

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

School Name: Ng Clan's Association Tai Pak Memorial School (English)

Application No.: B057 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15

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	5	4	3	3	3	2	20

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)
School-based Support Services	P.4	Enhancing the learning and teaching of English and General Studies through using tablet computers	Baptist (Sha Tin Wai) Lui Ming Choi Primary School

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

Strengths	Opportunities
<ol style="list-style-type: none">1. The school has well-organised teaching resources and learning aids that support the English subject curriculum development.2. The English panel's new teaching strategies and implementation plan have been fully supported by the principal.3. Collaborative teaching and sharing culture have been developed through effective use of co-planning of lessons.4. Interactive online learning platforms have been adopted in recent years to encourage self-learning amongst students.5. E-learning materials has been developed and adopted in recent years to enhance students' learning.6. Small class teaching allows teachers to cater for individual differences more effectively.7. Remedial classes are arranged for less able learners.8. Both teaching and learning are enhanced through lesson observations as they allow teachers to share their teaching skills and inspiration.9. Students have ample opportunities to read extensively as the school library is open until 4:15 pm from Monday to Friday and there is an e-reading scheme for all students.10. The cooperation between the English panel and the native-speaking English teachers has increased the students' exposure to English.11. The implementation of school-based PLP-R/W (P.1 – P.2) enriches students' reading skills.12. The school has joined the WiFi900 programme since 2016 and there are 80 tablets available.	<ol style="list-style-type: none">1. More financial support and resources dedicated by the School Management Committees to allow the English teachers to develop more activities in English teaching.2. The improvement of the Study Zone with an addition of an English Corner.3. The new after-school tutorial lessons will give students with weaker foundation extra opportunities and assistance to consolidate their foundation.4. Availability of high quality online learning platforms to provide well-structured, graded materials for students to learn at home and for teachers to use during lessons. Such online learning platforms will also provide excellent opportunity to get parents involved in monitoring, motivating and learning with students.

Weaknesses	Threats
<ol style="list-style-type: none"> 1. Insufficient parental support in English language learning due to low socio-economic background. 2. Unsatisfactory reading and writing results in internal tests and examinations. 3. Inadequate after-school tutorial lessons for students with weak foundation in English language. 4. Students lack interest and motivation in learning English language. 5. Limited teaching time and massive teaching materials in the English subject curriculum affect the quality and the design of many teaching and learning activities. 6. English subject textbook-oriented teaching materials affect the target and clarity of learning, the teaching and learning strategies and the measurement and evaluation method of the learning results. 7. Students' learning motivation, critical thinking ability and learning flexibility still have room for improvement. 	<ol style="list-style-type: none"> 1. The English standard of the new students is generally low and therefore more interactive and inspirational tools have to be used in English teaching and learning. 2. Students are generally weak in vocabulary building, reading, phonics and sentence construction, and they are difficult to be motivated to learn English language by themselves. 3. Teachers encounter difficulties in giving sufficient individual attention to students of various level of competence. 4. The number of various types of SEN students is increasing.

**(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
NIL	NIL	NIL

(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</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <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”</p> <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input checked="" type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time teacher</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><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 ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employ a qualified full-time supply teacher to create space for the core team members to enhance e-learning and cater for learner diversity with equal emphasis on more able and less able students at P.4-P.6					
<p>Objectives Catering for learner diversity with equal emphasis on more able and less able students through e-learning is always our priority and promoting e-learning is one of the objectives of the school plan.</p> <p>Since one of the objectives of the scheme concerns e-learning, developing different e-learning materials thus can enhance information literacy so that students with different abilities will be well-prepared for the challenges in the ever-changing digital world. The existing e-learning materials are not yet systematic enough for students to learn effectively. In addition, there is a lack of e-learning materials for P.4-P.6 school-based English curriculum, especially for P.6 as the textbook in use was newly adopted in 2016. Furthermore, extra modules to be included in the teaching schedule of the school-based P.6 curriculum will demand for additional e-learning and teaching materials. P.4-P.6 students are more familiar with the required IT skills. Hence, the focus of the one of the proposed initiatives is to develop e-learning materials for P.4-P.6 as well as review and modify the existing e-learning teaching resources. Therefore, the recruitment of a full-time supply teacher will release the core team on</p>	P.4-P.6	<p>Co-planning All year round</p> <p>Development of materials All year round</p> <p>Try-out Sept – Dec 2018 and Feb – May 2019</p> <p>Peer lesson observations Sept – Dec 2018 and Feb – May 2019</p> <p>Evaluation</p>	<p>6-7 sets of quality English language learning and teaching resources will be developed per level per year for P.4-P.6.</p> <p>80% of P.4-P.6 students will be able to participate in different e-learning activities according to teachers' instructions.</p> <p>70% of P.4-P.6 students agree that the e-learning materials are useful.</p> <p>On self-access learning programme/ materials, 70% of target students will</p>	<p>The materials developed will become part of the school-based resource bank for P.4-P.6 and will be updated regularly and be sustained and used by teachers continuously after completion of the project.</p> <p>All lessons for peer lesson observations will be video-taped for sharing afterwards.</p>	<p>Records of meetings will be kept for future reference.</p> <p>Lesson observations, review and evaluation meetings after each peer lesson observation (twice per term)</p> <p>Questionnaires will be given to participating teachers and students at the end of each term (once per term) to monitor the progress and evaluate the</p>

