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

Project Deferral due to COVID-19 Pandemic

(New Commencement Date: 1ˢᵗ September 2021)

School Name: S.T.F.A. Wu Siu Kui Memorial Primary School (English)

Application No.: D 025 (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 18

2. No. of approved classes in the 2019/20 school year:

	P.1	**P.2**	**P.3**	**P.4**	**P.5**	**P.6**	**Total**
No. of approved classes	4	5	5	5	4	4	27

3. No. of operating classes in the 2019/20 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) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	**Grade level**	**Focus(es) of the programme/project/ support service**	**External support (if any)**
NIL			

(B) 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)*	☐ Purchase learning and teaching resources	☑ 2020/21 school year	☐ P.1 ☐ P.2
☐ 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)*	☑ 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)*	☐ 2021/22 school year	☐ P.3 ☑ P.4 ☑ P.5 ☐ P.6
☑ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☐ Procure service for conducting English language activities		
☐ 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"			

(C) How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?

Proposed school-based English Language curriculum initiative	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Hiring a full-time supply teacher to release the core team for incorporating e-Learning into the school-based reading and writing curriculum to enhance eLearning in respect of the Updated English Language Curriculum (Primary) under "Ongoing Renewal of the Curriculum – Focusing, Deepening and Sustaining" at P.4-5					
Objectives ● As a response to the weaknesses shown in SWOT analysis above, our school would like to focus on integrating e-Learning elements to enhance our students' reading and writing skills. ● e-Learning elements will be strategically infused into our school-based reading and writing programme for: ♦ improving students' reading performance through providing them with e-input on target themed vocabulary, topical knowledge, targeted grammatical focuses and specific linguistic features of various text types; ♦ increasing students' writing performance through valuable e-input; ♦ developing students' self-directed learning skills through school-based self-directed learning packs; ♦ providing opportunities for collaborative learning; ♦ catering for learning diversity; and ♦ enhancing teachers' professional capacity. **The core team** ● A core team comprised of English Language panel head and 4 experienced level teachers will be set up. A full-time supply teacher will be hired to take up about 28 English / non-English Language lessons per week and	P.4-P.5	Module 1 Co-planning: 8-9/2020 Trial run + observation: 9-10/2020 Evaluation: 10/2020 Module 2 Co-planning: 10/2020 Trial run + observation: 11/2020 Evaluation 11/2020 Module 3 Co-planning: 1/2021 Trial run + observation: 2-3/2021 Evaluation 3/2021 Module 4 Co-planning: 3/2021 Trial run +	8 sets of learning and teaching packages covering a total of 80 lessons will be developed. About 60% of target level students will demonstrate improvement in summative reading and writing assessments. About 70% of target level students will agree that they have developed better confidence in reading and writing. About 70% of target level teachers agree that their students have developed better self-study skills. At least 80% of target level teachers	The new programme will be incorporated into the core curriculum after the project period. All the learning and teaching resources will be easily updated by the English Language teachers after the project period. There will be sharing and evaluation of the tryout lessons among English Language teachers.	Records of level co-planned meetings will be kept. Sharing and evaluation of tryout lessons in subject panel meetings e-Learning lesson observations will be conducted to evaluate the effectiveness of the programme. Students and teachers will complete questionnaire survey at the end of each year. Students' summative reading and writing assessment data will be analysed.

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other non-teaching duties to make room for project development. The number of lessons released for each member is tabulated below: 	Member	No. of lessons released
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English Language Panel Chairperson	8 lessons
Other core team members	5 lessons X 4 = 20 lessons | ● With the lessons released, the core team will adopt flipped classroom strategies, develop e-learning materials and graded learning tasks to enhance the school-based English Language curriculum. ✦ Co-planning meetings for developing and fine-tuning learning and teaching materials will be held every other week. ✦ Lesson try-outs of newly developed reading and writing school-based learning sets will be conducted. ✦ Peer lesson observation will be arranged for each module. ✦ Review meetings will be arranged after peer lesson observation to evaluate the newly-developed materials. ✦ Both qualitative and quantitative instruments will be employed to measure programme effectiveness. ✦ Professional development sharing sessions will be conducted once per term during the panel meetings to provide opportunities for the core team to share their experience with other non-target-level teachers. ✦ Adjustment of the materials will be made after the try-outs and review meetings. The English Language panel may make reference to the core team's experience implementing the pilot run and		observation: 4-5/2021 Evaluation 5/2021 Final review 6/2021 Programme refinement 8/2021	have developed a better understanding of pertinent instructional approaches in e-Learning 100% of the participating English Language teachers will apply e-Learning strategies to the target levels for the newly developed school-based curriculum		The collected data will be used for fine-tuning the development of e-Learning.

