

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

**School Name:** Yuen Long Public Middle School Alumni Association Primary School (English)

**Application No.:** B 034 (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 2017/18 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 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							

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)
PLP-R/W	P.1-P.3	Reading and Writing	NET Section, EDB
School-based support - Writing	P.3 & P.5	Writing	Language Learning Support Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
1. Collaborative and sharing culture among LETs and NETs is developed. 2. Supportive school head, panel chairs and English teachers.	1. IT hardware is available and teachers are all ready to try out e-learning using iPads and apps during the lessons. 2. Teachers are willing to try out various teaching strategies to arouse students' motivation.
<b>Weaknesses</b>	<b>Threats</b>
1. Great learner diversity among our students. 2. Students lack classroom experiences in e-learning.	1. Individual learning needs in terms of motivation and language proficiency are more diverse. 2. Insufficient parental support.

**(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. To improve students' reading skills in using various reading strategies to understand the meaning of texts in P.1-4	1. Hire a supply teacher 2. Hire a teaching assistant	P.1-4
2. To develop the professional capacity of the English panel through equipping a curriculum development team	3. Purchase learning and teaching resources	P.1-6

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

<p align="center"><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center"><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center"><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center"><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 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* or <del>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"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 school year</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 checked="" type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
To employ a qualified full-time supply teacher to create space for the core team members to enhance e-Learning at P.4-P.6					
<p><u>Overview:</u></p> <ul style="list-style-type: none"> <li>A supply teacher will be hired to release around 24 lessons of the existing English teachers for developing, trying out and fine-tuning the e-Learning materials to further promote English learning and teaching. The developed materials will be used to supplement the existing English Language curriculum and develop students' self-directed learning skills.</li> </ul> <p><u>The core team and their duties:</u></p> <ul style="list-style-type: none"> <li>There are 3 core team members including the English panel heads and a teacher who are more experienced in e-learning and teaching. They will also be the English teachers of the target levels.</li> <li>8 lessons per week will be released tentatively for each core team member. With the lessons released, the core team members will develop graded e-learning materials and adopt flipped classroom strategies to enhance the school-based English curriculum.</li> <li>Co-planning meetings will be held every week. e-Learning materials will be designed.</li> <li>3 lessons will be allocated for each plan. The core team members will try out the developed materials. After the try-outs, teaching strategies and e-Learning materials will be fine-tuned, shared and adopted among the level English teachers.</li> <li>Peer lesson observation will be carried out by the core members and the level English teachers once per module.</li> </ul>	<p>P.4 - P.6</p>	<p>Implementation period: Sept 2018-May 2019</p> <p><u>Module 1</u> Co-planning: 9/2018</p> <p>Trial run + observation: 9-10/2018</p> <p>Evaluation: 10/2018</p> <p><u>Module 2</u> Co-Planning: 10/2018</p> <p>Trial run + observation: 10-11/2018</p> <p>Evaluation</p>	<ul style="list-style-type: none"> <li>6 sets of materials will be developed. In each set, lesson plan, flipped videos, graded learning tasks and PowerPoint slides will be developed.</li> <li>80 percent of the target students' confidence and skills in using electronic devices for English learning will be enhanced by the end of the plan.</li> <li>100 percent of the participating English teachers will apply</li> </ul>	<ul style="list-style-type: none"> <li>The e-Learning materials will be saved in MOODLE where the English teachers can easily retrieve, adapt or utilize to suit their students' needs.</li> <li>All the teaching and learning resources will be easily updated by the English teachers after the project</li> </ul>	<ul style="list-style-type: none"> <li>Students will complete questionnaires at the end of each year for their perception on learning through flipped classroom.</li> <li>e-Learning lesson observation by the level English teachers will be conducted to evaluate effectiveness of the programme.</li> <li>Records of level co-planned meetings will be kept.</li> <li>Sharing and evaluation of video-taped lessons in subject</li> </ul>

