

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

**School Name:** S.K.H. Kowloon Bay Kei Lok Primary School (English)

**Application No.:** C 087 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 20

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 | 5   | 5   | 6   | 6   | 7   | 6   | 35    |

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)                              |
|--|-------------|--|--|
| Developing school-based reading programme  | P.1-P.6     | Reading  | Language Learning Support Section,<br>Education Bureau |
| Self-directed Learning Programme           |             | Self-directed learning skills and thinking tools | Language Learning Support Section,<br>Education Bureau |

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

| <b>Strengths</b>  | <b>Opportunities</b>   |
|---|--|
| <ol style="list-style-type: none"><li>1. Intensive remedial groups and advanced classes offer students of diverse abilities additional learning support.</li><li>2. The English panel is of good team spirit. A positive co-planning and sharing culture has been established. Members enjoy great flexibility to adapt textbooks and adopt new instructional strategies for catering diverse needs of students.</li><li>3. The Native-speaking English Teacher (NET) and English Language Teaching Assistant (ELTA) help create an English-rich environment.</li></ol> | <ol style="list-style-type: none"><li>1. WiFi 900 is available for e-learning and there are sufficient tablets for implementing e-Learning at KS2.</li><li>2. Useful e-Learning resources produced by publishers and EDB facilitates the implementation of e-Learning.</li></ol> |
| <b>Weaknesses</b>   | <b>Threats</b>   |
| <ol style="list-style-type: none"><li>1. Students lack family support in learning English.</li><li>2. Some students lack motivation in learning English and their production skills have yet to be improved.</li></ol>  | <ol style="list-style-type: none"><li>1. The intake is of growing diversity and differing learning needs make teaching more challenging for teachers.</li><li>2. It takes time for the new ELTA and teachers to understand our school curriculum and culture.</li></ol>          |

**(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.)**

| <b>Area(s) of Development</b>                 | <b>Usage(s) of the grant</b>   | <b>Grade Level</b> |
|---|--|--------------------|
| Refinement of the English Language curriculum | <ul style="list-style-type: none"><li>● Development of an e-learning platform</li><li>● Procurement of readers</li></ul> | P.1 - P.6          |

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

| <b>Proposed target area(s) of development</b><br><b>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</b>   | <b>Proposed usage(s) of the Grant</b><br><b>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</b>  | <b>Time scale</b><br><b>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</b>      | <b>Grade level</b><br><b>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</b>   |
|--|---|---|---|
| <input type="checkbox"/> Enrich the English language environment in school through<br>- conducting more English language activities*; and/or<br>- developing more quality English language learning resources for students*<br><i>(*Please delete as appropriate)</i><br><br><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”<br><i>(*Please delete as appropriate)</i><br><br><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”<br><br><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”<br><br><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” | <input type="checkbox"/> Purchase learning and teaching resources<br><br><input checked="" type="checkbox"/> Employ a full-time* or <del>part-time</del> * supply teacher<br><i>(*Please delete as appropriate)</i><br><br><input type="checkbox"/> Employ full-time* or part-time* teaching assistant<br><i>(*Please delete as appropriate)</i><br><br><input type="checkbox"/> Procure service for conducting English language activities | <input checked="" type="checkbox"/> 2019/20 school year<br><br><input type="checkbox"/> 2020/21 school year | <input type="checkbox"/> P.1<br><input type="checkbox"/> P.2<br><input type="checkbox"/> P.3<br><input checked="" type="checkbox"/> P.4<br><input checked="" type="checkbox"/> P.5<br><input checked="" type="checkbox"/> 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/<br>Deliverables/<br>Success criteria<br>(preferably measurable)   | Sustainability   | Methods of progress-monitoring and evaluation  |
|---|-------------|--|--|--|--|
| <b>To employ a full-time supply teacher to create room for the core team members to develop e-Learning writing resources in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum-Focusing, Deepening and Sustaining” at P.4-P.6</b>   |             |  |  |  |  |
| <b>Objectives</b> <ul style="list-style-type: none"> <li>A supply teacher will be hired to make room for the development of e-Writing packages. The newly-developed resources will be used to: <ul style="list-style-type: none"> <li>❖ enrich the existing writing curriculum;</li> <li>❖ develop learners’ self-directed learning skills;</li> <li>❖ cater for diverse learning needs; and</li> <li>❖ strengthen teachers’ professional capacity in applying e-Learning in classrooms.</li> </ul> </li> </ul><br><b>The core team</b> <ul style="list-style-type: none"> <li>The core team consists of around 4 members including the English panel heads and 2 level teachers. The supply teacher will take up around 22 lessons (50 minutes each) per week. Around 5 lessons per week will be released tentatively for each core team member.</li> <li>With part of the teaching load released, the core team will adopt flipped classroom strategies, develop e-Learning resources and graded learning tasks to enhance students’ writing skills.</li> <li>The core team will conduct co-planning meetings once every week to formulate e-Writing module framework and designing learning and teaching resources.</li> </ul> | P.4 to P.6  | <b>Module 1</b><br><i>Planning</i><br>Sep 2019<br><i>Implementation</i><br>Oct 2019<br><i>Evaluation</i><br>Nov 2019<br><br><b>Module 2</b><br><i>Planning</i><br>Oct 2019<br><i>Implementation</i><br>Nov 2019<br><i>Evaluation</i><br>Dec 2019<br><br><b>Interim review and professional sharing</b><br>Jan 2020 | 4 sets of learning packages covering 16 (50-minute) lessons will be developed for each level. Each set consists of a lesson plan, flipped videos, PowerPoint slides, graded learning tasks, e-Learning resources and assessments.<br><br>70% of KS2 students agree that their motivation and skills in learning English is enhanced with the introduction of e-learning elements in writing instructions.<br><br>70% of KS2 students agree that their peers’ and teachers’ | All the newly-developed teaching and learning materials will be incorporated in the core writing curriculum.<br><br>All e-Learning materials will be uploaded to <i>Google classroom</i> for students’ self-access.<br><br>Core team members will keep on being one of the level teachers in the target levels to take the lead and assist in implementing | Co-planning/ evaluation meeting records for each level<br><br>Student and teacher survey (Pre-and Post-project) on the effectiveness of the project<br><br>A sharing session for evaluation of recorded lessons among teachers<br><br>Assessment results will be analyzed. |