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extend the refinement work to other modules and levels after the project period. **Implementation details** ● The core team will focus on 4 units for each target level and elements of e-Learning will be infused into reading and writing curriculum. ● 10 lessons will be allocated to each e-Reading and writing unit. <table><tr><td>*Skill*</td><td>*No of lessons*</td></tr><tr><td>Reading</td><td>6 lessons</td></tr><tr><td>Writing</td><td>4 lessons</td></tr></table> ● A resources pack covering 40 lessons will be developed for each target level. Each pack shall include the following: ♦ Unit and lesson plans ♦ Topic introduction (pre-tasks with videos), vocabulary learning and extension ♦ In-class grammar teaching/target sentence structures/ text type features Nearpod presentations with interactive exercises ♦ Writing tasks (online platform for peer editing/ evaluation and sharing) ♦ Other assessment tasks ● e-Learning materials will be shared with students in Google Classroom and students can access them online anytime at home or any appropriate places outside classroom at their own pace for self-directed learning or lesson revision. ● The integration of e-Learning will also help cater for learning diversity. Students can learn about the new topics/background information before class. Class time will then be reserved for engaging more-able students in learning activities involving higher-order thinking skills/quality interaction/challenging items to strengthen					

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their understanding of the target language items. A variety of strategies (e.g adopting different levels of questioning, using graphic organisers, establishing peer learning circles online and analysing task results to facilitate planning of intervention) will be employed to accommodate diverse needs. After class, less able students can revisit the materials for consolidation while more able students can conduct further research at their own pace for interest after class.					

- Students' performance reports, such as on completion ratio and tasks scores will be generated and analysed. Teachers will provide timely feedback on students' performance and plan suitable intervention, for example, revisiting problem areas in class or assigning additional consolidation exercises.
- e-Learning apps *Google Classroom and Nearpod* will be used to connect and coordinate the different stages (class preparation, inner-class interaction, task implementation, after-class assignment and performance review) of learning process.

Apps	*Uses*
Google Classroom	✦ For pre-lesson activities ✦ For dissemination of resources and info ✦ For management of students' work submission ✦ For peer and teacher feedback
Nearpod	✦ For presentation / direct instruction ✦ For conducting in-class formative assessment ✦ For modelling with the 'Draw It' function ✦ For sharing ideas with the

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	'Poll', 'Collaborate!' and 'Open-ended Questions' features						

● Target skills

Reading Skills	P4	P5
Understanding the features and structure of different text types	✓	✓
Skimming and scanning	✓	✓
Identifying main ideas and supporting ideas	✓	✓
Guessing the meaning of unfamiliar words by using pictorial and contextual clues	✓	✓
Understanding the connection between ideas	✓	✓
Predicting the development of texts	✓	✓
Re-reading for understanding the key message	✓	✓
Distinguishing between facts and opinions	✓	✓
Understanding figurative language		✓
Understanding writers' intention		✓
Making inferences		✓
Writing Skills	**P4**	**P5**
Gathering and sharing information about ideas by using strategies such as brainstorming	✓	✓
Planning and organising information, and expressing own ideas and feelings by identifying purpose and audience for a writing task and deciding on the sequence of content	✓	✓
Using appropriate cohesive devices	✓	✓
Presenting main and supporting ideas	✓	✓
Using a small range of language patterns	✓	✓
Using appropriate formats, visual elements,	✓	✓

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conventions and language features							
Drafting, revising and editing written texts with teacher and peer support	✓	✓					

● Tentative programme framework

Themes and target text types	
P.4	**P.5**
We are different (Narrative: diaries)	**Exploring Hong Kong** (Expository: emails)
Join the fun (Expository: emails)	**A day at the farm** (Narrative: diaries)
A brave explorer (Narrative: imaginative stories)	**Be a detective** (Narrative: recounts)
Reduce, reuse and recycle (Procedure: instructions)	**A bright future** (Description: personal profiles)