Proposed school-based English Language curriculum initiative(s)			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
P.4				11/2018	e-Learning to teaching to the target levels for at least once.	period.	meetings (2 times a year)
	<b>Module</b>	<b>Learning objectives</b>		<u>Module 3</u> co- Planning: 11/2018	<ul style="list-style-type: none"> <li>100 percent of the English teachers will be able to make videos and design e-learning tasks to enhance teaching and learning.</li> <li>In-house professional development workshops will be conducted after each exam (3 times) so that teachers are well-equipped with the skills of e-learning on designing flipped videos and learning tasks.</li> <li>80 percent of</li> </ul>	<ul style="list-style-type: none"> <li>The developed school-based flipped videos and graded learning tasks will be revised and reused after project period.</li> <li>The flipped videos and learning materials will be kept for students' self-access.</li> <li>The English teachers will be able to adapt or utilize the learning</li> </ul>	<ul style="list-style-type: none"> <li>The English teachers will conduct peer observation and lesson observation forms will be kept to evaluate the effectiveness of teaching and learning using electronic devices.</li> <li>The collected data will be used for fine-tuning the development of e-Learning.</li> </ul>
1 <sup>st</sup> term	Relationships	Use comparative adjectives to make comparisons		Trial run + observation: 11-12/2018			
	We love Hong Kong	Use modals 'can' and 'must' to talk about rules		Evaluation 12/2018			
	Happy days	Use adverbs to give more information about verbs		<u>Module 4</u> co- Planning: 1/2019			
2 <sup>nd</sup> term	Happy days	Use '-ed' and '-ing' adjectives to describe people and things		Trial run + observation: 1-2/2019			
	Food and drink	Use 'a few', 'a little' and 'plenty of' to talk about things in different quantities		Evaluation 2/2019			
	We love Hong Kong	Use 'should' and 'should not' to give advice		<u>Module 5</u> co- Planning: 2/2019			
P.5				11/2018	e-Learning to teaching to the target levels for at least once.	period.	meetings (2 times a year)
	<b>Module</b>	<b>Learning objectives</b>		<u>Module 3</u> co- Planning: 11/2018	<ul style="list-style-type: none"> <li>100 percent of the English teachers will be able to make videos and design e-learning tasks to enhance teaching and learning.</li> <li>In-house professional development workshops will be conducted after each exam (3 times) so that teachers are well-equipped with the skills of e-learning on designing flipped videos and learning tasks.</li> <li>80 percent of</li> </ul>	<ul style="list-style-type: none"> <li>The developed school-based flipped videos and graded learning tasks will be revised and reused after project period.</li> <li>The flipped videos and learning materials will be kept for students' self-access.</li> <li>The English teachers will be able to adapt or utilize the learning</li> </ul>	<ul style="list-style-type: none"> <li>The English teachers will conduct peer observation and lesson observation forms will be kept to evaluate the effectiveness of teaching and learning using electronic devices.</li> <li>The collected data will be used for fine-tuning the development of e-Learning.</li> </ul>
1 <sup>st</sup> term	Relationships	Use comparative adjectives to make comparisons		Trial run + observation: 11-12/2018			
	Food and drink	Use modals 'can' and 'must' to talk about rules		Evaluation 12/2018			
	The magic of nature	Use adverbs to give more information about verbs		<u>Module 4</u> co- Planning: 1/2019			
2 <sup>nd</sup> term	Changes	Use '-ed' and '-ing' adjectives to describe people and things		Trial run + observation: 1-2/2019			
	The magic of nature	Use 'a few', 'a little' and 'plenty of' to talk about things in different quantities		Evaluation 2/2019			
	Happy days	Use 'should' and 'should not' to give advice		<u>Module 5</u> co- Planning: 2/2019			

