



HEEP YUNN PRIMARY SCHOOL

**GRANT SCHEME ON PROMOTING EFFECTIVE
ENGLISH LANGUAGE LEARNING IN PRIMARY
SCHOOLS (PEEGS)
2018/19 SCHOOL YEAR**

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

School Name: HEEP YUNN PRIMARY SCHOOL (English)

Application No.: B 005 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 14

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	3	3	3	3	3	3	18

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	3	3	4	4	4	4	22

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)
School-based PLP-R	P.1-3	Reading and writing	NET section, EDB (Provides readers only)













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

Strengths	Opportunities
<ol style="list-style-type: none">1. The overall pupil performance in English is good. Most of the pupils display confidence in using English to communicate with their teachers and peers.2. Most pupils have established the habit of reading English books and newspapers, thus maximising their exposure to a wide range of vocabulary, sentence patterns and text types.3. There is strong parental support for most of the pupils.4. School has secured proper hardware (79 tablets and a stable wifi) for the proposed measure.5. All English teachers are well equipped for the implementation of e-learning and familiar with effective strategies for teaching of higher order thinking skills.6. There is a collaborative culture of peer observation and in-house sharing sessions are held regularly to form a platform of support.	<ol style="list-style-type: none">1. Since most students master the English language well, teachers need not spend too much time covering fundamental usage. This allows more space for the development of higher order thinking skills.2. Students' good reading habit and mastery of e-learning tools facilitate cognitive development.3. Teachers' positive attitude plus sound IT skills are prerequisites for effective implementation of e-learning.
Weaknesses	Threats
<ol style="list-style-type: none">1. Learner diversity is widening.2. The BYOD (Bring Your Own Device) policy is not yet implemented.3. Very tight teaching schedule hinders the development of e-learning.4. Less able pupils are relatively low in motivation and are passive in their learning.	<ol style="list-style-type: none">1. Lesson design is getting more difficult in catering the learners' diversity.2. It may not be feasible to 'squeeze' in e-learning elements in the extremely tight schedule. Both parents and students may pay little effort to e-learning (especially at home) as this is not directly related to assessments.3. It can be an excuse for teachers and parents to give up using e-learning both in class and at home as this may consume more time than traditional learning and teaching.4. The absence of BYOD policy may hinder the development of e-learning at 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
<ol style="list-style-type: none"> 1. To incorporate drama and other language arts such as readers' theatre, songs and poems into the curriculum for preparing students for the New Senior Secondary Curriculum 2. To create space for curriculum leaders (the core team) for refinement of curriculum and classroom teaching 	<ol style="list-style-type: none"> 1. Procurement of professional services – professional development workshops 2. Hiring a supply teacher to: <ol style="list-style-type: none"> a. develop a school-based drama-in-education curriculum b. create space for the core team to – <ul style="list-style-type: none"> • co-develop a school-based drama-in-education curriculum; and • conduct classroom observation and teachers' sharing to enhance teaching quality 	<p>P.4 and P.5</p>

(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  the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please  the appropriate box(es) below)</p>	<p>Time scale (Please  the appropriate box(es) below)</p>	<p>Grade level (Please  the appropriate box(es) below)</p>
<ul style="list-style-type: none"> <input type="radio"/> Enrich the English language environment in school through <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p>(*Please delete as appropriate)</p> <input type="radio"/> 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” (*Please delete as appropriate)  Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”  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="radio"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” 	<ul style="list-style-type: none"> <input type="radio"/> Purchase learning and teaching resources  Employ full-time* or part-time* teacher (*Please delete as appropriate) <input type="radio"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate) <input type="radio"/> Procure service for conducting English language activities 	<ul style="list-style-type: none">  2018/19 school year <input type="radio"/> 2019/20 school year 	<ul style="list-style-type: none"> <input type="radio"/> P.1 <input type="radio"/> P.2  P.3  P.4  P.5  P.6 <input type="radio"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____

