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

School Name: ___**CCC Kei Wai Primary School**___ **(English)**

Application No.: B 023 (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	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)
Primary Literacy Programme-Reading (PLPR)	P1 – P3	Reading	NET Section, EDB
School-based support service	P3 – P6	Developing school-based curriculum	EDB

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

Strengths	Opportunities
1. Our school headmaster is supportive and offer teachers advice and assistance. 2. A culture of collaboration and sharing has been developed among teachers and the NET through co-planning meetings, PLP-R, the school-based intervention programmes and enrichment programmes. 3. An English-rich environment with NETs and LETs has been promoted in the campus. 4. Our NET is familiar with our English curriculum and experienced in flipped classroom teaching. 5. Teachers' professional growth is enhanced by co-planning meetings, peer lesson observation, sharing sessions among teachers as well as attending different workshops, seminars and courses. 6. A team of hardworking teachers with common goals help ensure effective implementation of a new policy. 7. Students are provided with opportunities to learn beyond the classroom through school-based English enrichment programs. (e.g. School-based Drama Program, School-based English Ambassadors Training, SEP, Jolly English, English Speaking Day and Post-Assessment Activity Day). 8. There is a vast range of readers for junior primary students to borrow in the English Room.	1. Most of the students have computers at home and they are skillful in IT techniques. 2. Students are interested in e-learning, especially students in KS2. 3. Upper primary students are familiar with the usage of Ed Puzzle and the arrangement of Flipped Classroom Teaching.
Weaknesses	**Threats**
1. Based on TSA results, internal assessments (Dictation and GE paper) and classroom performances, students are weak in: • writing: students confront difficulty in expressing ideas • reading: students lack reading skills to process the text 2. Most of the students in KS2 lack motivation in learning English. The traditional teaching strategies will no longer meet their needs. 3. Individual differences between pupils are great, especially in KS2. It may take teachers a lot of time in curriculum tailoring in order to cater for students of different abilities. 4. Students in KS2 are not interested in Language Arts and they lack confidence in speaking English. 5. Students are too passive in learning. They feel bored with the traditional learning environment provided in school. 6. The tight teaching schedule affects the efficiency of teaching and learning.	1. Competitions from neighbouring schools pose threats to students' intake in P.1.

(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. Developing a school-based reading online programme	- Procuring an e-platform. - Purchasing e-books. - Hiring a part-time teaching assistant to support classrooms activities.	P.4 – P.6
2. Enhancing teachers' professional capacity in teaching reading	- Hiring of consultancy to conduct teacher training sessions.	P.4 – 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 full-time* ~~or part-time~~* teacher *(*Please delete as appropriate)* ☐ Employ full-time* or part-time* teaching assistant *(*Please delete as appropriate)* ☐ Procure service for conducting English language activities	☑ 2018/19 school year ☑ 2019/20 school year	☐ P.1 ☐ P.2 ☐ P.3 ☑ P.4 ☑ P.5 ☑ P.6 ☐ Others, please specify (e.g. P.1-3, P.5-6): _____ _____ _____

(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
Employing a qualified full-time teacher who is proficient in English to work in collaboration with the existing English teachers to enhance e-learning in English lessons at P.4-6					
Overview of the initiative: The development of quality school-based e-learning materials for P4 to P6 is to enhance students' writing, reading, listening and speaking as well as individual presentation and group discussion skills. Through the materials such as videos, task sheets, evaluation forms and interactive PowerPoints we produce, our students would find learning interesting and could take the initiative in their own learning. The e-learning materials will align with our latest school-based curriculum and the textbooks by topics and target language items. Together with the consideration of the themes introduced in the textbooks, the e-learning materials will be used for demonstration, review and consolidation in the lessons. Students will watch the video clips and engage in activities, such as completion of task sheets, discussion or group work in the classroom with the guidance of the teacher. This facilitates students' self-regulated learning and caters for their diverse ability in learning. The less able ones can learn at their own pace (e,g. play back and watch the video clips again until they understand or ask their parents for further support at home). **Implementation details:** Employing a full-time teacher who is proficient in English to work in collaboration with the existing English teachers	P.4 to P.6	2018/19 school year 2019/20 school year Preparation stage Sep – Oct 2018 Co-planning and conduct-ing lessons Oct 2018 to May 2019 Review, evaluation and modificat-	➤ Teachers will apply flipped classroom approach in teaching one module a term to promote effective e-learning in English learning and teaching for P4 to P6 in 2018/19 school year. Three modules will be covered in each term for each level in 2019/20 school year. ➤ At least three video clips / audio clips / interactive PowerPoints / reading will be produced for each module for each term in each level. ➤ At least 1-2 e-learning activities with learning task sheets will be designed for each module for each term in each level. (Year 1:	➤ Teachers will be required to update the newly-developed curriculum when needed with the knowledge they have learnt in sharing sessions on enhancing teaching and learning in e-learning. ➤ Teachers will be required to expand these teaching practices into a larger amount of units after	➤ Conducting a critical review on the effectiveness of the new teaching practices among the core team members in regular co-planning meetings. ➤ Feedback collected from subject teachers on the effectiveness of teaching. ➤ Feedback collected from subject teachers on the improvement of teaching strategies