Proposed school-based English Language curriculum initiative(s)			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation																	
<p><u>P.6</u></p> <table border="1"> <thead> <tr> <th></th> <th>Module</th> <th>Learning objectives</th> </tr> </thead> <tbody> <tr> <td rowspan="3">1<sup>st</sup> term</td> <td>Happy days</td> <td>Use comparative adjectives to make comparisons</td> </tr> <tr> <td>Relationships</td> <td>Use modals ‘can’ and ‘must’ to talk about rules</td> </tr> <tr> <td>Changes</td> <td>Use adverbs to give more information about verbs</td> </tr> <tr> <td rowspan="3">2<sup>nd</sup> term</td> <td>Environmental changes</td> <td>Use ‘-ed’ and ‘-ing’ adjectives to describe people and things</td> </tr> <tr> <td>Environmental protection</td> <td>Use ‘a few’, ‘a little’ and ‘plenty of’ to talk about things in different quantities</td> </tr> <tr> <td>Endangered animals</td> <td>Use ‘should’ and ‘should not’ to give advice</td> </tr> </tbody> </table> <p>“Flipped classroom” and other e-Learning materials:</p> <p>Teachers will source videos from reliable websites such as BrainPOP and BBC Learning English as they deliver authentic English learning videos. Videos of the same topic but different levels of difficulties will also be selected.</p> <ul style="list-style-type: none"> <li>The use of ‘flipped classroom’ strategies is to promote self-directed learning, to cater for students with different learning needs and to provide time for teachers to conduct quality teaching in class.</li> <li>Flipped videos and pre-lesson tasks which align with the theme of each module will be uploaded by the English teachers to the school’s MOODLE or Edmodo before class. The pre-lesson tasks are often in the form of questions. At home, students can complete</li> </ul>				Module	Learning objectives	1 <sup>st</sup> term	Happy days	Use comparative adjectives to make comparisons	Relationships	Use modals ‘can’ and ‘must’ to talk about rules	Changes	Use adverbs to give more information about verbs	2 <sup>nd</sup> term	Environmental changes	Use ‘-ed’ and ‘-ing’ adjectives to describe people and things	Environmental protection	Use ‘a few’, ‘a little’ and ‘plenty of’ to talk about things in different quantities	Endangered animals	Use ‘should’ and ‘should not’ to give advice		<p>Evaluation 3/2019</p> <p><u>Module 5</u> co- Planning: 3/2019</p> <p>Trial run + observation: 3-4/2019</p> <p>Evaluation 4/2019</p> <p><u>Module 6</u> co- Planning: 4/2019</p> <p>Trial run + observation: 4-5/2019</p> <p>Evaluation 5/2019</p>	<p>the target students will complete no less than 80% of the learning materials designed by the English teachers on self-directed learning by the end of the plan.</p> <ul style="list-style-type: none"> <li>80 percent of the target students will learn or revisit the flipped videos and the instant feedback to facilitate self-directed learning.</li> </ul>	<p>materials.</p> <ul style="list-style-type: none"> <li>After completion of the project, the resources will be updated and adapted by the existing English teachers.</li> <li>The flipped videos and learning resources will be saved for further use.</li> <li>There will be sharing and evaluation of video-taping of lessons among existing teachers.</li> </ul>	
	Module	Learning objectives																						
1 <sup>st</sup> term	Happy days	Use comparative adjectives to make comparisons																						
	Relationships	Use modals ‘can’ and ‘must’ to talk about rules																						
	Changes	Use adverbs to give more information about verbs																						
2 <sup>nd</sup> term	Environmental changes	Use ‘-ed’ and ‘-ing’ adjectives to describe people and things																						
	Environmental protection	Use ‘a few’, ‘a little’ and ‘plenty of’ to talk about things in different quantities																						
	Endangered animals	Use ‘should’ and ‘should not’ to give advice																						

