

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

**School Name:** Chinese Methodist School, Tanner Hill (English)

**Application No.:** C 043 (for official use)

**Extended (2020-2021)**

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 11

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	3	4	4	3	2	21

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 (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)
Primary Literacy Programme – Reading and Writing	P.1-P.3	Reading and Writing	NET Section, EDB
School-based Professional Support Programme	P.5	Reading and Writing	School-based Professional Support Section, EDB

School-based Support Services (SBSS)	P.5	E-learning	Partner schools, EDB
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**(B) SWOT Analysis related to the learning and teaching of English:**

Strengths	Opportunities
<ol style="list-style-type: none"> <li>Most teachers are equipped with the basic strategies of e-learning while for those who have joined the School-based Support Services (SBSS) are ready to make use of e-learning strategies in daily teaching.</li> <li>Most students are motivated in learning English.</li> <li>Teachers have established harmonious rapport with students to cultivate a joyful learning environment as well as to facilitate the effectiveness of teaching and learning.</li> <li>A sharing culture has developed for teachers to share their concerns, experiences and teaching strategies contributing to continuous improvement of teaching quality.</li> <li>School-based materials have been developed to deepen students' understanding of different sentence structures, text types and grammar items.</li> </ol>	<ol style="list-style-type: none"> <li>e-Learning enhances students' motivation in learning.</li> <li>e-Learning is one of the major concerns of the school. There is great flexibility and potential for further development.</li> <li>Sharing sessions and workshops are arranged regularly to enhance teacher' capability in utilising and integrating information technology and different applications to achieve various learning objectives.</li> <li>Teachers demonstrate interest and motivation in participating in-service professional training.</li> <li>With the existing schools' IT infrastructure and sufficient i-pad devices, our school has potential to further support e-learning in English learning and teaching.</li> </ol>
Weaknesses	Threats
<ol style="list-style-type: none"> <li>Tight teaching schedule and heavy teaching load lead to limited room for the development of school-based teaching materials.</li> <li>Less able students lack the confidence and initiative in learning English and expressing their ideas in English.</li> <li>Parents are supportive of students' learning yet some lack the actual time and energy to offer sufficient guidance to children's learning.</li> <li>Students lack the incentive to exercise self-directed learning.</li> </ol>	<ol style="list-style-type: none"> <li>There are great achievement gaps among students.</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.)**

Area(s) of Development	Usage(s) of the grant	Grade Level
1. To develop speaking and writing English curriculum as well as improve KS2 students' speaking and writing skills through drama	- Employing a NET for 2 years for more effective learning and teaching	P.4-P.6
2. To organize English activities outside classroom to help create a	- Course fee for professional development	P.1-P.6

motivating environment for all students 3. To enhance teachers' professional development in teaching and learning	for teachers (two years)	P.4–P.6
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**(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> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	<b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	<b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	<b>Grade level</b> (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"> <li>- conducting more English language activities*; and/or</li> <li>- developing more quality English language learning resources for students*</li> </ul> <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” <b>(*Please delete as appropriate)</b></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* <del>or part-time*</del> teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input 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>

**(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 <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
Employing a full-time supply teacher to create space for the core team members to enhance e-learning in English for Primary 4 to 6					
<p><b>Objectives:</b></p> <p>The e-learning programme will help foster students’ self-directed learning to learn at their own pace before class for revision on prior knowledge or preparation as well as after class for consolidation and application. These are essential qualities that facilitate their smooth transition from Key Stage 2 (KS2) to Key Stage 3 (KS3) and lifelong learning.</p> <p>On top of that, the experience of P.5 e-learning programme conducted by the School-based Professional Support Section of the Education Bureau (SBSS) was very positive and well-received among students for effectively applying e-learning in evaluating students’ performance, collecting students’ instant feedback and enhancing their learning initiatives. Students from other levels will also benefit from this good practice with the extension of the e-learning programme to the whole KS2.</p> <p>The materials developed in the new programme will be used to supplement the existing English Language curriculum and enhance students’ learning initiatives.</p>	P.4 - P.6	<p>Sept 2019 – Dec 2019 Development, try-out and implementation of the teaching and learning materials for Term 1</p> <p>Dec 2019 – Jan 2020 Evaluation on Term 1 plans and materials developed</p> <p>Feb 2020 – May 2020 Development, try-out and implementation</p>	<p>A total of 12 sets of e-learning programme materials for target units including lesson plans, e-learning materials (e.g. Nearpod lessons, Quizlet flashcards), PowerPoint slides and worksheets will be developed for P.4-P.6 covering 48 lessons in total in a year.</p> <p>For non-target units, e-learning materials on</p>	<p>Teachers can master the fundamental skills in applying e-learning tools in daily teaching.</p> <p>A school-based e-learning curriculum for P.4 to P.6 will be developed as the basis for further development and extension to other levels in the future.</p> <p>English teachers will continue to</p>	<p>Co-planning meetings are conducted weekly by CT members to discuss the design and evaluate the e-learning lessons for each level.</p> <p>Level co-planning meeting will be held bi-weekly to disseminate the newly-designed materials and evaluate the lessons conducted.</p>

