



天神嘉諾撒學校
Holy Angels Canossian School

「促進小學英語津貼」計劃



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

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

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
<p>To employ a qualified full-time supply teacher to create space for the core team members to enhance e-learning, cater for learner diversity with equal emphasis on more able and less able students and strengthen assessment literacy in respect of the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for P.3-P.6</p>					
<p>Implementation details</p> <ul style="list-style-type: none"> A supply teacher will be hired to release around 30 lessons of the existing English teachers for the development of e-Learning materials. The developed materials will be used to supplement the existing English Language curriculum and develop learners’ autonomy. P.4 and P.5 English teachers will be involved in 1st project year while P.3 and P.6 English teachers will be released in 2nd project year. <p><u>The core team and their duties</u></p> <ul style="list-style-type: none"> The core team consists of 6 members including the English panel heads and teachers who are more ready to apply e-learning in their lessons. They will be the English teachers of the target levels. About 4-5 lessons per week will be released tentatively for each core team member. With the released lessons, the core team will adopt flipped classroom strategies, develop e-learning materials, graded learning tasks and different modes of assessments to enhance students’ speaking and writing skills so as to enrich the school-based curriculum. 	<p>P.4 & P.5 (2018/2019)</p> <p>P.3 & P.6 (2019/2020)</p>	<p>Sept 2018 – Jan 2019 Development and implementation of the first three sets of learning packages for P.4 & P.5</p> <p>Jan 2019 Evaluation</p> <p>Feb 2019 – Jun 2019 Development and implementation of another three sets of learning packages for P.4 & P.5</p> <p>Jun 2019 Evaluation</p>	<p>6 sets of learning packages covering 36 lessons will be developed for each level (P.4 and P.5) in 1st year. Each set consists of a lesson plan, flipped videos/pre-lesson tasks, e-learning materials, graded extended tasks and diversified modes of assessment.</p> <p>6 sets of learning packages covering 36 lessons will be developed for each level (P.3 and P.6) in 2nd year. Each set consists of a lesson plan, flipped videos/pre-lesson tasks, e-learning</p>	<p>All the e-learning materials, teaching and learning resources developed will be saved in the school intranet where teachers can adapt/utilise to suit students’ learning needs.</p> <p>The flipped videos will be uploaded for students’ self-access.</p>	<p>6 records of co-planning meetings for each level per year</p> <p>Student questionnaires (pre- and post-project)</p> <p>Peer observation of e-learning lessons by core team members (twice per year)</p> <p>Each core team member will video-tape lessons for sharing and evaluation on e-learning.</p>

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<ul style="list-style-type: none"> Co-planning meetings will be held every week. The core team of each level will develop 6 sets of learning packages throughout the year, 3 sets in 1st Term and 3 sets in 2nd Term. 6 lessons will be allocated for each plan. The core team members will try out the newly developed plans and peer lesson observation will be conducted for each plan. After the try-outs and peer lesson observation, the core team members will organise evaluation meetings. They will evaluate the plans and make adjustment of the teaching strategies. <p><u>Materials to produce and related Activities</u> <i>Before class: flipped videos and pre-tasks</i></p> <ul style="list-style-type: none"> The use of the ‘Flipped Classroom’ strategy can promote self-directed learning, cater for the needs of students with different proficiency levels and facilitate effective use of lesson time. The strategy will be adopted to get students prepared for the lessons. Flipped videos or pre-lesson tasks will be closely aligned to the core curriculum for students’ access anytime and anywhere at their own pace outside the classroom. Before class, students will have a brief idea on the designated topics and can communicate with peers and teachers via online platforms, which allows more time for interactive student-led activities in the lessons. The core team members will produce short flipped videos for input of the speaking and writing lessons. Authentic application of target language structures and vocabulary in the General English curriculum will also be highlighted in the flipped videos and pre-tasks. 		<p>Sept 2019 – Jan 2020 Development and implementation of the first three sets of learning packages for P.3 & P.6</p> <p>Jan 2020 Evaluation</p> <p>Feb 2020 – Jun 2020 Development and implementation of another three sets of learning packages for P.3 & P.6</p> <p>Jun 2020 Evaluation</p>	<p>materials, graded extended tasks and diversified modes of assessment.</p> <p>80% of the target students agree that their motivation and skills in learning English will be enhanced with the use of e-learning by the end of each school year.</p> <p>By the end of each school year, 80% of the target students agree that their interest in writing will be enhanced with the use of e-learning elements.</p> <p>80% of the target students agree that their confidence in speaking in English will be enhanced by the end of each academic year.</p>	<p>After the scheme, all the plans and materials developed will be kept. All teachers can keep on modifying them to suit students’ learning needs and abilities.</p> <p>The assessment developed will be saved in the school intranet where teachers can adapt/utilise to suit students’ learning needs.</p> <p>Core team members will disseminate information and ideas to other panel members.</p>	<p>Meetings will be held by the teachers of each level to evaluate the design of the plans and its implementation.</p> <p>A sharing session for sharing and evaluation of video-taped lessons among panel members will be held once a year. Panel members will keep a PD record to indicate learning profile.</p>