(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	Sustainability	Methods of progress-monitoring and evaluation
To employ a qualified full-time supply teacher to create space for the core team members to develop a school-based e-learning curriculum at P.3 to P.6					
<p>A. To form a Core Team</p> <ol style="list-style-type: none"> 1. To recruit a supply teacher (teaching 24 lessons/week) so that 3 experienced English teachers can be released (8 free lessons/week) to form a Core Team to develop a school-based e-learning curriculum. 2. All members have been attending a series of e-learning courses offered by the NET Section and actively involved in e-learning projects in different subjects over the past few years. The team consists of: <ol style="list-style-type: none"> a. Panel Chair (PSM English) & Leader in Gifted Education curriculum - She is experienced in the teaching of higher level thinking skills and has attained the certificate in ‘Advanced course in gifted education (curriculum coordination) – Leadership and management’. b. Panel Chair (APSM English) & Curriculum Leader of e-learning - She has attained the Certificate in Professional Development Programme on e-learning in Primary Education and has attended the ‘Thematic Course on Education of Students with Specific Learning Difficulties for English Language Teachers’. c. Assistant Curriculum Leader of e-learning – She is experienced in teaching the less able students and has attended ‘Thematic Course on Supporting Students with SEN – Cognition and Learning Needs (Facilitating English Language Teaching)’ and ‘Advanced Course on Catering for Diverse Learning Needs’. As for both courses, e-learning pedagogies are applied. <p>B. Common duties of all team members:</p> <ol style="list-style-type: none"> 1. Designing the school-based e-learning curriculum 	<p>P.3 to P.6</p>	<p>2018/2019 Each module will take around 4 to 6 weeks.</p> <p>P.6 module Mid Oct to late Nov 2018</p> <p>P.5 module Dec 2018 to Jan 2019</p> <p>P.4 module Feb to Mar 2019</p> <p>P.3 module Apr to May 2019</p>	<ol style="list-style-type: none"> 1. A school-based e-learning curriculum, including the scheme of work, lesson plans and teaching/learning materials will be designed for use. 2. 4 modules with 3 teaching packages (extended, core and remedial) to cater for learners’ diversity will be developed. 3. 100% of the P.3 to P.6 English teachers will attend the co-planning meetings with the core team to allow exchanging of ideas and evaluating the effectiveness of the course materials. 4. A total of 16 lessons (those prepared for lesson observations) will be recorded for evaluation and 	<ol style="list-style-type: none"> 1. Teachers can master the fundamental techniques and essential skills in using e-learning tools in their daily English teaching. 2. A school-based e-learning curriculum for P.3 to P.6 with teaching/ learning materials will be developed for future use. 3. The curriculum and course materials 	<p>Co-planning meetings will be conducted for each level to allow the core team to:</p> <ol style="list-style-type: none"> 1. disseminate implementation details; 2. evaluate the lessons; and 3. exchange ideas on modification of the teaching packages. <p>The programme will be monitored and evaluated through:</p> <ol style="list-style-type: none"> 1. consulting English teachers involved about the feasibility and suitability of the teaching packages; 2. conducting teaching survey (pre- and post-module) on their attitude towards e-learning; 3. conducting