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

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

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

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<p>developing and bettering the existing materials (e.g. different applications, PowerPoints, textbooks, etc.). Four lessons per week for each class will be allocated to the newly-developed initiative.</p> <p><u>Core team</u> The four core team members include two English panel heads, one IT panel head and one English teacher who will teach the target levels. An average of 6 lessons per week will be released tentatively for each member. 16 English lessons and 10 non-English lessons per week will be taken up by the supply teacher tentatively.</p> <p>The core team members are released in order to further develop different e-learning materials which arouse students' learning motivation and allow teachers to use them in class and students of different learning abilities to self-learn at home.</p> <p><u>Development of the teaching and learning resources</u> Co-planning The core team member will have co-planning meetings twice a week to select the tasks to be included in Google Classroom, discuss the details of the learning task and find out methods to better cater for learner diversity. The meetings in September to December in 2018 will be for developing e-learning teaching and learning materials for the second term of the 2018/2019 for P.4-P.6 and the ones in February to May in 2019 will be for the development of materials for first term of the 2019/2020 for P.4-P.6.</p> <p>Peer lesson observations and try-outs At least two peer observation sessions per term will be conducted for each target level by the core team and teachers who teach the target levels. After lesson observations, discussion and sharing sessions among the core team members</p>		<p>Sept – Dec 2018 and Feb – May 2019</p>	<p>complete over 50% of the developed materials every year.</p> <p>50% of the P.4-P.6 students will improve their confidence and skills in vocabulary learning.</p> <p>50% of the P.4-P.6 students will improve their confidence and skills in sentence structures.</p> <p>50% of P.4-P.6 students 'interest and motivation in learning English enhance.</p> <p>70% of the participating teachers agree that the e-learning materials are useful.</p> <p>100% of the participating English teachers will acquire knowledge/pedagogy of e-learning and apply it to English teaching at P.4-P.6.</p>		<p>effectiveness of the initiatives.</p> <p>To assess the students' performance during the lessons, the lessons will be video-taped for sharing and evaluation among panel members will be held once per term.</p> <p>The materials will be amended based on feedback received from students and teachers.</p>

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<p>and teachers who teach the target levels will be conducted to review their teaching strategies and effectiveness of the newly developed e-learning materials. Another sharing session with all English teachers will then be held so that all existing English teachers can adjust their teaching strategies accordingly.</p> <p>Through videos of the try-out lessons, existing English teachers who have not received professional support will then know the flow of the newly-designed lessons and understand how the new methods benefit students' learning in terms of catering for learner diversity and learning interest.</p> <p>Sharing among teachers A workshop on using the new e-learning materials will be organized and conducted by the core team for all English teachers. Participating teachers will be able to understand the development and rationale of the new design.</p> <p><u>Details of teaching materials to be developed</u> Since the existing method (pen-and-pencil assessment and learning) delays and hinders teachers' instant feedback and the quality and effectiveness of learning, the e-learning platform (i.e. Google Classroom) offers teachers an opportunity to give feedback on students' learning. Apart from learning in class, students can also make good use of the new platform for self-learning at home (i.e. reviewing their own work completed on the platform in class with teachers' remarks after completing online graded assignments on their own outside class time), which the existing e-learning resources fails to offer.</p> <p>The learning and teaching resources include all units of the textbook in use (6-7 units per book) for P.4-P.6. For each</p>					

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<p>unit, different sets of vocabulary exercise will be designed to cater for learner diversity of students. PowerPoint slides and graded exercises will be developed for grammar learning.</p> <p>As mentioned above, different sets of vocabulary will be developed for students with different abilities. For example, more able students will be provided with extra vocabulary items on top of the basic ones while students with average ability will be able to access to the basic ones. Less able students will be provided with the basic ones with more visual/audio/written clues (e.g. Chinese equivalents will be provided to help students learn the words more effectively.).</p> <p>As for grammar learning, the same PowerPoint introducing and explaining the grammar items will be provided to all students. After learning the target grammar items through PowerPoint slides and completing the follow-up exercises in class, high flyers will be given exercises with more questions or more difficult questions on top of the basic ones. Students with average ability will be assigned exercises with the basic set of questions and exercises with fewer questions or more visual clues will be provided to less able students.</p> <p>As all students will be using the newly-developed e-learning resources in class to learn and practise through competitions and games. E-learning resources developed through the use of apps such as Kahoot, Quizlet or Nearpod will be incorporated into the Google Classroom.</p> <p>The newly developed e-learning materials will arouse students' interest and learning motivation, students' engagement will be guaranteed when they need to complete individual tasks and the more able students can help the average or less-able students to complete group tasks. They can also self-learn at home as the materials will be made available online. Teachers and students can communicate and</p>					

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<p>exchange ideas on the platform anytime and anywhere. Learning will extend and take place outside the classrooms. Students' learning network will be established and enlarged.</p> <p>To ensure that all students are keeping up with the teaching and learning schedule, core team members will extract reports from the new platform and the online exercises used both in class and at home once every module. If the participation rate in self-learning outside class is unsatisfactory (i.e. less than 70% students complete less than 50% of the materials), teachers will encourage them to use the materials more.</p> <p><u>Classroom and assessment strategies</u></p> <p>Collaborative learning has been implemented in lessons, therefore students with mixed abilities are arranged in the classroom in a way that allows more able students to help the average and less able students. As a result, when using the new platform in class, learning diversity can be catered.</p> <p>To assess students' learning, different strategies will be employed. In class, quizzes (Kahoot, Quizlet, Nearpod, etc.) will be used to check if students understand the target language of the lesson. After class, students will also be assessed through online quizzes corresponding to their learning abilities. E-worksheets will also be given as homework for teachers to see if students understand the learning materials.</p>					