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

School Name: __Tsuen Wan Government Primary School__ *(English)*

Application No.: C _107_ *(for official use)*

(A) *General information:*

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>17</u>

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)*
Development of Text Sets (DTS)	P.3	To design sets of multi-modal and multi-genre texts on themes and develop students' reading, writing and thinking skills	NET Section, EDB
IT in Education Centre of Excellence (CoE) Support Service	P.1-P.6	To support teachers in developing and integrating information literacy into school-based English curriculum	IT in Education Section, EDB

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
GEL.com	P.6	To develop interactive e-learning tasks which focus on text types and the integration of four language skills with e-tools and e-resources	NET Section, EDB
TEL.com	P.6	To promote e-learning and enhance the English competence of students for real-life communication	

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

Strengths	Opportunities
1. A supportive learning and collaboration culture in school, with dedicated and experienced English teachers 2. The English panel is experienced in pioneering new curriculum initiatives and collaborating with external organisations. 3. The NETs conduct the Reading Workshop effectively for maximizing students' exposure to English. 4. A reliable and supportive IT team assists in the implementation of e-Learning. 5. Most students come from nearby areas in Tsuen Wan so they can access to the e-learning materials without difficulties.	1. School and EDB's continuous support in refining school-based English curriculum 2. Under WiFi900, English teachers develop and use e-learning tools such as *Kahoot!* and *Nearpod* in their teaching. Students are well-equipped for e-learning and self-directed learning. 3. Secure hardware and infrastructure (enough tablets, stable WiFi and recharge trolley) are available in supporting e-learning in all subjects. 4. Online reading platform 'Literacy Pro Library' was launched this year to promote regular reading habits.
Weaknesses	Threats
1. Learning diversity within classes is widening, particularly in KS2. Weak learners lack confidence to express themselves or communicate in English. 2. Low achievers are too passive and lack learning motivation. 3. Some students lack family support and have limited exposure to e-resources and reading materials.	1. Students' performance in Territory-wide System Assessment (TSA) is deteriorating. 2. Heavy workload and tight teaching schedule hinder the development of school-based curriculum. Teachers, especially English panel heads do not have time and space to initiate new projects.

(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
Learning study project on improving reading and writing	● Procurement of consultancy services ● Employing a supply teacher	P.1-P.6

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

Proposed target area(s) of development *(Please ☑ the appropriate box(es) below)*	*Proposed usage(s) of the Grant* *(Please ☑ the appropriate box(es) below)*	*Time scale* *(Please ☑ the appropriate box(es) below)*	*Grade level* *(Please ☑ the appropriate box(es) below)*
☐ Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* *(*Please delete as appropriate)* ☑ 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" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☑ Purchase learning and teaching resources ☐ Employ a full-time* or part-time* teacher *(*Please delete as appropriate)* ☑ Employ a full-time* ~~or part-time~~* teaching assistant *(*Please delete as appropriate)* ☐ Procure service for conducting English language activities	☑ 2019/20 school year ☑ 2020/21 school year	☐ P.1 ☐ P.2 ☐ P.3 ☑ P.4 ☑ P.5 ☐ P.6

(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
To promote Reading across the Curriculum (RaC) and enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" for P.4-P.5 through: *(i) purchasing e-books; and* *(ii) hiring a full-time teaching assistant*					
Objectives ● The new P.4-P.5 RaC programme is aimed at: - exposing students to a wide variety of text types (fictions and non-fictions); - providing students with opportunities to apply reading skills and strategies to retrieve different types of content knowledge; - helping them make connection between the reading texts across various Key Learning Areas (KLAs) (General Studies and Physical Education) and their life experiences, prior knowledge and current affairs; - broadening their knowledge base, enhancing their creativity and developing positive values; as well as - developing effective RaC and e-learning teaching strategies on conducting reading lessons. The Core Team ● Composition - 3 English panel heads, the NET, one target level English teacher will spearhead the school-based P.4 & P.5 Reading across the Curriculum (RaC) project	P.4-P.5	Preparation: Jan-July 2019 P.4 Sept 2019 - August 2020 1st RaC unit: Co-planning: Sept-Oct 2019 Implementation: Nov-Dec 2019 Evaluation: Jan 2020 2nd RaC unit: Co-planning: Jan-Mar 2020 Implementation: April-Jun 2020 Evaluation: July-Aug 2020	4 sets of RaC materials (lesson plans, teaching materials, learning activities, post learning tasks, e-evaluation form) will be developed for P.4 & P.5 in total. Each set of materials will cover 16 lessons. 80% of students in P.4 & P.5 will be able to read e-books of different text types (fictions & non-fictions) on each theme. 80% of students in P.4 & P.5 will complete the post-	Teachers will acquire the essential strategies on conducting RaC and e-learning and apply them within their classroom in future. The newly developed RaC materials will subject to change and modification. It will be emerged into the core English Language curriculum The school will have the right to use the e-books	Minutes of co-planning meetings and evaluation meetings will be kept for reference. Videotaping the lessons for assessing students' performance and sharing and evaluation among teachers Students' online reading records will show their completion of class and home reading Students' participation and performance will be observed and assessed.