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➢ The purpose of employing a full-time teacher who is proficient in English is to collaborate with the core members to enhance the e-learning for P4-6. This teacher will work with the English teachers to develop the flipped classroom teaching materials which will be integrated in our existing curriculum.
 	
➢ Since the additional full-time teacher will only co-teach with KS2 teachers during lessons with flip videos, school will ensure a flexible timetabling arrangement such as swapping lessons to make sure that the additional full-time teacher will be able to co-teach with all KS2 teachers.
 	
➢ This full-time teacher should have a Bachelor's Degree in English/TESL, preferably with teacher experience and is with high proficiency in English. He or she will teach 1 class of P4 English (7 lessons per week) and co-teach with the LETs in all P4-6 English lessons with the new proposed initiatives.
 	
➢ This full-time teacher to be employed will take part in co-planning, co-teaching and co-developing teaching and learning resources. He/She will also participate in the professional training workshops (organised by EDB) just like other English teachers.
 	
➢ Local English teachers (LETs) should work closely with teacher to be hired:
  ✓ Before class: co-planning lesson materials
  ✓ During the class: conducting small group teaching, giving individualized support to students after class, etc.
		ion May to July 2019
		
		Co-planning, conduct-ing lessons, enhance-ment and on-going implement-ation Sep 2019 to July 2020
			around 12 activities; Year 2: around 30 activities in total)
			
			➢ A package of teaching materials will be developed for each module. It includes: lesson plan, self-learning video clips, pre-task / while-task / post-task worksheets, self-learning worksheets, task instruction sheet, powerpoints, handouts, self / peer evaluation form, self-regulated learning evaluation form, co-planning evaluation form and other teaching aids
			
			➢ Self-access learning materials of different difficulty levels will be available in the teaching package to students to cater for learner diversity.
			
			➢ The use of apps helps
				completion of the project.
				
				➢ Materials developed will be updated and teachers can make use of them for better curriculum planning after completion of the project.
				
				➢ Materials can be used to provide professional development workshop for new English teachers in subsequent years.
				
				➢ Curriculum documents, unit plans and relevant
					through the development of the project.
					
					➢ Peer observation will be videotaped and used for discussion and reflection.
					
					➢ Feedback collected from students on their self-efficacy towards English language acquisition.
					
					➢ The collected data will be reviewed for improvement and implementation purposes in future years. The core team members will design the action items for