<sup>1</sup> The deliverables/outputs should be measurable and closely related to the purposes of related initiatives.

<sup>2</sup> Sustainability of the initiative could be maintained through the knowledge transfer/capacity building of teachers and the utilization of the deliverable produced.

<sup>3</sup> Both qualitative and quantitative tools should be employed to evaluate the effectiveness of the initiative.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
<p><b><u>The core team (CT):</u></b></p> <p>A full-time supply teacher will be employed to tentatively release 24 lessons of the core team English teachers each week to create space for the development of e-learning materials. Around 8 lessons will be tentatively released for each CT member weekly.</p> <p>The CT consists of 3 members including the English panel head and two vice panel heads who have joined the programme conducted by the SBSS and are more ready to apply e-learning in their English teaching. They will be teaching the target levels in 2019/2020.</p> <p><b><i>Duties of the core team:</i></b></p> <ul style="list-style-type: none"> <li>- revisiting the existing curriculum in each term;</li> <li>- co-planning once a week with CT members to plan for each unit of the e-learning programme and design respective e-learning materials;</li> <li>- conducting level co-planning meetings biweekly with subject teachers to disseminate the newly-designed e-learning materials and evaluate the lessons conducted;</li> <li>- arranging try-out once per target unit and non-target unit in each term;</li> <li>- conducting peer lesson observations among target level teachers at least once in each term;</li> <li>- offering assistance for other subject teachers in classroom teaching;</li> <li>- evaluating and reflecting upon the effectiveness of teaching strategies and newly-developed materials after try-outs/lesson observations;</li> </ul>		<p>of the teaching and learning materials for Term 2</p> <p>May 2020 – Jun 2020 Evaluation on Term 2 plans and materials developed</p>	<p>vocabulary covering about 2 lessons in each unit will be produced for P.4-P.6 with 2 units in each term.</p> <p>70% of the target students find e-learning tools, strategies or apps helpful in enhancing their learning initiative and effectiveness.</p> <p>70% of the target students become more confident in applying the e-learning strategies and making use of e-learning apps in learning English.</p> <p>60% of P.4-P.6 students will</p>	<p>apply e-learning materials in daily teaching after the project period.</p> <p>Sharing sessions will be conducted in which CT members share experiences and good practices with all English teachers.</p> <p>The newly developed materials will be revised and fine-tuned after the completion of the programme.</p> <p>Students will take initiative in learning activities using e-learning tools.</p> <p>The try-out lessons of one</p>	<p>Student questionnaires (pre- and post-programme) will be conducted.</p> <p>Teacher questionnaires (pre-and post-programme) will be conducted.</p> <p>Observation/ video-taping on e-learning lessons of CT members at least once for each target unit and 1 non-target unit per term.</p> <p>Peer observation of e-learning lessons among teachers of the target levels at least once in each term.</p> <p>Evaluation and sharing sessions among panel</p>