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and develop 2 resources packages. - PSM(CD), General Studies and Physical Education panel heads will help in integrating the subject teaching content into English Language curriculum and provide content support. - All level teachers in P.4 and P.5 will participate in the co-planning meetings and try-out of the newly-developed materials in reading lessons with the NET. ● Duties - The English panel heads will monitor the progress of the project and compile evaluation reports upon project completion. Contacts will be made with e-books suppliers for selecting suitable reading materials for the programme. They will chair the co-planning and evaluating meetings as well as conduct curriculum mapping with non-English subject panel heads at the beginning of the term. - Core team members will meet on a bi-weekly basis for: ❖ curriculum review and selection of unit themes; ❖ choosing suitable e-books; ❖ co-planning and developing relevant teaching and learning materials; ❖ co-teaching the RaC lessons and trying out newly-developed materials; ❖ conducting lesson observation once every term; ❖ evaluating the lesson effectiveness; ❖ conducting stakeholder survey; ❖ evaluating and modifying the materials for further use; and		P.5 Sept 2020 - August 2021 1st RaC unit: Co-planning: Sept-Oct 2020 Implementation: Nov-Dec 2020 Evaluation: Jan 2021 2nd RaC unit: Co-planning: Jan-March 2021 Implementation: April-June 2021 Evaluation: July-Aug 2021	tasks and evaluation in each unit. More than 70% of the students involved will agree that their reading interest and reading exposure have enhanced. 70% of the teachers involved agree that students are more willing to read and get involved in classroom activities. 100% of the target level teachers will utilize the newly-developed RaC materials as well as their knowledge of RaC strategies and e-learning pedagogy will be strengthened. 70% of target level	after the completion of PEEGS project without any recurrent costs. Video records of all lessons will be used as resources for future use. P.4 & P.5 teachers will share their experience with other English teachers in English panel meeting at the end of the school year. The PEEGS project will encourage a learning, collaboration and sharing culture among teachers.	Teachers' feedback after lesson observation will provide the evidence and room for improvement A teacher survey after the completion of PEEGS project will be conducted to reflect their opinions and attitude towards RaC and e-learning pedagogy. The progress report and final report will indicate the effectiveness of the PEEGS project.

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❖ sharing with other English teachers. Content of the newly-developed units ● 4 RaC modules, 2 for P.4 and 2 for P.5 will be developed in total. Each unit covering 16 lessons focuses on one main theme. ● e-Books thematically and linguistically aligned with the core English Language Curriculum will be adopted. Reading materials cover fiction, non-fiction and of a wide range of genres (e.g. narratives, informative, procedural, explanatory and persuasive).			teachers will apply the RaC and e-learning strategies in their English teaching in future.		

Level	1st term	2nd term
P.4	*Topics*	
	Healthy life	Pollution in HK
	Text types	
	Recipes, food labels	Informational reports
P.5	*Topics*	
	Loving our Earth	Solar system
	Text types	
	Letter to the editor	Picture descriptions

● Different reading skills for non-fiction texts will be covered:
- Locating specific information such as contents, headings, illustrations and captions
- Skimming for main ideas like locating the topic sentences
- Guessing word meanings in context
- Understanding writers' intentions and attitudes

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● As for each RaC, a total of 6 e-books will be used (3 for in-class teaching and 3 for home reading). Students will promote their self-directed learning skills through task-based approach. The following outlines a sample P.4 unit for the theme 'Healthy life'.
 	
   - Pre-task
 	
      ❖ Flipped videos (topic introduction and thematic vocabulary) on each theme will be produced/adapted from other sources and students can view the videos at home and answer the questions designed by teachers via the app *EDpuzzle*. For example, students will watch a video about how unhealthy eating habits affect Dave's health.
 	
