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

School Name: __S.K.H. Ma On Shan Holy Spirit Primary School__ **(English)**

Application No.: C 071 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): __17__

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	-	-	-	-	-	-	-

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years:

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Development of Writing Packages (2011-Present)	P.3-P.6	Writing	School-based Curriculum Development Support (Primary) Section, EDB
School-based Drama Scheme (2011-Present)	P.1-P.6	Language arts	Dramatic English
Speaking Enhancement Lesson (2015-Present)	P.1-P.6	Speaking	Conducted by a speech therapist.

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

Strengths	Opportunities
1. The school-based curriculum is well-established and smoothly implemented. 2. The English panel consists of highly motivated teachers. They are dedicated and work collaboratively in planning lessons and activities. 3. Supportive NET, ELTAs, LETs and TA conduct *Fun English* (趣英) reader-based lessons activities. An immersion environment has been created for ensuring the communicative use of English both inside and outside classroom. 4. School has a robust wireless infrastructure, with sufficient capacity to accommodate 4 classes sets of tablets connecting simultaneously.	1. Writing packages, speaking enhancement lessons and drama scheme are well-established. Additional resources can further enhance students' learning effectiveness. 2. School-wide implementation of e-learning in 2018/2019 facilitates learning through technology. 3. e-Storybook Learning Platform has been constructed. The PEEGS grant can be deployed for developing an e-learning platform to facilitate grammar learning and teaching.
Weaknesses	**Threats**
1. As evidenced by the internal/external assessment results and classroom performance, students should still work on their sensitivity to grammar. 2. Systematical learning and teaching of grammar has yet to be promoted.	1. Students' English abilities vary. 2. Some students lack family support regarding English learning and information technology.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area(s) of Development	Usage(s) of the grant	Grade Level
1. Develop a comprehensive English e-Storybook learning programme for P.1 to P.6	● Purchase of e-Learning platform	P.1 to P.6
2. Incorporate Language Arts into the English Language curriculum	● Procurement of professional development workshops ● Procurement of consultancy services ● Hiring a supply teacher	

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

Proposed target area(s) of development	Proposed usage(s) of the Grant	Time scale	Grade level
☐ Enrich the English language environment in school through - conducting more English language activities*****; and/or - developing more quality English language learning resources for students***** ☐ 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" ☑ 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 ☑ Employ two teaching assistants (one full-time and one part-time) ☐ Procure service for conducting English language activities	☑ 2019/2020 school year ☑ 2020/2021 school year	☑ P.1 ☑ P.2 ☑ P.3 ☑ P.4 ☑ P.5 ☑ 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/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
To hire 2 assistants (one full-time and one part-time) to help the core team develop an e-Grammar Learning Platform promote e-Learning in respect of the Updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" for P.1-P.6					
Objectives: ● School has long adopted task-based instructions with heavy emphasis on authentic language use for meaningful purposes. To build students' awareness of the use of grammar items in texts, the present approach to teaching grammar will be reviewed. ● Text grammar, which involves the study of coherence and structure of a text and the relationship between language and context, will be incorporated into the core English curriculum to encourage students to reflect on how grammar knowledge can help make sense of a text. ● We therefore would like to utilize this funding to develop additional task-based text grammar resources in the hope of: ◇ raising students' awareness of the form and function of a grammar item or structure in a text; and ◇ providing them with the language input needed for writing tasks. ● All grammar modules, closely aligned with the core curriculum, will be delivered in electronic format and assembled in an online platform to supplement conventional grammar teaching. It will: ◇ allow students to personalize their learning; ◇ heighten awareness of their learning achievement;	P.1-P.6	Aug 2019 to Aug 2021 9/2019 – 8/2020 P.1 to P.3 9/2020 – 8/2021 P.4 to P.6 Meeting with the part-time teaching assistant: Aug 2019 Define expectations and learning objectives: Aug 2019 Create a prototype: Oct 2019 (P.1-P.3)/ Oct 2020 (P.4-P.6)	● An e-grammar Learning Platform of 18 modules (with animations, exercises) will be developed and owned by the school. ● 80% of the students agree the use of e-Grammar Learning Platform will increase their motivation to learn English. ● 70% of the students can complete the tasks assigned by the teachers. ● 90% of the English teachers will be equipped with the skills to operate the programme in succeeding years. ● 100% of the English teachers are able to provide	● E-learning resources, including 18 Grammar Learning Packages developed will be owned by the school and the number of beneficiaries is expected to grow progressively in succeeding years. ● All the teaching materials and notes belong to the school without any further cost. The school will have the copyright after the	To ensure the quality of the service hired, we will implement the following methods: ● Lesson Observations ● Regular progress review meeting and reporting at least twice in each term To evaluate the effectiveness of the measure, we will implement the following methods: ● Students' records and progress ● Students' participation ratio ● Students' performance in formative assessments ● Survey & questionnaire in every end term ● Records of meetings with the IT assistant. ● There will be an

