

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

School Name: S.K.H. YUEN CHEN MAUN CHEN PRIMARY SCHOOL (English)

Application No.: C 099 (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	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	--	--	--	--	--	--	--

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)
Space Town Literacy Programme	P.1-3	Reading, writing and phonics	NET Section, EDB
PLP-R/W	P.1-3	Reading, writing and phonics	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. School-based programmes such as Space Town Literacy Programme (P.1-3) and the e-learning platform for self-directed learning (P.1-6) are well-developed.2. Teachers are all experienced, energetic and responsible. They attend regular co-planning meetings and peer observation to review, reflect and evaluate teaching methods and teaching materials.	<ol style="list-style-type: none">1. WiFi network and e-learning devices are available at school. We now have 135 iPads and 3 charging carts.2. Teachers are eager to acquire new knowledge about e-learning.
Weaknesses	Threats
<ol style="list-style-type: none">1. Some students lack parental support in learning English. They seldom read English books at home or with their parents.2. As evidenced by assessment results, students' reading performance is relatively weak and more efforts should be paid to develop their reading strategies.	<ol style="list-style-type: none">1. Great learning diversities among students2. Limited time for English lessons

(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. School-based e-learning platform	1. Setting up the school-based e-learning platform	P.1-6
2. From Reading to Writing Programme	2. Employing a supply teacher to release teachers for the design of the e-learning platform and From Reading to Writing Programme	P.4-6

(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 checked="" 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 checked="" 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"/> 2019/20 school year (P4)</p> <p><input checked="" type="checkbox"/> 2020/21 school year (P.5)</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 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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<p>Employing a part-time supply teacher to create space for the core team members to develop school-based e-learning resources to: (i) promote reading across the curriculum (RaC); and (ii) enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.4 and P.5</p>					
<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Our school has integrated Space Town literacy programme and KS1 students are equipped with basic reading skills. However, our existing KS2 reading curriculum based on textbooks and readers is constricted and students’ learning interests and exposure to English reading is relatively limited. A new RaC programme and updated electronic reading resources are needed to help migrate our students from 'learning to read' to 'reading to learn'. ● Our school has purchased i-Pads for mobile learning but we lack e-resources with suitable contents. Having access to appropriate e-book resources will boost our capability to address our needs. ● With the grant, school can: <ul style="list-style-type: none"> ✧ review and enhance our existing English curriculum with new reading and writing resources; ✧ introduce e-Learning to improve students’ motivation and enrich students’ learning experience; and ✧ provide our teachers with opportunities to learn, design and practise different teaching and learning strategies for incorporating reading across the 	<p>P.4-P.5</p>	<p>P.4 (2019-2020)</p> <p>P.5 (2020-2021)</p> <p><u>Module 1</u> Planning: Aug-Sep Implementation: Oct Evaluation: Nov</p> <p><u>Module 2</u> Planning: Dec- Jan Implementation: Feb Evaluation:</p>	<p>6 sets of school-based e-learning modules will be developed and each will cover about 12-14 lessons.</p> <p>Graded worksheets (2 levels) will be produced to cater for learner diversity.</p> <p>50% of P.4-P.5 students will demonstrate better reading skills as evidenced by formative assessment results.</p> <p>80% of teachers agree that P.4-P.5 students participate actively in the lessons. and their learning interest in English has been enhanced.</p>	<p>The RaC programme will be incorporated into our school-based curriculum.</p> <p>All the e-books purchased will belong to our school and we can use them in the future years.</p> <p>All the teaching plans and related resources will be developed and revised by our teachers.</p> <p>Lessons will be videotaped for professional sharing</p>	<p>Co-planning meetings will be held every two weeks to plan and review the teaching materials. Minutes of the co-planning meetings will be kept for future reference.</p> <p>Teachers’ evaluations and reflections on lesson observations or/and materials developed will be discussed bi-weekly.</p> <p>Evaluation with all English teachers will be held twice a year at English Panel meetings.</p>