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation								
<p>the question and watch the videos at their own pace. The questions will form the basis for further learning in the classroom. Hence, students will gain understanding to the themes and will communicate with their peers and teacher online which promotes interactive learning.</p> <ul style="list-style-type: none"> <li>• With the feedback from the students, the English teachers will know the students' learning progress so that they can plan ahead for the following lessons such as explaining abstract concepts and having extension teaching. By studying the statistical analysis tools embedded in the educational apps, teacher can obtain feedback from students and plan the lesson accordingly.</li> <li>• <u>Flipped videos:</u> The core team will develop short flipped videos for P.4-6. Details are as follows:</li> </ul> <table border="1" data-bbox="129 874 1021 1121"> <thead> <tr> <th data-bbox="129 874 472 943">Types of videos</th> <th data-bbox="472 874 1021 943">Objectives</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 943 472 1121">Thematically related to the topics</td> <td data-bbox="472 943 1021 1121"> <ul style="list-style-type: none"> <li>- to provide content support</li> <li>- to introduce theme-based vocabulary</li> <li>- to arouse students' interests</li> </ul> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <u>Graded learning tasks:</u> Graded learning tasks which include vocabulary, grammar, text types and high-order thinking skills will be provided to facilitate self-directed learning.</li> </ul> <table border="1" data-bbox="129 1321 1021 1495"> <thead> <tr> <th data-bbox="129 1321 680 1378">Types of graded learning tasks</th> <th data-bbox="680 1321 1021 1378">Objectives</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1378 680 1495">On grammar items for P.4-6 (e.g. tenses, prepositions, connectives,</td> <td data-bbox="680 1378 1021 1495">to understand basic grammar rules</td> </tr> </tbody> </table>	Types of videos	Objectives	Thematically related to the topics	<ul style="list-style-type: none"> <li>- to provide content support</li> <li>- to introduce theme-based vocabulary</li> <li>- to arouse students' interests</li> </ul>	Types of graded learning tasks	Objectives	On grammar items for P.4-6 (e.g. tenses, prepositions, connectives,	to understand basic grammar rules					
Types of videos	Objectives												
Thematically related to the topics	<ul style="list-style-type: none"> <li>- to provide content support</li> <li>- to introduce theme-based vocabulary</li> <li>- to arouse students' interests</li> </ul>												
Types of graded learning tasks	Objectives												
On grammar items for P.4-6 (e.g. tenses, prepositions, connectives,	to understand basic grammar rules												

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation				
<table border="1" data-bbox="129 288 1016 544"> <tr> <td data-bbox="129 288 678 331">adverbs of frequency)</td> <td data-bbox="678 288 1016 331"></td> </tr> <tr> <td data-bbox="129 331 678 544">On high-order thinking skills for P.5-6 (e.g. consider all factors, compare and contrast, Other people’s point of view, 6-w thinking skills)</td> <td data-bbox="678 331 1016 544">to develop higher-order thinking skills</td> </tr> </table> <p data-bbox="129 564 1016 671">Flipped videos and learning apps e.g. ‘Kahoot’, ‘Nearpod’ as well as multi-modal texts such as Powerpoint slides would be used in the following stages of learning:</p> <p data-bbox="129 692 1016 724"><b><u>Before class: Flipped videos and pre-task worksheets</u></b></p> <p data-bbox="129 745 1016 1070">Students watch the videos at their own pace or participate online discussions and then complete the pre-task worksheets to check their learning progress. Teachers would also assign pre-tasks which involve on-line search for information which facilitate student’s understanding the topic. With the flipped classroom strategies, the less able students can complete their tasks at their own pace. For more able students would be encouraged to further research on topic concerned. Examples of apps and website to be used will include Edpuzzle and YouTube.</p> <p data-bbox="129 1091 1016 1123"><b><u>In-class: e-Learning activities</u></b></p> <p data-bbox="129 1144 1016 1251">e-Learning serves as a teaching tool to motivate learning through engaging students in discussions, collaboration and enhance teacher-student interaction.</p> <p data-bbox="129 1272 1016 1410">Teachers will design different tasks and activities for in-class learning. Apps including ‘Nearpod’ and ‘Padlet’ will be used to promote independent learning, collaboration and gauge instant feedback.</p> <ul data-bbox="159 1431 1016 1505" style="list-style-type: none"> <li>- For example, teacher can assign a ‘Nearpod’ or ‘Kahoot’ quiz on grammar items to students. With instant feedback, teachers</li> </ul>	adverbs of frequency)		On high-order thinking skills for P.5-6 (e.g. consider all factors, compare and contrast, Other people’s point of view, 6-w thinking skills)	to develop higher-order thinking skills					
adverbs of frequency)									
On high-order thinking skills for P.5-6 (e.g. consider all factors, compare and contrast, Other people’s point of view, 6-w thinking skills)	to develop higher-order thinking skills								



Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>would gain an understanding on students’ progress.</p> <ul style="list-style-type: none"> <li>- To foster higher-order thinking skills, teachers can design tasks on ‘Padlet’ such as Endangered Animals in P.6, which promotes instant class-discussion.</li> </ul> <p>In class, teacher acts as a facilitator and supporter in learning. He/she would encourage students to participate in the activities, such as open-ended discussions, collaborative learning, as well as tasks requiring critical and high-order thinking skills. Besides, think-pair-share will be adopted to encourage student participation and engagement. Most of the class time is devoted for student-centered learning.</p> <p>Teachers’ support and more instructional scaffolding e.g. breaking tasks down into manageable steps and modeling the skills explicitly will be given to less-able students. For more-able students, they can complete their tasks on their own and able to further the extension based on the tasks.</p> <p><b><u>After-class: graded learning tasks</u></b></p> <p>At the end of the lesson, students have to do projects, presentations and assignments related to the lesson. These activities are evaluated by the teachers to make sure that learning outcomes are achieved. This is an effective way for consolidation.</p> <ul style="list-style-type: none"> <li>- For example, students can make videos with ‘Adobe Spark’ to make videos and presentation on the selected topics.</li> </ul> <p>Graded learning tasks which include vocabulary, grammar, text types and high-order thinking skills will be provided to facilitate self-directed learning. The English teachers will assign the tasks based on the students’ needs. Tasks will be assigned to school’s MOODLE. Peer-assessment and self-assessment will be included as part of the end tasks to promote effective independent learning.</p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>In order to cater for learning diversity, the tasks set are in three levels of difficulties. The lowest level is factual recall. The second level is gathering related information and the third level is applying the knowledge in daily life situations. Apps to be used: ‘Quizlet’ or school’s MOODLE</p> <p>Example: (New Magic Book 4A Unit 1-3)</p> <p><u>Before class:</u></p> <p>Before attending the class, students have to watch a flipped video about the use of comparative and superlative forms of adjectives to describe different snacks. Then they have to search for the price, describe the taste and size of the snacks online.</p> <p><u>In-class:</u></p> <p>In the lesson, they have to compare the snacks using the comparative and superlative adjectives. To consolidate the grammar items, ‘Kahoot!’ quiz game will be assigned as an in-class activity. With instant feedback, teacher would understand students’ understanding on comparatives and superlatives, revisiting of the target grammar items would be possible.</p> <p>A role play game would be added to facilitate interaction. A pair of students pretending to have finished shopping in a supermarket and describe and compare the stuff that they have bought. To cater for learner diversity, more able students are encouraged to use a wide range of adjectives while less able students are advised to use the target adjectives.</p> <p>In order to help students consolidate the adjectives learnt in the lesson, students are formed in groups, using the app Aviary to take photos and make sentences with the target adjectives to describe among themselves in terms of weight and height.</p> <p><u>After-class:</u></p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
Graded tasks, as assessment, will be assigned to school's MOODLE. Students' performance will be recorded as a record of learning progress.					