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and 　　✧　collect evidence of improvement. ● The newly-developed e-Learning modules, of suitable progression and continuity, will be strategically used after the grammar lessons. Students can engage in extended learning activities and ongoing assessments and teachers can keep track of their progress. ● The e-Grammar platform will be hosted in the school's server and easily accessed through the school's intranet. Learning modules will be updated regularly and the school's IT technicians will perform regular maintenance. **The Core Team** ● 6 target level teachers will form a core team for each project year. <table><tr><th>School Year</th><th>Teachers</th></tr><tr><td>Sept 2019 – Aug 2020</td><td>2 level coordinators from P.1-P.3, including the EPC</td></tr><tr><td>Sept 2020 – Aug 2021</td><td>2 level coordinators from P.4-P.6, including the EPC</td></tr></table> ● Duties of the core team: 　　✧　Deliver introductory workshops for students 　　✧　Conduct co-planning meetings on a bi-weekly basis 　　✧　Develop e-Learning materials with the technical support of the part-time teaching assistant 　　✧　Test the platform before launch 　　✧　Deliver the materials in class		Test the platform: Nov 2019 (P.1-P.3)/ Nov 2020 (P.4-P.6) Implementation: Dec 2019 onwards (P.1-P.3)/ Dec 2020 onwards (P.4-P.6) Data migration: Jul 2021 Evaluation: Jul 2021	students with timely feedback after the quizzes. ● 60% of students will make improvements in formative assessments.	service period without any additional recurrent costs. ● The materials will be used after the project period. ● Teachers can create additional text grammar packages using the same framework used in this project. ● School can modify the platform to suit students' abilities. ● The school has the ownership of the platform and the Text Grammar Learning Packages.	award system. Students will get an award when they finish a certain number of the e-grammar exercises. Teachers will monitor the progress by checking students' progress regularly. ● Grammar assessment tasks will be developed and the importance of purposeful use of grammar knowledge for communication in meaningful contexts will be stressed. ● Online short quizzes will be designed to assess students' progress ● Surveys will be conducted for teachers and students to evaluate the effectiveness of the text grammar packages

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✧ Plan and monitor the use of e-Learning materials inside and outside class time					
✧ Review the effectiveness of the programme through conducting lesson observations once per term					
✧ Organise professional development sessions for other teachers before the implementation of the platform					
● Hiring of additional staff (through an agency) under the Scheme:					
A part-time IT assistant (the 2019/2020 and 2020/2021 school years)					
✧ The IT assistant is expected to be with at least 2 years of experience in instructional design and development of student-centred digital learning resources will be hired on a part-time basis for two project years. He/She will provide the core team with professional support on the following:					
- Collaborating with school in determining specific design needs					
- Analysing technical requirements					
- Designing the user interface appropriate for grammar learning					
- Converting newly-developed instructional materials into a range of enhanced interactive media (e.g. audio, video, animations, games, etc.)					
- Deciding on the criteria used to judge learner's performance and developing proper assessment instruments					

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- Conducting user testing					
- Evaluating the platform					
- Establishing updating processes					
- Integrating feedback, student support, assessment and course evaluation into the training program.					
✧ Core team teachers will meet with the part-time IT assistant three times per term, starting from August 2019, to co-develop e-grammar materials.					
✧ Throughout the development process, the core team will play a crucial role in determining the learning and teaching content of the new platform and keep the IT assistant well informed of the content requirements.					
✧ The part-time IT assistant will devote around 20 working hours to the instructional design of each package.					

Total number of text grammar modules	Estimated number of development hours required for each module	Average hourly rate
18	20	$224,000 / 360 hours = $622.22

A full-time teaching assistant (the 2019/2020 and 2020/2021 school years)

✧ A diploma holder who is proficient in English will be employed for a period of two years. He / She

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will work from 7:40a.m. – 3:00p.m. 5 days a week taking up the following duties of the core team:					

- assisting the EDB NET in conducting the 10 Fun English (趣英) reader-based lessons per week

- providing learners with support on e-Grammar learning during lunch recess sessions 5 times a week

- offering clerical and administrative support (e.g. resources management and generation of completion ratio reports) to the English panel

Proposed Features of e-Grammar Platform

● Number of modules

✦ A total of 18 e-Grammar modules will be developed.

Levels	Number of modules to be developed	
	First term	Second term
P.1	1	1
P.2	1	1
P.3	1	1
P.4	2	2
P.5	2	2
P.6	2	2
Sub-total:	9	9

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
● Proposed grammar items ✧ The following grammar items will be explored with the use of various text types:					

● Proposed grammar items

  ✧ The following grammar items will be explored with the use of various text types:

Level	Target grammar items	
	First term	Second term
P.1	Verbs: has, have	Present continuous tense
P.2	Plural forms of countable nouns	Simple present tense
P.3	General determiners: any, some and a lot of	Past tense
P.4	Adverbs of frequency: always, often, sometimes, never	Future tense
	Comparatives and superlatives	General determiners: a few, a little, too much, too many
P.5	Possessive pronouns: mine, yours, his, hers, ours, theirs	Connectives
	Present perfect tense	Past continuous tense
P.6	General determiners: very few, very little, enough	Prepositions
	"ed" and "ing" adjectives	Connectives

● School will take the following into close consideration when planning the platform.