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<p>- making adjustment on the teaching and learning materials after evaluation to meet students’ needs and cater for learning diversity; and</p> <p>- conducting evaluation meetings and professional sharing sessions to disseminate new practices and share good practices by the end of Term 1 and at the end of the programme.</p> <p><b><u>E-learning programme:</u></b></p> <p>The e-learning programme will be thematically and linguistically linked to the core English Language curriculum. The skill focus of the target units of the programme is placed on grammar teaching and writing task. For the target units, 12 sets of resource packages with lesson plans and e-learning materials will be produced covering 12 units across the 3 target levels. 4 units will be taught in each target level covering at least 16 lessons in total per year.</p> <p>For non-target units, thematic vocabulary will be taught and assessed via e-learning tools/ resources covering about 2 lessons in each unit with 2 units per term.</p> <p><b><i>Non-target units - Vocabulary learning</i></b></p> <table border="1" data-bbox="129 1169 987 1514"> <thead> <tr> <th data-bbox="129 1169 302 1281">Stages</th> <th data-bbox="302 1169 792 1281">Details on learning tasks/ activities</th> <th data-bbox="792 1169 987 1281">e-Learning tools</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1281 302 1514">Pre-task (<i>self-directed learning</i>)</td> <td data-bbox="302 1281 792 1514">To let student have basic understanding about the target vocabulary items by completing different learning tasks/games (e.g. flashcards, matching games, spelling games) pre-set by teachers</td> <td data-bbox="792 1281 987 1514">e.g. Quizlet, Google form</td> </tr> </tbody> </table>	Stages	Details on learning tasks/ activities	e-Learning tools	Pre-task ( <i>self-directed learning</i> )	To let student have basic understanding about the target vocabulary items by completing different learning tasks/games (e.g. flashcards, matching games, spelling games) pre-set by teachers	e.g. Quizlet, Google form			<p>demonstrate improvement in formative and summative assessments.</p> <p>100% of the participating English teachers will attend co-planning meetings with the CT to exchange ideas and evaluate the effective of e-learning materials and teaching strategies.</p> <p>80% of the English teachers will acquire basic e-learning related techniques.</p> <p>80% of the English teachers will become more confident in</p>	<p>target units will be video-taped and evaluations will be made among CT members every term.</p>	<p>members will be held by the end of Term 1 and at the end of the programme.</p>
Stages	Details on learning tasks/ activities	e-Learning tools									
Pre-task ( <i>self-directed learning</i> )	To let student have basic understanding about the target vocabulary items by completing different learning tasks/games (e.g. flashcards, matching games, spelling games) pre-set by teachers	e.g. Quizlet, Google form									

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	with e-learning apps e.g. Quizlet To check their understanding of the target vocabulary with online vocabulary quizzes e.g. Google form			applying e-learning strategies in lessons.		
In class teaching	To read aloud and go through the difficult items, common mistakes made by the students in vocabulary quizzes. To introduce the reading texts with the target vocabulary. To consolidate students learning with quizzes e.g. Kahoot, Quizizz.	e.g. Kahoot, Quizizz				
Extension	To extend students' learning with graded exercises for students with different abilities e.g. sentence writing tasks (for less-able students) and short paragraph writing tasks (for more-able students) with target vocabulary items. To upload students work onto online platform/ to use apps like Padlet for peer evaluation and teacher's feedback.	e.g. Padlet, Google classroom				



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<b><i>Tentative target units</i></b>							
<b>Level</b>	<b>Term 1</b>	<b>Term 2</b>					
P.4	Unit 2: Old and new friends Unit 5: Special people in our lives	Unit 1: Cartoons we watched Unit 5: Eat well and get fit					
P.5	Unit 2: Getting on with others Unit 5: Having fun together	Unit 2: Finding places Unit 5: Fun with making things					
P.6	Unit 1: When I grow up Unit 7: Special times of the year	Unit 1: Unforgettable experiences Unit 5: Endangered animals					
<b><i>Tentative content to be covered in the target units</i></b>							
<b>Primary 4</b>							
<b>Unit</b>	<b>Grammar items</b>	<b>Writing</b>					
<u>Term 1:</u> Unit 2	adjectives about appearance and body parts; comparative adjectives; the same / different	Write about a friend					
Unit 5	adjectives about personalities superlative adjectives	Write about a family member					
<u>Term 2:</u> Unit 1	adjectives about activities	Write about a cartoon / show / TV programme					
Unit 5	quantifiers “a little”, “a few”, “a lot of”, “more”, “fewer” and “less”	Write about a healthy diet / Giving advice to a patient					