| 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 |
|--|-------------|---|--|---|---|
| <ul style="list-style-type: none"> <li>After the try-outs, the core team members will arrange evaluation meetings with level teachers. They will evaluate the lessons and make modification to instructional strategies and resources.</li> </ul> <p><b>Professional sharing</b></p> <ul style="list-style-type: none"> <li>All English teachers will be encouraged to attend seminars or workshops on e-Learning organized by EDB or other external institutions.</li> <li>The core team members will take the lead to learn and try out the necessary e-Learning strategies and e-Learning apps before the implementation of the e-Writing programme.</li> <li>Sharing sessions will be held by the core team members for all English teachers once per term. Experiences will be shared and advice for improvement will be given.</li> <li>Videos of tryouts by core team members will be taken for teachers' reference.</li> <li>The core team members will provide continuous support to other teachers. This helps to equip teachers who are less confident in using e-Learning in teaching.</li> </ul> <p><b>Expected learning outcomes</b></p> <ul style="list-style-type: none"> <li>Upon completion of this project, students will be able to: <ul style="list-style-type: none"> <li>❖ prepare for lessons, review the lesson content at</li> </ul> </li> </ul> |             | <p><b>Module 3</b><br/> <i>Planning</i><br/> Feb 2020<br/> <i>Implementation</i><br/> Mar 2020<br/> <i>Evaluation</i><br/> Apr 2020</p> <p><b>Module 4</b><br/> <i>Planning</i><br/> Mar 2020<br/> <i>Implementation</i><br/> Apr 2020<br/> <i>Evaluation</i><br/> May 2020</p> <p><b>Final review and professional sharing</b><br/> Jun 2020</p> | <p>feedback can acknowledge their strengths and make them aware of their weaknesses in order to make improvements.</p> <p>50% of KS2 students show improvement in formative and summative writing assessments.</p> <p>80% of the English teachers involved will enrich their knowledge and skills in using e-Learning tools at teaching.</p> | <p>and refining the learning packages.</p> <p>A sharing session will be held to share experiences and good practices with other teachers.</p> <p>Lessons will be recorded for future reference.</p> |   |

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|---|-------------|-------------------------|--|----------------|---|
| <p>their own pace and monitor their own progress with the support of e-Learning tools;</p> <ul style="list-style-type: none"> <li>❖ use appropriate formats, visual elements, conventions and language features when writing/creating a variety of text types; and</li> <li>❖ collaborate with others in achieving different learning goals set.</li> </ul> <p>● Teachers will benefit professionally as they will deepen their knowledge of how to:</p> <ul style="list-style-type: none"> <li>❖ adapt their teaching methods to the learning styles of their students;</li> <li>❖ keep tabs on students' progress making use of robust reporting features of various e-learning tools; and</li> <li>❖ establish closer connections with students through providing them with support or feedback online.</li> </ul> <p><b>Implementation</b></p> <p>● 4 e-Writing module resources will be developed and 4 50-minute lessons will be allocated to each package. e-Learning tools will be adopted and resources designed for flipping the classroom. Students will use their homework time to study new writing topics and learn the basic information they need to know before class. Class time will then be used for activities which reinforce and test their understanding of new learning. Teachers can provide short video or audio recorded feedback on target learning items.</p> |             |                         |  |                |   |