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<p>curriculum and e-Learning into our curriculum.</p> <ul style="list-style-type: none"> Newly-developed and purchased e-Resources with stimulating cross-curricular contents will be integrated into our school-based reading curriculum. <p><u>Duties of the core team</u></p> <ul style="list-style-type: none"> 2 panel heads and 2-3 experienced teachers from P.4-P.5 will be in the core team. A total of around 12 lessons will be taken up by the part-time supply teacher. Around 2-3 lessons per week will be released for each core team member. There will be a co-planning meeting every two weeks. During the meeting, the core team members will work together in designing lesson plans and e-learning teaching resources. The core team members will try out the newly-developed resources. There will be about 4 lesson observations for each module in each term. After the try-out lesson, teachers will share their experiences and modify the tasks. Evaluation and professional sharing will be conducted in the panel meetings once per term. <p><u>School's IT infrastructures</u></p> <ul style="list-style-type: none"> School has secured proper hardware and software to effectively deliver the proposed programme. We have 50 iPads Air 2, 85 iPads, and 3 charging carts supporting up to 144 iPads. Wifi-900 has been installed at our school and all the classrooms and special rooms are covered with at least 1 Mbps upload / download bandwidth WiFi. Both our teachers and students have experience with 		<p>March</p> <p><u>Module 3</u></p> <p>Planning:</p> <p>April</p> <p>Implementation:</p> <p>May</p> <p>Evaluation:</p> <p>June</p>	<p>Over 60% of students at P.4-P.6 will agree that the e-resources help their English learning.</p> <p>100% of teachers involved are equipped with skills and are experienced in designing school-based curriculum based on purchased resource and writing up school-based teaching plans.</p> <p>80% of teachers involved have greater understanding and are more capable to apply blended learning, flipped learning and mobile learning for classroom facilitation.</p>	<p>purpose.</p>	<p>Surveys for teachers and students will be conducted twice a year.</p> <p>Samples of students' work, regular co-planning meetings and sharing sessions will be used to monitor students' progress.</p> <p>Formative assessment (quizzes) will be designed by teachers as a tool for progress monitoring.</p>

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<p>using e-Learning tools in classrooms.</p> <ul style="list-style-type: none"> About 99% of the parents signed the e-notice in the school year 2017-2018. That means the majority of the parents/students could use smart phones for e-learning activities. <p>Implementation</p> <ul style="list-style-type: none"> A total of 6 RaC modules will be developed, with each covering 12-14 lessons. All the topics will be closely aligned with the core English and General Studies curricula. <table border="1" data-bbox="125 668 936 1276"> <thead> <tr> <th>Level</th> <th>1st Term</th> <th>2nd Term</th> <th>3rd Term</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>Connecting with other people</td> <td>Now and then</td> <td>Healthy eating</td> </tr> <tr> <td>Chapters in textbooks</td> <td>A1: Knowing me, knowing you (Hobbies) A2: Same or different?</td> <td>A5: Old Hong Kong A6: When I was little</td> <td>B3: Healthy eating B4: A balanced diet</td> </tr> <tr> <td>P.5</td> <td>Caring for others</td> <td>People and places around the world</td> <td>News and events</td> </tr> <tr> <td>Chapters in textbooks</td> <td>A1: Good behaviour A2: Be nice to others</td> <td>A7: Fantastic people</td> <td>B5: Police stories B6: Look out!</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 6 lessons will be allocated to the teaching of each e-book (including pre-reading tasks, intensive class reading activities and post-reading tasks). Another 6-8 lessons will be for creative writing tasks related to the titles to promote deeper understanding of subject-specific concepts and consolidation of pertinent language skills. 	Level	1st Term	2nd Term	3rd Term	P.4	Connecting with other people	Now and then	Healthy eating	Chapters in textbooks	A1: Knowing me, knowing you (Hobbies) A2: Same or different?	A5: Old Hong Kong A6: When I was little	B3: Healthy eating B4: A balanced diet	P.5	Caring for others	People and places around the world	News and events	Chapters in textbooks	A1: Good behaviour A2: Be nice to others	A7: Fantastic people	B5: Police stories B6: Look out!					
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<ul style="list-style-type: none"> ● Target skills: English: <ul style="list-style-type: none"> ✧ To help students identify the main ideas and supporting details in the text ✧ To point out unfamiliar words and explore their meaning using contextual and visual clues ✧ To identify the writer’s intention and attitude ✧ To help students extend their experience with the words and language and ideas in the books by designing relevant creative writing task Study skills <ul style="list-style-type: none"> ✧ To help students develop independent study skills with the use of e-Learning tools ● 6 e-books (both fiction and non-fiction texts covering different genres) will be purchased for the programme after proper procurement exercises. Careful inspection of e-books to be purchased will be conducted. The following criteria for e-book selection will be closely observed: <ul style="list-style-type: none"> ✧ Alignment with the core curriculum ✧ Accuracy of language used ✧ Typicality of the texts used ✧ Level of difficulty of the texts ✧ Built-in interactive features ✧ Support for independent and further reading <p>We will be able to reuse all the e-books and related resources after the completion of this project to sustain the teaching and learning benefits without paying extra. The e-books will be stored at our department’s resources</p>					