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✓ After class: evaluating, reviewing lessons, co-planning and conducting after activities ➤ The English panels will give appropriate support to the full-time teacher twice a month in the co-planning meetings. There are appropriately 8 co-planning meetings per term. ➤ The core team members will lead other subject teachers to review the existing curriculum, discuss and contribute ideas to the design of the e-learning materials in co-planning meetings which are held in alternative weeks. Lessons will be evaluated after the peer observation. ➤ The existing English teachers will take on a leading role in designing and developing e-learning materials. The existing KS2 teachers will decide the content of the videos which could best fit into the selected modules while the additional teacher will give advices on the technical aspects in developing flip videos and the choice of apps to facilitate teaching. After rounds of co-planning and co-teaching, the school will ensure the KS2 teachers will acquire technical skills in developing and sourcing flipped videos. For sustainability of the programme, all materials developed will be retained and revised for subsequent years. Sharing will also be conducted by the existing English teachers to disseminate teaching practices and experience to fellow members in the English panel at the end of each term. **Implementation Schedule** ➤ Preparation and in-house teacher training conducted by the core members (Sep – Oct 2018)			to cater for students' learning diversity. For example, EDpuzzle can be used to alter videos to cater towards learner diversity. ➤ At least 85% of students will complete the developed programmes and materials per year. ➤ Students' self-efficacy towards English language acquisition will be improved through updated teaching practices. Students will be asked to take initial surveys before implementing new teaching strategies, and will be asked to complete the same survey after each strategy is implemented. By the end of the first project year, there should be a 50% increase in students' positive attitudes towards	teaching strategies can be modified according to students' needs in subsequent years. ➤ Sharing by the existing English teachers will be held to disseminate teaching practices and experience to fellow members in the English panel.	improvement before launching it in the following year. ➤ Surveys will be conducted to collect core team members' evaluation of the curriculum development team and teachers' feedback on the effectiveness of the in-house sharing sessions. ➤ Surveys will also be conducted by students to evaluate the effectiveness of the programme. ➤ All the collected feedback and data will be

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➢ Co-planning and conducting lessons (Oct 2018–May 2019) ➢ Review, evaluation and modification of teaching materials (May – July 2019) ➢ Co-planning, conducting lessons, enhancement and on-going implementation (Sep 2019 – July 2020) **Importance of the project:** ➢ The focus of the school-based curriculum initiative to be developed is to introduce flipped classroom learning so that students are engaged in active learning by exploring new subject knowledge with assigned video/audio recordings, content rich websites or readings before lessons and knowledge is constructed and consolidated by the activities in the classroom. It provides a more authentic and effective way in teaching and learning at the same time, prepare students for key stage 3 of English learning. **Developing the e-learning curriculum in P.4-6:** ➢ The upper levels (P4-6) are chosen for this project because the students are more capable to use the electronic devices especially applying their computer skills in learning. ➢ By developing e-learning, the English curriculum would become more modern because it will move away from the traditional approach of education. The curriculum will move towards a more student-centred and self-regulated approach to learning. Teachers merely serve as a facilitator in students' learning process. ➢ With e-learning, learning English would be more			English language acquisition. ➢ 85% percent of the participating or existing English teachers will acquire knowledge/pedagogy of flipped classroom. ➢ 85% percent of the existing English teachers will apply flipped classroom approach to English teaching at Primary 4 to 6.		documented and recorded as the agenda for improvement in the coming years.

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appealing because different apps will be introduced to the language activities in the curriculum. Appropriate apps will be used to gauge instant feedback from students to make English lessons more interactive. The apps might also access students' prior knowledge on particular topics. They also help students to generate and organise ideas when completing their writing tasks. Online games such as Kahoot, will also be used for revision. The games will arouse students' interest in learning English and allow them to do revision in class or at home.					

➢ Moreover, with the e-learning platform such as Edmodo, students' work can be published. They can give written feedback and do peer evaluations.

➢ Since most of the apps/web resources can be assessed at home, students have more control over the learning process and finish learning tasks at their own pace.

Modules and themes to be covered:

The following modules are tentatively proposed for each level and teachers may adjust and amend them in their co-planning meetings. Around 10 lessons will be used to cover one module, 2-3 lessons with at least one to two video clips and related activities will be covered. For the first implementation year, flipped videos and related activities will be developed in 2 modules for each level. This is to allow teachers and students of the relevant levels to experience new form of teaching and learning with flipped videos. In the second implementation year, flipped videos and relevant activities will be included in all modules.

Flipped videos will be uploaded to platforms such as Google

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form or Edpuzzle. Teachers will check viewer rate of the videos and keep a track of students' record in attempting the online exercises to ensure students have watched the videos before lessons. For students who cannot assess the computer at home, teachers will allow them to watch the videos during lunch recess and complete the online exercises before lessons.					