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<p>2. Preparing all newly developed teaching materials</p> <p>3. Co-planning with targeted level teachers</p> <p>4. Try out newly-developed materials</p> <p>5. Teaching one of the levels (High/Medium/Low)</p> <p>6. Conducting lesson observation</p> <p>7. Conducting evaluation of each module</p> <p>8. Sharing with all English teachers</p> <p>9. Conducting students' evaluation</p> <p>C. Special duties of the PSM (English):</p> <p>1. To administer, monitor and oversee the programme</p> <p>2. To prepare the proposal</p> <p>3. To design the teachers and students' questionnaires</p> <p>4. To report to the Principal on the progress of the programme</p> <p>5. To assist in preparing the written report on finishing the programme</p> <p>D. Special duties of the APSM (English):</p> <p>1. To assist in preparing the proposal</p> <p>2. To assist the PSM (English) in the running of the programme</p> <p>3. To prepare the written report upon completion of the programme</p> <p>4. To analyze all evaluation data for future reference</p> <p>E. Special duties of the assistant E-learning curriculum leader:</p> <p>1. To co-ordinate with the IT Department</p> <p>2. To organize all teaching records for future reference</p> <p>F. Monitoring mechanism:</p> <p>1. Co-working with the English teachers in implementing the course materials</p> <p>2. Meeting with English teachers involved to consult them about the effectiveness of the teaching packages after preliminary plans for every module</p> <p>3. Holding 5 evaluation meetings: 1 before the module; 3 before each stage (pre, while and post) and 1 after each</p>			<p>future references.</p> <p>By the end of the programme:</p> <p>1. Over 80% of English teachers will be involved in the programme.</p> <p>2. Over 80% of the English teachers will become aware of the importance of using e-learning tools in English teaching.</p> <p>3. Over 80% of the English teachers will become willing in adopting various e-learning pedagogies in English teaching.</p> <p>4. Over 80% of the English teachers will understand the fundamental techniques and skills for implementing e-learning in our school.</p> <p>5. Over 80% of the English teachers are confident in conducting the</p>	<p>will cater for the students' wide diversity.</p> <p>4. English teachers can adopt e-learning skills in daily English teaching in the future.</p> <p>5. Students will be more engaged in self-learning tasks with the use of e-learning tools.</p> <p>6. 2 teachers' sharing (during panel meeting) will be conducted to enhance teaching quality and sustain-</p>	<p>lesson observations;</p> <p>4. observing students' performance and attitude towards e-learning during the programme;</p> <p>5. evaluating students' interest and motivation in e-learning through survey;</p> <p>6. recording lessons with teachers' evaluation for future reference;</p> <p>7. holding sharing meetings (after Term 2 & 3); and</p> <p>8. compiling evaluation report upon completion of the programme.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>module</p> <ol style="list-style-type: none"> 4. Revising and modifying the materials after the meetings 5. Conducting try-out lessons for P.4 to P.6. One more English teacher (not in the core team) will be invited to try out the newly-developed materials in P.3. The core team members will be assigned to teach different learning groups: the more able, the average and the less able 6. Conducting lesson observation for each module. A total number of 16 lesson observations will be conducted (4 for each module – 2 for the while task and 2 for the post task) 7. Providing feedback on the effectiveness of the programme based on lesson observation 8. Designing diversified assessment methods for students with diverse needs 9. Conducting evaluation survey 10. Preparing a final report on the effectiveness of the programme 11. Inviting the PSMCD to observe at least 2 lessons of each module 12. Inviting the school Principal to observe at least 2 lessons of each module 13. Arranging at least 1 peer lesson observation for each level <p>G. Implementation details of the school-based e-learning curriculum:</p> <ol style="list-style-type: none"> 1. A total of 16 to 20 lessons will be allocated to the initiative for each module. 2. A total of 4 teaching modules (with 1 module for each target level) will be introduced. 3. Themes to be covered for each level: P.3 – <i>My Diary</i> P.4 – <i>Having Fun in Hong Kong</i> 			<p>school-based e-learning curriculum in the future.</p> <p>During and after the programme, by teachers' observations:</p> <ol style="list-style-type: none"> 1. Over 50% of the students will improve their motivation in learning English. 2. Over 50% of the students are more engaged in self-English learning. <p>As reflected by survey data:</p> <ol style="list-style-type: none"> 1. Over 70% of students will improve their confidence in the use of English through interacting in real and simulated situations during the programme. 2. Over 70% of students are willing to use English 	ability of the curriculum.	

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<p>P.5 – <i>DIY is Fun</i> P.6 – <i>Endangered Animals</i></p> <p>4. Each module will consist of 3 main stages:</p> <ol style="list-style-type: none"> Pre-tasks – Flipped Learning While-tasks – High order thinking skills will be taught with the help of e-learning tools. Activities involve mind mapping, concept mapping, designing tree diagram, using timeline in sequencing, comparing and contrasting and brainstorming multiple perspectives. Presentation and debating skills will also be covered in P.5 and 6 for better preparation for Secondary 1 interviews. Post-tasks – Consolidation and follow-up work including writing tasks, mini projects and oral presentations will be completed with the help of different e-learning apps. <p>5. The four language skills – listening, speaking, reading and writing will be covered.</p> <p>The teaching packages will include lesson plans, teaching resources such as PowerPoint slides, worksheets, teachers’ handouts and instruction manuals on how to use the e-learning apps.</p> <p>The following outline for a P.6 module ‘Endangered Animals’ is used to illustrate how related e-learning will be incorporated into the core writing curriculum:</p> <ol style="list-style-type: none"> Pre-task – <i>EDpuzzle</i> can be used to facilitate the flipped learning. By watching the video clips before class, students are exposed to the authentic learning environment. <i>EDpuzzle</i> will be used to give students background information about the set topic. Pre-task worksheets activating their schema will be developed to help strengthen self-regulated learning skills. While-task – Students are involved in a mini project during the lessons on how to save 			<p>outside traditional classroom setting</p> <p>3. Over 70% of students will be able to use search engines to facilitate their own learning.</p> <p>As reflected by assessment results,</p> <ol style="list-style-type: none"> 70% of high flyers will demonstrate improvement in formative and summative assessments. 60% of the average-ability students will demonstrate improvement in formative and summative assessments. 50% of less able students will demonstrate improvement in formative and summative assessments. 		