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|--|-------------------|--------------------------|---|----------------|---|--------|------------------|---------------------------------|-------------------|-----------------------------|------------------|--------------------|---------------|-------------------------------|-------------------|
| P.4  |                   |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| <table><tr><th>Module</th><th>Target Text Type</th></tr><tr><td>Sports Day</td><td>Reports</td></tr><tr><td>Time to Cook</td><td>Recipes</td></tr><tr><td>Back to Hong Kong</td><td>Stories</td></tr><tr><td>Be Good to Our Earth</td><td>Magazine articles</td></tr></table>                              |                   |                          |   |                |   | Module | Target Text Type | Sports Day                      | Reports           | Time to Cook                | Recipes          | Back to Hong Kong  | Stories       | Be Good to Our Earth          | Magazine articles |
| Module   | Target Text Type  |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| Sports Day   | Reports           |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| Time to Cook   | Recipes           |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| Back to Hong Kong  | Stories           |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| Be Good to Our Earth   | Magazine articles |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| P.5  |                   |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| <table><tr><th>Module</th><th>Target Text Type</th></tr><tr><td>Be a Smart Eater</td><td>Stories</td></tr><tr><td>Hong Kong: Past and Present</td><td>Personal letters</td></tr><tr><td>Hong Kong News</td><td>News reports</td></tr><tr><td>Tai O-The Venice of Hong Kong</td><td>Blogs</td></tr></table> |                   |                          |   |                |   | Module | Target Text Type | Be a Smart Eater                | Stories           | Hong Kong: Past and Present | Personal letters | Hong Kong News     | News reports  | Tai O-The Venice of Hong Kong | Blogs             |
| Module   | Target Text Type  |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| Be a Smart Eater   | Stories           |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| Hong Kong: Past and Present  | Personal letters  |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| Hong Kong News   | News reports      |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| Tai O-The Venice of Hong Kong  | Blogs             |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| P.6  |                   |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| <table><tr><th>Module</th><th>Target Text Type</th></tr><tr><td>Endangered Animals in Hong Kong</td><td>Magazine articles</td></tr><tr><td>The School Picnic</td><td>Recounts</td></tr><tr><td>Going to the Movie</td><td>Movie reviews</td></tr><tr><td>Charity Work</td><td>Stories</td></tr></table>    |                   |                          |   |                |   | Module | Target Text Type | Endangered Animals in Hong Kong | Magazine articles | The School Picnic           | Recounts         | Going to the Movie | Movie reviews | Charity Work                  | Stories           |
| Module   | Target Text Type  |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| Endangered Animals in Hong Kong  | Magazine articles |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| The School Picnic  | Recounts          |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| Going to the Movie   | Movie reviews     |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |
| Charity Work   | Stories           |                          |   |                |   |        |                  |                                 |                   |                             |                  |                    |               |                               |                   |

| 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 |
|---|-------------|--------------------------|---|----------------|---|
| <ul style="list-style-type: none"> <li>● Learning and teaching activities               <ul style="list-style-type: none"> <li>✧ Before the writing lessons                   <p>Short videos (2-3 minute) about the topics are provided through Edpuzzle to introduce students to the writing topics. Questions are set to check students' understanding and enrich the knowledge about the topics. PowerPoint slides on the structural and language features of target text types will be provided through <i>Google Classroom</i>. <i>Google Form</i> quizzes on grammar items and sentence patterns are assigned to ensure students get prepared for class. Students can learn target vocabulary items on their own with the electronic flashcards on <i>Quizlet</i>.</p> <p>All pre-lesson learning materials will be distributed to students through <i>Google Classroom</i>. They can use the language input acquired from e-Learning resources for their writing tasks and gain access to them anytime anywhere at their own pace outside classroom.</p> </li> <li>✧ During the lessons                   <p><i>Nearpod</i> will be used for different activities:</p> <ul style="list-style-type: none"> <li>❖ Brainstorming of writing ideas - Students can easily share their thoughts among groups and plan their writings using the Collaborative feature.</li> <li>❖ Checking of understanding - Teachers can set open questions and give instant feedback to students' responses.</li> </ul> </li> </ul> </li> </ul> |             |                          |   |                |   |



