

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

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

Application No.: A 065 (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 2016/17 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	5	4	24

3. No. of operating classes in the 2016/17 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.1-2	Reading and writing	NET section, EDB
Seed Project : Incremental Progression in Writing at KS2: Strengthening Skills and Nurturing Habits (Project code:EE0114)	P.5-6	Journal Writing in senior primary level (Network school)	English Language Education (ELE) Section, EDB
Seed project: Exploring the Role of Digital Reading in the Key Stage 2 Reading Workshops	P.5	Digital reading in KS2	Curriculum Development Institute, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. An experienced team of English teachers with excellent language knowledge.2. Experience in pioneering and collaborating in a variety of projects, e.g. Seed Project with EDB3. Well-established systems for e-Learning	<ol style="list-style-type: none">1. Availability of the PEEGS.2. P.1 adaptation programme.3. Development of a new curriculum embedded with customized e-Learning tools.
Weaknesses	Threats
<ol style="list-style-type: none">1. A lack of motivation for certain lower achievers.2. Comparatively weak student performance in two reading skills, dictionary and referencing skills, based on the results of academic analysis of 2014-2017.	<ol style="list-style-type: none">1. Discrepancy in learning diversities among students in different levels.

(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
Developing school-based reading workshops in KS2 and enhance students' reading skills.	<ol style="list-style-type: none">1. Employing a supply teacher to create space for the core team members in developing a school-based reading programme.2. Purchasing a variety of books to develop reading workshops for enhancing students' reading skills.	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 <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<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 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 part-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"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term)</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" 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. P.1-3, P.5-6):</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 <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
1. Employing a full time teacher to create space for the core team members to enhance e-learning through developing the school-based English curriculum at Primary 1 to 6					
<p>1.1 Employing a full-time supply teacher to create space for a core team for enhancing e-learning at P.1 to P.6</p> <p>1.1.1 The supply teacher will tentatively teach 30 lessons weekly to free up space for English teachers in the core team.</p> <p>1.1.2 The core team includes the two English panel heads and three English teachers. At least 4 lessons per week will be tentatively released for each core member.</p> <p>1.1.3 Co-planning will be timetabled for two lessons every two weeks. All English teachers in the core team will take part in the co-planning sessions. New curriculum booklets entitled “OWLS (Omni-Way Language Skills) will be developed, incorporating the elements of e-learning, reading skills, target grammar items, different text types (fictions and non-fictions of different subject contents), post-reading and different language learning tasks. We aim at building up a more solid foundation in English grammar and strengthening students’ capacity in completing comprehension exercises on articles of different text-types of cross-curricular contents. The co-planning sessions are to allow discussion on the</p>	P.1-6	<p>P.1, 4 09/2017-04/2018</p> <p>P.2, 5: 05/ 2018-12 /2018</p> <p>P.3, 6: 01/2019-08/2019</p> <p>Design and create OWLS, (every three months, 09/2017-08/2019)</p> <p>Co-plan</p>	<ul style="list-style-type: none"> • 3 OWLS booklet will be developed for each level. • All students in the related levels will complete the developed materials. • All English teachers in the related levels will use the developed materials. 	<ul style="list-style-type: none"> • The booklets will be used as the major teaching materials aside from textbooks in the coming years. • P.1 and P.4 teachers will share their experience with other English teachers at the mid-term and/or at the end of 2017/2018 school year. • In the 2018/2019 school year, at least three teachers in the core team will move to P.2 and P.5 level 	<ul style="list-style-type: none"> • Co-planning meetings will be held every two weeks to plan and review the new booklet (each meeting will be about 1 hour). All English teachers in the core team including the panel heads, and/or PSM(CD) and/or vice principal will take part in the co-

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>content of the booklets as well as the suggested pedagogy to identify the most suitable and sustainable teaching methods using OWLS with respect to classes of varied capacities for other fellow teachers. We also aim to discuss our observation on the practicality, hence making adjustment on and fine-tuning the products for future use.</p> <p>1.2 Developing our school-based curriculum</p> <p>1.2.1 We will produce new custom-made curriculum booklets entitled “OWLS (Omni Way Language Skills)” in P.1 and P.4 in the first year. It will be closely tied in with our school-based curriculum.</p> <p>1.2.2 The booklets will address various reading skills, for example dictionary skills, pronoun referencing and content reorganisation. Target grammar items including the use of adjectives and sentence structures will be incorporated. Various text types, for example posters and leaflets, can help develop students’ shared understanding about effective communication with respect to different situations. Our booklets also include post-reading exercises and different language learning tasks, with the help of e-learning elements (as mentioned in 1.2.3 below). Questions and texts will be organised in a more systematic way to ensure that diversity and higher order thinking are included to facilitate students’ learning.</p> <p>1.2.3 In the co-planning meeting, with the help of our e-</p>		<p>meetings (discuss and review booklets in everyday classroom, every two weeks, 09/2017-08/2019)</p> <p>Peer lesson observation with photos and/or videos (each booklet, 09/2017-08/2019)</p>		<p>respectively and continue the planning.</p> <ul style="list-style-type: none"> • Ongoing critical revision of materials will be done through regular lesson observations to ensure student needs are being catered successfully. • All teaching materials will be revised every year in the co-planning meetings according to the needs of the students after completion of the project. 	<p>planning sessions.</p> <ul style="list-style-type: none"> • Minutes and appendices (if necessary) of co-planning meetings will be kept for future reference. • Peer lesson observation will be conducted for booklet planned in P.1 and 4 in the 2017/2018 school year. • Photos and videos will be taken for sharing and evaluation for each booklet.

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<p>Learning team, a large amount of e-Learning tools will be incorporated into OWLS. They include online reading platforms (for maximizing reading inputs and enjoyment), video clips (for motivating or maximizing reading inputs before writing) and applications such as Popplet (for organising ideas), Kahoots (for while / post reading formative assessment), EDpuzzles (for while-reading assessment) and Quizlets (for grammar learning or revision). They will enhance teaching and learning using electronic devices and promote self-directed learning. E-learning can make learning more effective, efficient and enjoyable. It can also cater the needs and styles of different learners (Basic Education Curriculum Guide, 2014). The open and flexible learning mode can be used to achieve the learning objectives (English Language Education Key Learning Area Curriculum Guide, 2017).</p> <p>1.2.4 E-learning resources and tools will be adopted to motivate students and enhance learning effectiveness, and to maximise students' opportunities to use English outside classroom.</p> <p>1.2.5 Booklets include graded questions (basic ones for all students and challenging ones for more able students) to cater for learner diversity.</p> <p>1.2.6 Peer lesson observation will be conducted to observe the practicality of the pedagogy previously discussed, as well as the on-the-spot students' reaction towards the</p>					<ul style="list-style-type: none"> Reviews will take place after the peer lesson observations and lesson plans are immediately revised for next class/ future reference.

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<p>materials for each booklet planned in P.1 and P.4 in the 2017/2018 school year and review will take place after the peer lesson observations and lesson plans are immediately revised in the co-planning meetings for next class/future reference. Co-planning meetings will be timetabled for two lessons every two weeks. They will be regularly held to exchange pedagogical ideas.</p> <p>1.2.7 P.1 and P.4 teachers will share their experience with other English teachers at the mid-term and/or at the end of the school year.</p> <p>1.2.8 The programme will be extended to P.2, P.3, P.5 and P.6 in the following years after our successful first attempt.</p>					