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<p>folder under our intranet. We may allow teachers to upload the e-books at the <i>Google drive</i> for classroom use. All e-books will be purchased after proper procurement exercises.</p> <ul style="list-style-type: none"> ● Students can use computer/iPads at school with the support from the IT assistant or teachers if they cannot finish the e-learning tasks at home. ● A broad array of learning and teaching activities will be designed. <ul style="list-style-type: none"> ✧ Pre-reading: <p>A study note in Nearpod or Quizlet will be designed for each reader and students will get background information of the topic to be covered. The study note will contain core vocabulary items and key facts of the reader.</p> <p><i>Kahoot!</i> vocabulary games and knowledge quizzes will be used to motivate students' interest in learning the related topic and assess students' prior knowledge. Teachers will make reference to the results when reviewing teaching materials and strategies.</p> ✧ While-reading: <p>Teachers will use the e-books purchased in the classrooms. Unlike our traditional teaching methods, we will maximize the benefits of e-books by using their special features such as audio, visual elements and some functions such as reading aloud for different reading activities.</p> <p><i>Nearpod</i> will be used for modelling target reading strategies, introducing key concepts and thematic</p> 					

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<p>vocabulary. Students will also be involved taking online quizzes in class. This will help teachers keep track of students' progress and they will modify teaching strategies/give less able students support whenever necessary.</p> <p>✧ Post-reading:</p> <p>Teachers will develop various exercises on target reading skills, thematic vocabulary and subject-specific concepts covered in the e-Book using <i>Nearpod</i> or <i>Kahoot!</i> as formative assessments. Students' performance can be recorded and analysed easily with the <i>Nearpod</i> or <i>Kahoot!</i> report function, teachers can work on problem areas and provide further support.</p> <p><u>Descriptions of a sample P.5 RaC module</u></p> <ul style="list-style-type: none"> ● Theme: Caring for others ● Reader/text: <i>Hands Off My Toy!</i> by David Lewman ● Text type: Story ● Module objectives: <p><i>English</i></p> <ul style="list-style-type: none"> ✧ To understand features and structures of a narrative ✧ To develop the following reading skills: <ul style="list-style-type: none"> - Prediction - Locating main ideas and specific information - Working out meanings in context - Understanding the writer's intention - Reflect on and share what they have learnt through various means <p><i>General Studies</i></p> <ul style="list-style-type: none"> ✧ To impart positive life values (such as sharing, trust and real friendship) ✧ To improve students' collaborative problem solving 					