      *Eat Healthy Stay Wealthy
	Short Moral Stories For Kids	English*
		
		      https://www.youtube.com/watch?v=WPmnMqOD8Ek
		
		      The following questions will be set:
		
		      1. *What unhealthy food did Dave eat every day?*
		      2. *What does the word 'junk' mean?*
		      3. *What unhealthy food did he eat every day?*
		      4. *What foods did his mom tell him to eat?*
		      5. *How did he first feel about having the freedom to eat anything he wanted?*
		      6. *Why did he go to see the doctor?*					

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7. Why did his clothes suddenly get smaller? *8. What did people call him? How did he feel about the new name?* *9. What advice did his mom give him?* *10. How did he feel after losing some weight?* It gives students background information about the theme and students can contribute their ideas on how to establish a healthy life style via the apps *Lino* or *Padlet*. - While-tasks ❖ 3 e-books will be adopted for in-class teaching. Various teaching strategies, i.e. Storytelling, shared reading, reading aloud, supported reading and independent reading will be adopted in different reading lessons. ❖ Students will go through the following stages for each e-book: ➢ Pre-reading Students predict the content of the e-book *'Well done, Max'* with reference to the book cover and images. Teachers pre-teach the key vocabulary and elicit students' ideas on Max's problems staying fit through small group discussion or think-pair-share. ➢ While-reading In reading the e-book, students exploit different reading strategies to guess word meaning, summarize main ideas and interpret writer's					

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feeling. For the e-book *'Well done, Max'*, teachers will read aloud with students and practise the reading skills of inferring meaning and understanding writer's intention. Each e-book targets on one or two specific reading skills such as skimming and scanning, identifying topic sentences or connecting the text to personal experience, etc. Discussions and reflection tasks will be carried out to improve students' generic and high-order thinking skills. Students can give feedback, comments or exchange ideas via the apps *Padlet* or *Google Doc*.					
➢ Post-reading					
Graded in-class worksheets or post-reading activities will be developed for each e-book. All aim at checking students' literal understanding and scaffolding them to the post-task. Students can search through the internet and learn about healthy and unhealthy food vocabulary, cooking verbs, identify healthy and unhealthy recipe, design a healthy recipe or a schedule for doing exercise for Max.					
● Catering for learning diversity					
- Students will form groups according to their ability levels. Differentiated post-reading tasks cater for the diverse learning needs of high flyers and low achievers. It can be an oral presentation, a mini project or a writing task (high flyers and average students) or a poster design (low achievers). Students' final products can be presented in different					

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forms such as a video (Adobe Spark Video), a report (Book Creator) or in printed form. For designing a healthy recipe, students can make a video of their recipe, post the recipe in PowerPoint slides or simply draw and write the recipe. Students' reading and writing skills will be enhanced through the creation of multimodal texts - Apart from the 3 e-books used in class, students need to read 3 more e-books at home through mobile devices. All e-books can be accessible through iOS or Android apps. Students can re-read and re-learn the e-books at their own pace, with the timely audio and visual support. ● Evaluation - Students' online reading records will be checked and assessed by teachers monthly. Students' performance in target reading skills will be closely examined and follow-up work such as revisiting the topic will be done. - Peer lesson observation and videotaping will take place in all classes for each RaC unit. Adjustment of the tasks will be undertaken after lesson observation and evaluation meetings. - Teachers and students will finish a survey after the completion of one RaC unit via the software *Google Form*. - The effectiveness of the P.4 RaC materials and students' learning progress will be evaluated at the end of the 2019/2020 school year. The core team will refine and modify the materials before implementing the project in P.5 in the 2020/2021 school year.					

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Implementation details of Hiring a full-time teaching assistant Objectives ● A full-time teaching assistant will be hired to: - offer clerical and technical support to core team; - prepare and manage teaching and learning resources; - provide technical support to teachers in the design of learning, teaching and assessment activities; and - provide technical support to students in creating multimodal texts. Qualifications and requirements ● He/She is expected to: - be proficient in English; - have at least an associate degree; and - possess sound IT knowledge in word processing, graphic design, e-learning tools and other related applications. Duties ● The teaching assistant will assist teachers in: - Co-planning ❖ implementing the meetings; ❖ searching for the 4 core themes; and ❖ preparing the e-Learning materials e.g. video					

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clips for flipped classroom and apps/software setting (*Nearpod, EDpuzzle. Padlet, Lino, Kahoot, Google Doc…*). - Implementation ❖ supporting students in 10 double lessons every week (in group work and post tasks with the use of *Adobe Spark Video, Book Creator*); ❖ modifying the teaching and learning resources; and ❖ monitoring the e-book online platform and students' online reading records. - Evaluation ❖ preparing relevant e-assessment tools (*Google Form*); ❖ collecting, evaluating students' data and generating reports; and ❖ collecting, evaluating teachers' feedback and generating reports.					