes, dancing, playing games</i> <i>feeling - excited, upset, surprised</i> Teacher will read aloud the target vocabulary and go through common mistakes made by the students in online quizzes and consolidate students learning with Kahoot quiz.</p>	<p>Quizlet, Kahoot</p>				
<p><b>Pre-writing</b> Teacher will teach simple past tense and target</p>	<p>Nearpod, Kahoot</p>				

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
sentence structures (e.g. cause and effect) with Nearpod. Teachers will set open questions to check students understanding and deliver immediate feedbacks. After that, teacher will revise the target language items and structures with students through the Kahoot quiz.					
<p><b>While-writing</b></p> <p>Students will brainstorm ideas for writing the story with the help of a plot diagram.</p> <p>Students can work in groups, brainstorm writing ideas about the ending of a story and share with their peers to plan for their writings using the collaborative feature of Nearpod.</p>	Nearpod,				
<p><b>Post-writing</b></p> <p>After writing, students can share their work through collaborative feature of Nearpod/ online platform Canvas for peer evaluation and teacher feedback.</p> <p>Finally, they can publish their work to the online platform Canvas.</p>	Nearpod, Canvas				