✧ **Stages and related eLearning strategies**

Stage	*eLearning / Self-directed learning Strategies*
Before reading	**Topic preview** ✧ Students watch flipped videos on Google Classroom to build their background knowledge of the selected topic at their own pace before class. ✧ A pre-lesson quiz is set and shared through Google Classroom to check their understanding of the topic before class. ✧ Aims: - to arouse students' interests in the topic - to provide relevant input to the topic - to promote self-directed learning - to maximise students' opportunities to use and learn English outside classroom/at home

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	- to cater learning diversity					
	Vocabulary building ✧ Structured thematic vocabulary input is provided through videos and Google slide flashcards with dictionary definitions, pronunciations, pictures and example sentences. The resources can also be used for revision after class. ✧ A Google Form quiz is created for checking students' understanding. ✧ Aims: - to help students pre-learn / review target vocabulary - to arouse students' interests in learning vocabulary - to promote self-directed learning - to cater for learning diversity					
While reading	**Introduce the text** ✧ Teacher introduces content, vocabulary, grammar, target reading skills and text type features with Nearpod presentations. ✧ Problems identified in the pre-lesson quizzes are also addressed in class. ✧ Formative classroom assessments are conducted with the use of Polls, Quizzes, Collaborate! boards, and open-ended discussion questions features of Nearpod. ✧ Aims: - to help pupils understand the contents of the reading text and learn relevant reading skills - to improve students' awareness of text characteristics - to check in on how students understand					

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	the lesson					
Post reading	**Consolidation** ✧ Post-reading tasks in Google Classroom are designed to assess students' comprehension and learning. 　- Tasks checking different levels of understanding (e.g. literal, reflective, evaluative) 　- Graphic organiser questions addressing text organisation and features 　- Extended levelled texts with questions 　- Vocabulary and grammar questions ✧ Aims: 　- to summarise learning 　- to check for understanding 　- to organise their thoughts and ideas 　- to encourage further reading					
Before writing	**Provision of writing input** ✧ Students revisit previously taught vocabulary and grammar items viewing flipped videos and completing consolidation quizzes on Google Classroom before class. ✧ Teacher leads in and helps students brainstorm and share ideas using Google document in class. ✧ Vocabulary, grammar items and text type features are recapped in class if teacher identifies any problem areas from the quiz results. ✧ Students set writing goal checklist before they start writing. After composing their					

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	drafts, students can use their writing goal checklist and edit their work. ✧ Aims: - to encourage students to take greater ownership of their writing task - to improve students' awareness of expected writing performance - to promote self-directed learning - to facilitate effective use of lesson time for getting prepared for the writing task					
While writing	**Individual writing (draft)** ✧ Students organise ideas for writing and write the first draft ✧ Students can revisit resources on Google Classroom and Nearpod lessons for writing task support. ✧ Students revise and edit the first draft with the help of the goal checklist. ✧ Aims: - to encourage students to share ideas and feedback peers' writing - to improve students' awareness of expected writing performance					
Post writing	**Evaluation/Follow-up** ✧ The Collaborate feature can be employed for peer assessment. ✧ Teacher covers common errors on contents, organization and language using Nearpod presentations. ✧ Students can revisit the presentation while making their corrections. ✧ Aims: - to consolidate students' learning - to improve students' sensitivity to					

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language					

● **Description of a sample module:**
  ✧ Text type: Instructions
  ✧ *Unit 4 Reduce, reuse and recycle*, Living Oxford English Book 4B

Stage	Learning & Teaching Activity

Before reading	**Topic preview and vocabulary building**
	✧ Students watch a video about the upcycling.
	Upcycling: Trash To Treasure | World Environment Day Special | Channel News Asia Connect
	https://bit.ly/2LWuW2u
	✧ A quiz in Google Form is set to help students explore upcycling.
	  - *What does the word 'upcycle' mean?*
	  - *What are the following items in the video made of?*
	
	Item / Made of table below
	
	  - *Why did Dennis open the café?*
	✧ Thematic vocabulary items are introduced through the following video and Google slide vocabulary flashcards:
	The 3 R's | #aumsum #kids #science #education #children