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<p>skills</p> <ul style="list-style-type: none"> ● Pre-reading activities <ul style="list-style-type: none"> ✧ Students complete a <i>Kahoot!</i> friendship quiz consisting of the following questions: <ul style="list-style-type: none"> ❖ <i>How long have you known your best friend?</i> ❖ <i>Do you and your friend like the same toys?</i> ❖ <i>Would you two share and take turns with your favourite toys?</i> ❖ <i>Do you and your friend like the same foods?</i> ❖ <i>How many fights have you been in with your friend because of toys and foods?</i> ✧ Characters (SpongeBob SquarePant and Patrick) are introduced in <i>Nearpod</i> study notes. ● During the reading lessons <ul style="list-style-type: none"> ✧ Teachers share quiz findings with students in the lessons. ✧ Prediction activities: teacher projects the book cover onto the screen and asks the students the following questions: <ul style="list-style-type: none"> ❖ <i>What is SpongeBob holding tight in his arm? (His new toy, the bubble blower)</i> ❖ <i>What is Patrick, his friend trying to do? (to get his toy)</i> ❖ <i>What would you do if you were SpongeBon Squarepant? Would you share your new toy with Patrick?</i> ❖ <i>How would you feel if you were Patrick? Would you feel unhappy?</i> ✧ Modelling of reading strategies: the Collaborate feature of <i>Nearpod</i> will be used and questions about the main components of a story (characters, setting, plot, theme, beginning, middle and end) posted for checking students' understanding to ensure students 					

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<p>keep track of the story development.</p> <ul style="list-style-type: none"> ✧ Teacher launches 'Quizlet: Flashcards' and asks students to learn the target vocabulary. Then, use 'Quizlet: Learn' to check how well they have understood and learnt the vocabulary. ✧ Towards the end of the lesson, students will be allowed to revisit the story again themselves using different functions of the e-Book (e.g. listening to the audio recording). <ul style="list-style-type: none"> ● Post reading activities <ul style="list-style-type: none"> ✧ A mini drama: Students can choose their favourite part of the story, write a short script and act it out. ✧ Students can get together in groups and discuss what how they should get along with their friends. ✧ Teacher can conclude the module by highlighting the importance and beauty of sharing with friends. <p><u>Materials to develop</u></p> <ul style="list-style-type: none"> ● For each set of teaching materials, there will be: <ul style="list-style-type: none"> ✧ lesson plans; ✧ reading tasks (before, during and after); and ✧ e-Learning materials developed with the use of mobile apps such as <i>Google Drive, Nearpod, Kahoot!</i> so as to supplement the reading lessons, develop students' study skills and cater for learners' diversity. <p>The flipped classroom materials (study notes, videos, etc.) will extend students' learning outside the classroom while mobile apps such as <i>Nearpod</i> can engage students inside the classroom with interactive activities so to further promote effective English learning.</p> 					

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<p><u>Assessment practices</u></p> <ul style="list-style-type: none"> ● Students can make use of the built-in interactive functions of the e-book such as reading aloud to support their reading. Students will be assigned to complete reading comprehension worksheets or writing worksheets. ● Apart from worksheets, self-check exercises and quizzes will be used like <i>Google Forms</i>, <i>Kahoot!</i> as formative assessments. They provide instant students' feedback, record as well as analyze students' performance. ● Some more creative tasks such as designing a poster or a leaflet, writing a creative story or a letter to the author will be assigned to further extend students' reading and understanding of the theme. Students can make use of the tools <i>Book Creator</i> to make their own storybooks and share with other classmates. 					

(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 school-based English Language curriculum initiative(s)	Estimated cost If the initiative is funded by PEEGS and other sources, please specify the amount separately for each relevant item				
	2019/20 school year		2020/21 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)	
(1) Employing a part-time supply teacher (\$16,800 per month +\$840 MPF*) x 12 months per year x 2 years *MPF at 5% of the salary	\$170,000	\$41,680	\$170,000	\$41,680	\$340,000
(2) Purchase of e-Books 6 titles x \$3,000	\$10,000	\$8,000	\$0	\$0	\$10,000
Total:	\$180,000	\$49,680	\$170,000	\$41,680	\$350,000

Remarks:

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