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<p>For writing:</p> <ul style="list-style-type: none"> - The following flipped videos will be produced to prepare students for the writing lessons. <table border="1" data-bbox="129 427 907 837"> <thead> <tr> <th data-bbox="129 427 452 467">Types of videos</th> <th data-bbox="452 427 907 467">Purpose(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 467 452 592">Background information about the topic</td> <td data-bbox="452 467 907 592">- To provide content and language (thematic vocabulary) support</td> </tr> <tr> <td data-bbox="129 592 452 837">Target text forms and language features</td> <td data-bbox="452 592 907 837">- To introduce to students the organizational patterns and text features of target form - To give language support (e.g. useful phrases and grammatical patterns)</td> </tr> </tbody> </table> <p>For speaking:</p> <table border="1" data-bbox="129 890 907 1225"> <thead> <tr> <th data-bbox="129 890 452 930">Types of videos</th> <th data-bbox="452 890 907 930">Purpose(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 930 452 1054">Background information about the topic</td> <td data-bbox="452 930 907 1054">- To provide content and language (thematic vocabulary) support</td> </tr> <tr> <td data-bbox="129 1054 452 1225">Modelled speaking tasks</td> <td data-bbox="452 1054 907 1225">- To introduce to students various speaking skills and provide language support (e.g. formulaic expressions)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Web tools such as EDpuzzle will be used to create interactive video lessons and track students' understanding. Students can share their ideas or prior knowledge on a topic with one another on social networking websites. 	Types of videos	Purpose(s)	Background information about the topic	- To provide content and language (thematic vocabulary) support	Target text forms and language features	- To introduce to students the organizational patterns and text features of target form - To give language support (e.g. useful phrases and grammatical patterns)	Types of videos	Purpose(s)	Background information about the topic	- To provide content and language (thematic vocabulary) support	Modelled speaking tasks	- To introduce to students various speaking skills and provide language support (e.g. formulaic expressions)			<p>80% of the target students agree that the peer and teacher's feedback can acknowledge their strengths and make them aware of their weaknesses so as to make improvement.</p> <p>About 60% of high flyers will show improvements in writing and speaking as evidenced by formative and summative assessment results.</p> <p>About 40% of weak learners will show improvements in writing and speaking as evidenced by formative and summative assessment results.</p>	<p>Core team members will take an active role in leading other English teachers in implementing and refining the curriculum.</p> <p>A sharing session will be held for the core team members to share experiences and good practices with all English teachers each year.</p>	
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<ul style="list-style-type: none"> • Pre-tasks such as online search will be assigned and students will be asked to gather information related to the topic in advance for in-class discussion and writing tasks. • Students can use the language input and the information they have gained through the flipped videos or pre-lesson tasks as a set-up for the coming lesson, thus facilitating their learning. • With the use of the ‘Flipped Classroom’ strategy, students’ needs can be catered for. It allows students to learn at their own pace. For less able students, they can revisit the videos and complete their tasks at their own pace. For more able students, they can delve in topics that they are interested in through conducting further research. <p><i>During class: e-learning materials</i></p> <ul style="list-style-type: none"> • E-learning serves as a pedagogical tool to add variety, motivate students, enhance their engagement and increase teacher-student and peer interactions. By incorporating e-learning into the design of the multimodal learning tasks and activities through co-planning, students can apply four language skills in meaningful and authentic contexts. • The core team will design different tasks and activities for in-class learning and teaching with the use of appropriate e-learning materials (e.g. iPad apps and e-resources) to promote learners’ autonomy and cooperative learning. For example, <ul style="list-style-type: none"> - in-class tasks such as discussions on modelled writing and speaking tasks will be facilitated with the use of <i>Padlet</i>. It works like an online sheet of paper where people can put in any content (e.g. images, videos, documents, texts) anywhere on the page. 			<p>100% of the core team members will apply e-learning strategies to other levels (i.e. P.1, P.2, P.3 or P.6 in 1st year and P.1 or P.2 in 2nd year).</p> <p>All participating teachers agree that the assessment used can help them keep track of students’ learning and design appropriate follow-up activities.</p> <p>All English teachers will acquire knowledge of the implementation of e-learning.</p>		