Item	Made of
New lamps	Old kettles, pots and pans
New lamp holder	Old trunking
New standing lamp	Old machinery
New tables	Old windows, gates and pipes
New glasses	Used vodka bottles
New signboard, tables and chairs	Used oil drums

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	https://bit.ly/3d1rjUX					

The 3R's principle	*Vocabulary*
Reduce	*pollution, plastic bags, cloth bag, kitchen waste, vermicompost, save water, short showers, closing taps, electricity, turn off fan and lights*
Recycle	*used notebooks, recycling plant, old soda cans, metal*
Reduce	*old toys, donation, wrapping gifts, rechargeable, old decoration, greeting cards*

✧ A Google Form quiz is created for checking students' understanding.

✧ To support less able students, annotation with hints in the form of texts/images will be added to the quizzes. Problem areas identified will also be revisited in class.

While reading

Introducing the text

✧ Nearpod presentations are created to deliver reading lessons on an instructional text on how to create upcycled products.

✧ Different aspects of the text are explored in class:

Aspect	*Details*
Content	- Advantages of upcycling - Functions of upcycled products
Vocabulary	- List of materials and equipment
Grammar	- Sequencing connectives - Imperatives verbs

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	Reading skills	- Prediction - Work attack - Skimming and scanning					
	Text organisation and features	- Clear titles - Diagrams and pictures - Chronological steps - Simple and easy language					

✧ Built-in features of Nearpod are used in class to check students' understanding of the text.

Features	*Examples*
Poll	- To conduct a classroom poll and elicit background knowledge about upcycled products
Fill in the blanks	- To get students to practise scanning skills with a blank filling activity about the functions of the upcycled products in the text
Draw it	- To check students' understanding of the concept of upcycling by getting them to create design sketches of upcycled products
Quiz	- To pose multiple choice questions about the text features of an instructional text
Open-ended questions	- To get students to make sentences with the target grammar items

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Post reading	**Consolidation** ✦ The following post-reading tasks in Google Classroom are assigned for consolidating students' learning in the reading lessons: - Comprehension questions (e.g. pronoun reference, main idea, purpose of writing) about the text - Flow chart questions for reinforcing understanding of the text structure - Simplified version of the text for less able students - Extended reading texts on related themes / of the text type on different themes					
Before writing	**Provision of writing input** ✦ Teacher goes through the writing task with students – instructions about how to make a craft / an upcycled product. ✦ The following resources will give students an idea of how to repurpose and reuse old stuffs. *38 Genius Trash-to-Treasure Crafts That Will Save You So Much Money* https://bit.ly/2Y59VJW *4 Simple Upcycling Projects* https://bit.ly/2UPkvCL *65+ Awesome Upcycling Ideas for House & Garden 2017* https://bit.ly/2UMXCQq Class discussions on the materials and functions of the upcycled products will be conducted. ✦ Students brainstorm their ideas and share					

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	them using Google docs / Nearpod Collaborate! feature.
	✧ Teacher guides students to set writing goal checklist making reference to the Nearpod presentation for the reading lessons before they start writing. For example,
	  - *I will use imperative verb and sequencing connectives in my work.*
	  - *I will use the target vocabulary in Unit 4 and some other new vocabulary.*
	  - *I will write at least 5 steps.*
	  - *I will include pictures in my work.*
	  - *I will check the punctuation marks before I hand in my writing.*
	  - *I will try my best.*
	✧ Teacher advises students to revise the target vocabulary, target language structures, language input to get prepared for the writing task with the help of the online resources.					

While writing	**Individual Writing (Drafting)** ✧ Teacher shares the writing template with students. ✧ Students start writing the first draft with the help of the template. ✧ Students revise and edit the first draft with the help of the goal checklist. ✧ Students submit their writing through Google Classroom.					
Post writing	**Evaluation/Follow up** <u>Peer Feedback</u> ✧ Students share their writing and classmates give feedback.					

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✧ Students re-read the goal setting checklist and evaluate the writing with the peer feedback. ✧ Students edit and write the final draft in paragraphs and add picture cues for their writing. <u>Teacher Feedback</u> ✧ With the help of the PowerPoint slide show, teacher highlights common errors on contents, organisation and language. ✧ Students make corrections after the PowerPoint slideshow on their writing on Google doc. if necessary. ✧ Students submit their final draft.					