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	Modules	*1st year (2018-2019)*	*2nd year (2019-2020)*
1st term	Food and Drink	✓	✓ evaluation and modification
	Smart Shopping		✓
	Eating Out		✓
2nd term	Healthy Eating	✓	✓ evaluation and modification
	Eat Well and Get Fit		✓
	A Balanced Diet		✓

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	Modules	*1st year (2018-2019)*	*2nd year (2019-2020)*
1st term	Happy Days	✓	✓ evaluation and modification
	Going On a Study		✓

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	Tour							
	Travelling Around the World		✓					
2nd term	Caring for Others	✓	✓ evaluation and modification					
	Fighting Crime		✓					
	Accidents Around Us		✓					

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	Modules	*1st year (2018-2019)*	*2nd year (2019-2020)*					
1st term	Happy Days	✓	✓ evaluation and modification					
	Festivals		✓					
2nd term	Environmental Protection	✓	✓					

Structure of classes with flipped videos:

For each theme per level, there should be at least one to two e-learning activities designed to enhance students' learning experiences. There will be about 2 to 3 lessons with flipped videos and related learning activities. Please see below for details:

Before class:

Examples of material to	*Task*	*Purpose*

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
develop							
1. Quizlet vocabulary exercises 2. Self-learning videos 3. Powerpoint slides 4. Pre-task worksheets	- Students can prepare for class watching videos about a) content (main ideas) or b) language (essential thematic vocabulary, etc.) of the set writing tasks	-To develop self-regulated learning skills					
In class:							
Example of material to develop	*Task*	*Purpose*					
1. Task instruction sheets or PPT slides for teaching 2. In-class handouts (with input on text types and content, with writing prompts)	Students engage themselves in group discussion about the content in the video and complete the task sheets at their own pace.	- To foster generic skills such as communication and cooperation - To develop higher order skills (Students can brainstorm and frame arguments)					

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After class: 					

After class:

Example of material to develop	*Task*	*Purpose*
Videos on feedback and common errors	Students can watch the feedback videos, complete the writing task and make their own corrections.	- To consolidate students' learning - To improve students' sensitivity to the language

➢ Different teaching strategies will be adopted for different levels according to students' abilities, so students' self-regulated learning and higher order thinking skills can be developed and their generic skills such as communication and cooperation can be fostered. Different apps and social learning network will also be used to facilitate teaching.

Materials to be developed for P4-6:

➢ 1st year:

One resource package will be developed for each module. Together, **6 packages** (1 per term x 2 terms x 3 levels) will be developed. For each package, there will be at least 1-2 e-learning activities with flipped videos included (6-12 flipped videos in total).

Teachers will source videos from reliable platforms/websites such as BrainPOP and BBC

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Learning English as they deliver quality English learning videos. Only short videos (around 5 mins) will be produced and used, content of the videos will provide background knowledge to the topic introduced. One to two short videos will be included in 1st and 2nd year. As teachers will acquire more knowledge in producing flipped videos in the 2nd year, they will try to produce more flipped videos in selected modules. 2nd year: **15 packages** will be developed. The breakdown is as follows: 6 packages for P.4 first and second term 6 packages for P.5 first and second term 3 packages for P.6 first and second term For each package, there will be at least 1-2 e-learning activities with flipped videos developed. (around 30 flipped videos and learning activities will be produced in total.) For sustainability, video clips will be updated, and materials will be adjusted to cater for students' needs. ➢ The packages of teaching materials may contain: ・ Lesson plan ・ Self-learning Video Clips ・ Pre-task / While-task / Post-task worksheets ・ Self-Learning Worksheets ・ Task Instruction Sheet ・ Powerpoints					

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· Handouts · Self / Peer Evaluation Form · Self-Regulated Learning Evaluation Form · Co-planning Evaluation Form · Teaching Aids **Example of how a lesson would be organised:** Here is an example on how flipped videos would facilitate teaching and learning in a module. Here is an example of P.6 Theme 1 *Environmental Protection* in the second term. Skills: writing *Target language items and text type:* ✧ common vocabulary related to environmental protection ✧ key structures of "…therefore … ,, …" and "… unless …" ✧ key grammar focus of using a gerund after "stop" ✧ writing a presentation script (persuasive text) Pre-lesson tasks ✧ Students will self-learn the vocabulary related to the text and core theme studying the Quizlet set and flashcards online. Vocabulary games on the following areas will be assigned: Main topic: *Pandas in the Wild* - features of the pandas (physical appearance) - activities do they do - the places they live (natural habitat) - numbers of pandas left					