  ✧ accessibility and operational design of the

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e-Grammar Learning Platform
✧ pedagogical use of e-Features
✧ multimedia integration between the e-Grammar Learning Platform and the EDB English curriculum
✧ ease of modification
✧ teachers' capacity
✧ appropriate evaluation tools
 	
● Each student will have an individual account and can access to e-Grammar module contents (in text, image and sound) from home or at school using any standard web browser.
 	
● The newly-developed e-Learning modules, of suitable progression and continuity, will be strategically used at different learning stages.
 	
  ✧ Before the grammar lessons,
 	
    - students learn the fundamental use of the target items at home by watching pre-class videos (of about 5 minutes) for deeper exploration during the lessons.
 	
  ✧ During the grammar lessons,
 	
    - students will be able to apply the content of the videos in collaborative and problem-based activities.
 	
  ✧ After the grammar lessons,
 	
    - students can revisit the lessons at their own pace; and
 	
    - engage in extended learning activities and ongoing assessments
 	
● Other functionalities of the platform include communication and collaboration tools (e.g. message					

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boards, chat room) for students and course management and assessment facilities for teachers.					

● Sample e-Grammar module: P.2 Present tense

  ✧ Before the grammar lesson

    - Pre-lesson video: ***Let's flip***

      Target items will be presented in a highly contextualized manner (e.g. in the form of natural conversations). Students can then learn how to form structures correctly and use them to communicate meanings. For example, the different functions (facts, habits, instructions, universal truths and fixed arrangements) and forms (affirmative, negative and interrogative questions) of present tense will be presented in the form of a simple one-sided telephone survey/interview video about sleep habits. Questions about occupation, working hours, exercise habits and sleep quality perception will be asked.

      The videos are followed by knowledge check quizzes of the different functions of the grammar items. The formative assessment will give students a stronger incentive to prepare for class and the opportunity to test their own understanding of the lesson content.

  ✧ During grammar lessons

    - The functions and forms (in affirmative, negative and interrogative statements) of the grammar point will be clearly explained in class.

    - Students will design a simple questionnaire and

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be engaged in a similar interview for collecting information about their peers' eating habits. ❖ After the grammar lessons - Teachers will design the e-grammar exercises of progressive levels of difficulties after analysing students' capability. - Elements of competition will be added to incentivize students to engage themselves in regular practices. - Various exercise types will be designed for consolidating students' learning of different aspects of target grammar items. For example,					

For example,

Focus	What to do	Exercise type
Meaning and use	Organise statements of a short text into functions	Drag and drop
Form	Complete sentences in a text with the correct forms of verbs	Multiple choice/ Gap Filling
	From affirmatives to negatives From negatives to interrogatives	Sentence transformation
	Correct errors in a text	Error correction

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Meaning, use and form	Rearranging scrambled sentences to form a meaningful text	Text reconstruction					

- Online practices may go along with animations, interactive games and electronic flashcards with audio-visual effects.

● The pedagogical use of e-features will promote self-directed learning of grammar and catering for learning diversity. Teachers assign e-grammar exercises to students according to their performance. Students can work at their own pace and ability. Answers will go with explanations.

● Learning progress will be monitored. Teachers will give immediate feedback to students with reference to the results generated by the computer. Follow-up exercises will be generated to foster learning.

● Exit assessment tests will be designed for gauging teaching effectiveness.

● Students' common errors will be highlighted. Explanation and follow-up exercises will be included.

● For the management and access to teaching resources, the content of the e-Grammar Learning Platform will be migrated to the school server. Teachers can use the teaching materials during daily teaching. At the same time, students can reach the e-Grammar exercises via their Intranet so that they can use the materials beyond the classroom.

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Materials to develop ● We will develop the 18 e-Learning modules for all levels. Each module will include: ❖ a unit plan; ❖ lesson plans; ❖ flipped learning materials; ❖ examples of the grammar points in texts; ❖ explanations; ❖ online interactive tasks; and ❖ exit tests.					

(F) Budget and cash flow:

Proposed usages of grant	Estimated cost				Sub-total (Funded by PEEGS)
	2019/20 school year		2020/21 school year		
	Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)	
(1) Hire a part-time IT assistant through an agency	$112,000	--	$112,000		$224,000
(2) Hire a full-time teaching assistant who is proficient in English $15,000 x 1.05 MPF* x 24 months = $378,000 *MPF at 5% of salary	$126,000 (8 months)	$63,000 (4 months) By School Capacity Enhancement Grant	--	$189,000 (12 months) By School Capacity Enhancement Grant	$126,000
Total:	$238,000	$63,000	$112,000	$189,000	$350,000

Remarks:

Teachers who have joined the Early Retirement Scheme cannot be hired under the PEEGS.