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|--|-------------|--------------------------|---|----------------|---|
| <ul style="list-style-type: none"> <li>❖ Review of lesson content - PowerPoint slides can be imported into <i>Nearpod</i> and students can revisit the learning content.</li> <li>❖ Sharing work and providing feedback – Work can be projected on the scene and an online poll can be conducted.</li> <li>✧ Post-writing tasks <ul style="list-style-type: none"> <li>❖ Speaking activities such as show and tell, simulation as well as role play will be conducted for sharing of learning outcomes.</li> <li>❖ Teachers’ comment on content, organization and language will be presented in the form of PowerPoint slides. Students should view PowerPoint slideshows before their correction tasks.</li> <li>❖ Follow-up quizzes pinpointing problems areas in <i>Google Form</i> will be assigned to ensure students reflect on their own performances and fix their errors.</li> </ul> </li> </ul> <p><b>Description of P.5 sample module</b></p> <ul style="list-style-type: none"> <li>● Theme: Be a Smart Eater</li> <li>● Text Type: Stories</li> <li>● Structural features: <ul style="list-style-type: none"> <li>✧ Setting, characters and conflict</li> <li>✧ Events in sequence</li> <li>✧ Use of dialogues</li> <li>✧ Plot development follows a pattern: beginning, development, problem, climax and resolution</li> </ul> </li> </ul> |             |                          |   |                |   |

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|--|-------------|--------------------------|---|----------------|---|
| <ul style="list-style-type: none"> <li>● Language features: <ul style="list-style-type: none"> <li>✧ Past tense</li> <li>✧ Present tense used in dialogues</li> <li>✧ Present tense use in morals (focused writing element)</li> <li>✧ Linking words (temporal and causative)</li> <li>✧ Reported verbs</li> <li>✧ Adjectives to describe setting and characters</li> <li>✧ Vocabulary related to food and health</li> </ul> </li> <li>● Pre-lesson tasks <ul style="list-style-type: none"> <li>✧ A short video about healthy and unhealthy food will be delivered through <i>Edpuzzle</i> and quizzes with multiple choices and short answer questions are set to check students' understanding. For example,<br/><i>Healthy Food for Kids from Steve and Maggie / Speaking with NEW Stories for Children Wow English TV by urszula handzlik</i><br/><a href="https://edpuzzle.com/media/5adf19dfefc74240d4550597">https://edpuzzle.com/media/5adf19dfefc74240d4550597</a></li> <li>✧ Students will learn the vocabulary related to food and health as well as adjectives describing characters through <i>Quizlet</i> flashcards. Students can participate in different activities such as matching games and spelling quizzes. For example,<br/><i>Healthy and Unhealthy Food</i><br/><a href="https://quizlet.com/89265986/flashcards">https://quizlet.com/89265986/flashcards</a></li> <li>✧ PowerPoint slideshows on structural and language features of a story will be provided through <i>Google Classroom</i>. Quizzes on tenses, reported verbs and linking words will be assigned with the use of <i>Google Forms</i>.</li> </ul> </li> </ul> |             |                          |   |                |   |

| 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 |
|---|-------------|--------------------------|---|----------------|---|
| <ul style="list-style-type: none"> <li>● In-class activities               <ul style="list-style-type: none"> <li>✧ Brainstorming of ideas: Students will get into groups of 4 and complete a character sketch task for their stories about an unhealthy kid using <i>Nearpod</i>. They will come up with ideas about:                   <ul style="list-style-type: none"> <li>❖ his/her appearance;</li> <li>❖ his/her personality and habits at the beginning of the story;</li> <li>❖ how the other characters feel about him/her;</li> <li>❖ what happens to change his/her personality/habits; and</li> <li>❖ your own opinions about the character.</li> </ul> </li> <li>✧ Students can draw pictures of the main characters they create on paper and share them using the Draw-it function.</li> <li>✧ Students can write sample dialogues for their stories and share their work for peer feedback using the Collaborate function.</li> <li>✧ Teacher will design proofreading exercises using the Quiz functions to test students' understanding of key grammar features such as past tense, reporting verbs and linking words.</li> <li>✧ Students can revisit the <i>Quizlet</i> flashcards and PowerPoints during the writing tasks.</li> </ul> </li> <li>● Post-writing activities               <ul style="list-style-type: none"> <li>✧ Students will produce a radio drama show on their story endings. They can upload their work on <i>Google drive</i> so that students can learn from each other and rate others' work while teachers can give feedback to students</li> <li>✧ A PowerPoint slideshow with students' performance on the following aspects will be produced:</li> </ul> </li> </ul> |             |                          |   |                |   |

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|--|-------------|--------------------------|---|----------------|---|
| <ul style="list-style-type: none"> <li>❖ Content (clear theme, characters, setting and problem/conflict and moral)</li> <li>❖ Structure (conflict, climax and resolution)</li> <li>❖ Language (use of tenses, adjectives, linking words and reporting verbs)</li> <li>❖ After viewing the PowerPoint, students can revise their work accordingly.</li> </ul> |             |                          |   |                |   |