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<p>Students can easily share their thoughts among groups and plan their speaking/writing tasks. The discussion output online can also be revisited after class when students work on their tasks and prepare for their assessments.</p> <ul style="list-style-type: none"> - To make learning and teaching more interactive, ‘Nearpod’ will be used as it combines presentation, student engagement and assessment tools. • The core team will develop multimodal extended writing and speaking tasks for students to apply what they have learnt in the previous lessons and further enhance their writing and speaking skills. <ul style="list-style-type: none"> - For writing tasks, students may be asked to write e-story with the use of apps like ‘Toontastic’. - For speaking tasks, students may use ‘Adobe Spark’ to make videos and make presentations on certain topics. • At least 2 sets of graded extended tasks will be designed to cater for learner diversity. More challenging tasks and activities will be designed for higher ability students to help extend their learning. <ul style="list-style-type: none"> - Higher tasks requirements such as greater lengths and use of more complex structures will be set for the writing tasks. - Speaking tasks involving more complicated context and advanced speaking skills will be designed. <p>At the same time, more guidance and input will be given for less able students to assist them to achieve the learning goals. With the differentiated tasks, students’ learning needs and styles can be addressed.</p>					

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<p><i>After class: Graded assessment</i></p> <ul style="list-style-type: none"> • The core team members will design different modes of assessments (e.g. online platforms, extended tasks such as self-reflection) to assess students’ learning and performance as well as extend ‘assessment for learning’ to ‘assessment as learning’. • Peer assessment fosters students’ interaction and mutual support as well as encourages peer learning and it will be conducted once a term. Students’ work will be uploaded to the e-platform. The core team members will prepare a checklist with learning objectives for peer assessment. Each student needs to give comments on others’ work. In the 1st term, peer assessment will be conducted within class. Synthesizing performance data (teachers’ observation, assessment data and peer assessment results), teachers can help students set learning goals to be achieved in the second term. In the 2nd term, the practice may be extended to inter-class level. • Through different forms of assessment, teachers can know about students’ progress and performance. They will give quality and timely feedback to students to let them know what they have achieved or how to make further progress. Follow-up activities will then be designed to help less able students to achieve the learning goals. 					

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<p><u>Evaluation of e-learning strategies and newly-developed materials</u></p> <ul style="list-style-type: none"> The lesson tryouts will be conducted by the core team members and peer lesson observation will be arranged for each plan. After the tryouts and peer lesson observation, the core team members will organise evaluation meetings in which the lesson plans and e-learning materials will be evaluated and modified. <p><u>Professional sharing</u></p> <ul style="list-style-type: none"> All English teachers will be encouraged to attend seminars or online-training courses organised by EDB or different institutions. After the professional development workshops, the core team members may try out the e-learning strategies acquired to design the school-based curriculum and the other panel members can put into practice of what they have learnt. After the tryouts, sharing sessions will be held by the core team members for all the English teachers and suggestions for improvement will be given. Level teachers will execute the modified materials in class and the core team members should observe the lessons for each plan at least once. The core team members will provide support and assistance to other panel members. They will share their experiences with them and give advice. It helps equip other panel members, especially those who are not so confident in using e-learning, with the knowledge and skills of applying e-learning in teaching. 					