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<p>endangered animals. <i>PowerPoint</i> slides will be used for teaching the main ideas of the writing task. Vocabulary building can be done by using the <i>World's Worst Pet</i>. Grammar focus will also be taught by <i>Grammaropolis</i>. Students will work in groups to discuss the main points of their writing project. Different search engines such as <i>Google</i> will be used to research relevant materials. At the same time, <i>Lino</i> can be used for sharing ideas online. This helps students organize their ideas and enhance their collaboration skills. <i>Popplet</i> can also be used to teach students to organize ideas using mind maps. This learning process can help enhance students' writing, collaboration, creativity and critical thinking skills. Students will be taught to write the script of an interview with different people by using <i>Google Doc</i>. Creativity and generic skills such as communication and cooperation skills can be enhanced.</p> <p>c. Post-task – A video (<i>Adobe Spark/iMovie</i>) on saving the endangered animals will be produced by students after reading. Students can share it in <i>Google Classroom</i> and feedback can be given and collected. Finally, students can comment on others' videos by using the <i>Google Form</i>. The purpose of video-making is to further consolidate students' knowledge about endangered animals. Students' sensitivity to the language can also be enhanced.</p> <p>6. There will be 3 packages for each level (3 x 4 = 12 packages). Each module will consist of 3 teaching packages to cater for learners' diversity (<i>For P.3 to P.6, students from 3 operating classes are divided into 4 learning groups: 1 for the more able, 2 for the average and 1 small group for the less able.</i>): Teaching strategies and students' exercises will be</p>					

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<p>adjusted for accommodating diverse learning needs.</p> <ol style="list-style-type: none"> a. The more able – higher order thinking skills will be the teaching focus. b. The average – this is the norm of the whole learning level and is thus the common ground for all language skills to be taught. c. The less able – teaching materials will be tailored and different strategies will be adopted to meet their learning needs. <p>A Learning Management System (LMS) will be set up in Google Classroom as a platform for assessing students’ learning process.</p> <p>A K-W-L approach will be used to guide students through the task. An individual learning portfolio is to be designed for tracking progress and 3 versions (extended, core and remedial) will be made available.</p> <ol style="list-style-type: none"> 1 K – Students will begin by brainstorming what they Know about the topic. (What do you know about the topic?) 1 W – Students will then generate a list of questions about what they Want to know about the topic. (What do you want to learn about the topic?) 1 L – During or after the task, students will record what they have Learned from the activity. (What have you learned about the topic?) <p>7. Diversified assessment modes will be adopted:</p> <ol style="list-style-type: none"> a. Self-reflection/assessments b. Peer assessments c. Quizzes d. Teachers’ observation e. Online assessments such as Quizlet, Plickers and Kahoot will be used to check students’ understanding of lesson content. Google forms will be adopted for students’ self-reflection and 					

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<p>peer assessment.</p> <p>8. The teaching modules will be developed from the course book in order to tie in with our school-based curriculum.</p> <p>9. The design of the modules will help prepare students for new key stages: P.3 to P.4 (key stage one to key stage two); P.6 to F.1 (key Stage two to key stage three).</p> <p>10. Professional development sessions will be conducted for existing teachers before the commencement of the 2018/2019 school year to make sure they understand the rationale behind and familiarize themselves with the use of various e-learning tools and design of activities.</p>					

(F) Budget and cash flow (Please provide a breakdown of the costs for each expenditure item per school year) - more rows can be added if needed:

Proposed usage of grant	Estimated cost				
	If the initiative is funded by PEEGS and other sources, please specify the amount separately for each relevant item				
	2018/19 school year		2019/20 school year		Sub-total (Funded by PEEGS)
Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)		
Employ a supply teacher \$29,166.7 (MPF included) × 12 months = \$350,000	\$350,000	---	-	-	\$350,000
Total:	\$350,000	---	-	-	\$350,000

Remarks

Teachers who have joined the Early Retirement Scheme cannot be hired under the PEEGS.

Approved by: _____

Miss Lee Kit Yee Fion

(School Supervisor)

Date: _____

28 SEP 2018