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<b>Primary 5</b>							
<b>Unit</b>	<b>Grammar items</b>	<b>Writing</b>					
<u>Term 1:</u> Unit 2	phrasal verb hope + future tense	Write a prefect's guide book					
Unit 5	present perfect tense; already / just / yet	Evaluation on plans					
<u>Term 2:</u> Unit 2	how far... / how long...; giving directions	Giving directions to tourists					
Unit 5	steps (first / then / next / after that / finally)	Write a recipe / instructions on making a toy					
<b>Primary 6</b>							
<b>Unit</b>	<b>Grammar items</b>	<b>Writing</b>					
<u>Term 1:</u> Unit 1	jobs first conditional	Write about dream job					
Unit 7	passive voice	Write about a new festival					
<u>Term 2:</u> Unit 1	adjectival phrases	Write about an unforgettable experience					
Unit 5	connective (therefore, unless)	Write about an endangered animal					

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<p>* School should ensure the closer linkage between the pre-task, in-class teaching and the final assessment task of the modules.</p> <p><b>Focus: Grammar items and Writing</b></p> <table border="1" data-bbox="129 456 994 1490"> <thead> <tr> <th data-bbox="129 456 790 564">Details on learning tasks/ activities</th> <th data-bbox="790 456 994 564">e-Learning tools</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 564 790 1241"> <p><b>Pre-task (self-directed learning)</b></p> <p>To let student be familiar with the target grammar items or revise relevant previous knowledge by viewing video clips on YouTube or other teaching videos at home. The Flipped Classroom strategy can cater for students' needs to allow them to learn at their own pace. For weaker learners, they can pause or revisit the videos to finish the learning tasks assigned. For advanced learners, they can dig into the topics of their interest with further research.</p> <p>To ask students to conduct online research on the target grammar items and share their findings on e.g. Padlet with classmates</p> <p>To check their basic understanding of the grammar items with online quizzes.</p> </td> <td data-bbox="790 564 994 1241"> <p>e.g. flipped videos followed with online quizzes e.g. Quizlet, Google form</p> </td> </tr> <tr> <td data-bbox="129 1241 790 1490"> <p><b>In class teaching</b></p> <p>The knowledge of the language items or the information from the flipped videos or pre-lesson tasks will get students ready for their in-class learning. The use of e-learning tools/apps can supplement the traditional way of teaching,</p> </td> <td data-bbox="790 1241 994 1490"> <p>e.g. Nearpod, Quizlet, Quizizz,</p> </td> </tr> </tbody> </table>	Details on learning tasks/ activities	e-Learning tools	<p><b>Pre-task (self-directed learning)</b></p> <p>To let student be familiar with the target grammar items or revise relevant previous knowledge by viewing video clips on YouTube or other teaching videos at home. The Flipped Classroom strategy can cater for students' needs to allow them to learn at their own pace. For weaker learners, they can pause or revisit the videos to finish the learning tasks assigned. For advanced learners, they can dig into the topics of their interest with further research.</p> <p>To ask students to conduct online research on the target grammar items and share their findings on e.g. Padlet with classmates</p> <p>To check their basic understanding of the grammar items with online quizzes.</p>	<p>e.g. flipped videos followed with online quizzes e.g. Quizlet, Google form</p>	<p><b>In class teaching</b></p> <p>The knowledge of the language items or the information from the flipped videos or pre-lesson tasks will get students ready for their in-class learning. The use of e-learning tools/apps can supplement the traditional way of teaching,</p>	<p>e.g. Nearpod, Quizlet, Quizizz,</p>					
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<p>engage students' participation and promote interaction between teachers and students and among peers.</p> <p><u>Language items:</u></p> <p>To arrange in-class discussion on the new and learnt grammar items (e.g. compare and contrast the use of simple past tense and present perfect tense); or</p> <p>To present the complicated part of the language items with activities or presentation of the target grammar items from e.g. Quizlet and Nearpod; or</p> <p>To categorise grammar items such as adjectives e.g. <i>slow, quick, fast</i> and adverbs nouns e.g. <i>quickly, fast, slowly</i> with Padlet. Padlet is a tool like a cork board facilitating students' learning by posting notes in a common place. It lets them share notes with others in the form of links, images, videos and different documents.</p> <p>To practise the use of the target grammar items through speaking activities e.g. presentation, discussion with Flipgrid to record their speaking videos on the video discussion platform and give feedback to each other's videos or Adobe Spark' to make videos and make presentations on the speaking tasks.</p> <p><b>Consolidation:</b></p> <p>To check students' understanding or consolidate their learning on the language items with true/false questions, cloze, matching, ordering,</p>	<p>Flipgrid, Kahoot, Adobe Spark, Videolicious</p>				