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✧ Short flipped videos and Powerpoint slideshows (lasting for 5-10 minutes each) on the following will be produced. - Using the key structure "… therefore…" to tell the reasons the animals becoming endangered - Using the key structure "… unless …" to suggest the ways to save the animals - Speaking skills for conducting a presentation Students should watch the videos and complete exercises (including some proofreading worksheets) in Google Classroom. <u>In-class activities</u> ✧ After inspecting students' performances in self-learning tasks (Quizlet vocabulary games, Google Classroom exercises and proofreading tasks), teachers will highlight problem areas in class through revisiting relevant PowerPoint slides. ✧ A class task will be assigned and students will get into groups and brainstorm ideas of saving the assigned endangered animals. They should jot down some notes and share their work with other groups using Google Classroom.　The group will then complete the writing task i.e. the presentation script. Features of the presentation Script (an endangered animal) - greeting - basic information of the endangered animal					

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- the reasons these animals become endangered - the ways to save them - ending Post-writing activities ✧ Before submitting their presentation scripts to teachers, students should be engaged in peer editing activities. An online writing checklist will be uploaded to Google Classroom for students' reference. ✧ Teachers will produce short feedback videos after marking to help students complete their correction tasks. Students' good work will be posted in Google Classroom so that they can learn from each other. Teachers facilitate students in learning by giving timely feedbacks during the pre-task and while-task. As a result, students can develop their self-regulated learning skills throughout the process. In class, the KS2 teachers will take on the leading role in introducing students to flipped learning. The KS2 teachers will be responsible in highlighting problem areas in class. The additional teacher and KS2 teachers will co-conduct teaching activities such as discussions and facilitating in writing tasks. The KS2 teachers will give comments when students' share their work.					

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Examples of how e-learning apps and platforms to be used to facilitate teaching and learning: **EDpuzzle** can be used to alter videos in order to cater for learner diversity. **Edmodo** is a social learning network which allows students to communicate, share, and collaborate on tasks. Teachers can also post links and homework/notes to the site. **Nearpod** allows teachers to create interactive lessons. Lessons can also be attended by students at home at their own pace. Nearpod also allows immediate feedback by teachers and students. **Google Classroom** involves a variety of different programs that allows students to learn, communicate, and collaborate outside the classroom. Students can also give feedback, and post questions that teachers can address immediately or in the next lesson. **Quizlet** is an app that offers free study tools like flashcards, games, and quizzes. **Kahoot** is a quiz game that can be used to introduce or review materials. **Socrative** is a detailed assessment/quiz app. **Padlet** is a virtual pin board which allows students to collaborate and share ideas through different virtual means (i.e. videos, pictures, quotes, hypertext, etc.) ➢ Teachers will make good use of the apps by incorporating them into lessons in which students can perform at home. Specialised videos or interactive Powerpoints using apps like EDpuzzle, Nearpod, or Google Classroom will be made. After making these videos, students can access them at home, and can watch the videos or the interactive Powerpoints at their own pace. If students have any questions after					

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completing the tasks, they can post the question in apps like Edmodo, Google Classroom, or Padlet. Teacher is then able to see which specific problems students have before the next lesson and address them before students have a chance to apply the knowledge they learned at home.					
➢ Our core team members will help the subject teachers (P.4 to P.6) to design at least 1-2 after-class tasks and develop at least 1-2 video clips for one module a term in the co-planning meetings (There are appropriately 8 co-planning meetings a term). There are enough tablets for two classes using at one time and a strong W-Fi network (Wi-Fi 100) has been installed to support the use of the tablets.					
➢ There will be at least one peer observation of the newly-developed strategies (P.4 to P.6) in each term for each level. All P.4 to P.6 subject teachers will be observed by the same level subject teachers. Adjustments will be made after each peer observation to polish the teaching strategies.					