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<p>editing tests, free recall tests, summary tests, gapped summary, gap-filling questions, multiple-choice questions, open-ended questions in apps like Kahoot, Quizlet, Quizizz to obtain students' performance reports spontaneously and allow teachers to provide timely feedback to students.</p> <p><u>Writing:</u></p> <p>Students can consolidate and apply the knowledge of the language items in their writing through multimodal writing tasks and further enhance their writing skills. In this connection, they will -</p> <ul style="list-style-type: none"> <li>✓ design a recipe, leaflet and write up a magazine article with apps e.g. Google docs to allow flexibility in individual as well as group writing.</li> <li>✓ conduct peer evaluation on e.g. Google classroom.</li> <li>✓ present the writing task with apps like Videolicious or Adobe Spark Video</li> </ul>					
<p><b>Extension:</b></p> <p>Teacher's comments will be offered and peer evaluation will be conducted after students posting their work to online platform e.g. Google classroom</p> <p>Graded exercises will be given to students of different abilities through e.g. Quizlet, Quizizz.</p>	<p>Quizlet, Quizizz</p>				

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<b>P.4 sample e-learning module:</b> <b>Topic:</b> ‘Eat well and get fit’					
<b>Stages</b>	<b>Details on learning tasks/ activities</b>	<b>e-Learning tools</b>			
<i>Pre-task (self-directed learning)</i> Flipped classroom: To let student revise on the prior knowledge <i>countable nouns and uncountable nouns</i> with video clips on YouTube or teaching videos tailored made by teachers. To check their basic understanding of the countable nouns and uncountable nouns with online quizzes.		e.g. flipped videos followed with online quizzes Quizlet, Google form			
<i>In class teaching</i> To point out difficult items or go through the common mistakes made by the students in online quizzes. To categorise grammar items such as countable nouns <i>e.g. candy, tomato, hamburger</i> and uncountable nouns <i>e.g. juice, butter, rice</i> with Padlet (e.g. images, texts). <u>Grammar items:</u> <i>Quantifiers “a little”, “a few”, “a lot of”, “more”, “fewer” and “less”</i> To introduce the grammar items through		e.g. Nearpod, Google form, Padlet, Kahoot Adobe Spark			

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<p>Nearpod with webpage and YouTube video inserted to let students identify and learn about the target language features.</p> <p>To check students' understanding with quizzes e.g. Kahoot (game based response platform) Students can give their instant response to the questions through i-pad. Teachers can see if students truly understand the grammar items with both Kahoot quizzes and surveys. Kahoot allows teachers to track student performance of the game to inform their teaching and make necessary adjustment in their teaching or reteach common mistakes made by students (<i>e.g. a little tomatoes; a few sugar, a few tomato</i>) in some instances.</p> <p><b>Writing:</b></p> <p>Students write about or make a video presentation (Adobe Spark) on a healthy diet for their schoolmates using the target grammar items, <i>e.g. Children should eat less junk food, for example potato chips, coke. They should eat more vegetables and fruits.</i></p> <p><b>Consolidation:</b></p> <p>Students will complete e-assessment such as multiple-choice questions and editing tests.</p>					
<p><b>Extension:</b></p> <p>Teacher's comments will be offered and peer evaluation will be conducted after students posting their writing onto the online platform e.g.</p>	<p>Videolicious Adobe Spark Video</p>				

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
<p>Google classroom</p> <p>Graded exercises will be given to students of different abilities through e.g. Quizlet, Quizizz.</p> <p><b>Professional development:</b></p> <ul style="list-style-type: none"> <li>- All English teachers will be encouraged to attend seminars or training courses organised by EDB and other institutions.</li> <li>- The e-learning strategies learnt in the seminars and workshops will be shared among CT members in weekly CT co-planning meetings and bi-weekly level co-planning meetings and applied in teaching whenever possible.</li> <li>- Sharing sessions will be organised to help disseminate the good practices of various e-learning related strategies and materials to English teachers.</li> <li>- Support and assistance will be provided by CT members to the subject teachers, especially those less ready and inexperienced in applying e-learning strategies in daily teaching.</li> <li>- The CT members will share the experience of developing the e-learning materials and making use of the new strategies with members of other departments in order to promote e-learning in other subjects.</li> </ul>					