

School No.: 158887

# **Quality Review Report (Translated Version)**

**CUHK Federation of Alumni Associations  
Thomas Cheung Kindergarten**

**Kam Ying Court, Ma On Shan, Shatin, New Territories**

**16, 17, 18 & 22 May 2023**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 16, 17, 18 & 22 May 2023**

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

## **School Performance**

### **1. Promoting Continuous Development of School**

- 1.1 The school maintains close contact with the leadership team and receives administrative and curricular support. The organisational structure of the school is well-defined that duties are assigned according to teachers' abilities and interests, with clear authorities and responsibilities. Team building activities are held to strengthen the cohesion among teachers. Teachers work together and discharge their duties properly, resulting in smooth daily operations. In order to enhance the professional competence of teachers, the school arranges peer lesson observation for teachers to observe and learn from one another.
- 1.2 The school adopts a whole-school approach to implement the school self-evaluation (SSE) and maps out the development direction based on its context. In recent years, the school has been regarding cultivating children's positive values and attitudes as its major concern and the effectiveness of the plan is evident. The major concern of the school this school year is boosting children's interest in learning and inquisitive spirit. Relevant activities are held in K3 while focused lesson observations are conducted and the teaching effectiveness is reviewed. More opportunities of play and experiential activities are provided for K1 and K2 children to enhance their interest in learning. In respect of the major concern, the school plans its work in the aspects of teacher training, design of learning activities, parent education, etc. The school is on the right track as it employs specific strategies to implement its work progressively.
- 1.3 Teachers observe children's performance carefully to identify their learning needs. Teachers liaise with the teaching team, external organisations and parents to discuss about the support strategies and render appropriate referral services to help children in need. The school invites parent volunteers to accompany the newly admitted children to help soothe children's emotions. In tandem, it systematically records and reports to parents the adaptation of K1 children so that parents are aptly informed of their child's performance at school. These measures facilitate children to adapt

to the new environment. The school maintains communication with parents through diversified channels and utilises parents' expertise to arrange for parent volunteers in assisting activities at school. The parent-teacher association (PTA) gathers parents' views and the school takes follow-up actions actively. The school also joins hands with the PTA to organise parent-child activities such as outings and reading award schemes, demonstrating the spirit of home-school cooperation.

## **2. Learning and Teaching**

- 2.1 The school refers to the teaching packages and takes account of children's life experiences and interests to organise a curriculum using themes, with the emphasis being placed on the cultivation of children's values and attitudes as well as their acquisition of knowledge and skills. A task group is formed to promote national education. Through different activities, such as experiencing the customs of Chinese festivals and getting to know the folk tales and traditional art, the school deepens children's understanding of Chinese culture. Moreover, it sets up a flag-guard team and holds the national flag raising ceremony regularly to teach children the warranted etiquette and attitude. The school has followed up on the recommendations of the previous Quality Review to provide children with sufficient time to participate in music, physical, art and free choice activities, leading to a balanced daily schedule. However, some homework content is still too difficult. The school must remove such content to meet children's developmental needs.
- 2.2 The school attaches importance to moral education. For instance, it uses relevant picture books as teaching materials, creates bulletin boards with the theme of morality and launches good behaviour award schemes to cultivate children's positive values. The school also arranges parent workshops and parent-child activities to facilitate parents' understanding and recognition of the rationale of positive education. As observed, children respected teachers and were helpful. They had an optimistic and positive attitude. In response to the other major concern of this school year, teachers incorporate more play elements into the thematic activities of K3 children to boost their learning interests and exploratory spirit. During physical activities, children choose the play materials of their own accord. Some of them design activities like tossing, throwing and jumping. They explore other ways of play or improve the original design under teachers' guidance. Children are interested in learning and keen to make attempts, demonstrating their creativity.

Yet, some children build castles, planes, beds and so forth with building blocks to engage in role-play. These activities are rather quiet. Teachers should pay attention to how children fare in the activities to ensure they have an adequate amount of exercise.

- 2.3 The school has a policy on the assessment of child learning experiences and the assessment content corresponds to the curriculum objectives. Teachers assess children's performance through continuous observation and create learning portfolios for children that include thematic assessments, observation records and other information, to serve as evidence of children's growth systematically. The school distributes the relevant information to parents periodically and gives feedback on children's progress so that parents can be informed of their child's performance at school. K2 and K3 children are arranged to take part in a five-week exploratory activity twice a school year, but teachers may review the content and design of the activities and revise the assessment forms so that the school and parents can get a fuller picture of children's learning. The school is aware that it is inappropriate to promote STEM or STEAM education at the kindergarten stage.
- 2.4 A proper curriculum management mechanism is in place in the school. The management understands the curriculum implementation through attending meetings, scrutinising documents and observing lessons. It makes suggestions for improvement as well. Teachers conduct teaching reflection on a regular basis, including evaluating the effectiveness of the activities with reference to the child assessment information. The teaching team informs the curriculum based on the suggestions mentioned in the evaluation about teaching design, activity arrangements, materials and supplies, etc.
- 2.5 The school environment is bright, clean and tidy as well as spacious and comfortable. Children's artworks and activity photos are displayed in the classrooms and along the corridors for children to appreciate one another and revisit their learning. Different interest corners are set up in the school. The learning aids are designed to be in line with the themes and manipulative. Some of them are of two levels of complexity to cater for the needs of different children. Books are neatly placed in the reading corners, along with puppets and throw pillows, to attract children to read in the corners. As observed, children read and interpreted the content of the stories attentively. Some teachers told stories to children to arouse their interest in reading. There are plentiful materials in the art corners, such as feathers, ropes and seashells, for children to make collages or design works of art and craft, unleashing their

creativity. The setting of role-play corners is theme-related to provide scenes at a picnic site, shop and so forth. Children make or bring their own props to play different roles. They are imaginative and immerse themselves in the play. Various items are available in the exploratory corners, including torches, scales and kaleidoscopes, for children to manipulate. It is observed that children rarely stayed in the exploratory corners. Teachers may improve the activity design of the exploratory corners to motivate children to explore proactively. Teachers observe children's performance in free choice activities and make timely interventions to offer children assistance and guidance. Some teachers join in children's play to foster their interaction with children. During review sessions, teachers ask questions to guide children to share their experiences of free choice activities such as what roles they played and how they made art and craft works. In this way, they help stimulate other children's interest in participating in the activities.

2.6 Teachers are kind, amiable and often praise children. In thematic activities, teachers give clear instructions in an interesting and vivid way. They get children more engaged through play in order to leave a deeper impression of the learning content on children. Furthermore, teachers organise group activities, role-plays and so forth to facilitate interactions among children and their social development. Children observe rules and are courteous. They are friendly and warm that they get along with their peers during play. In the course of music activities, children sing, perform rhythmic movements and play musical instruments. They have a favourable sense of rhythm and enjoy the activities. Children are interested in learning. They take part in the activities with eagerness and are willing to express and share their views. They have good self-care abilities as they are able to tidy their personal belongings, put on and take off their shoes on their own as well as assisting teachers in putting away the items used.

### **3. Recommendations for Enhancing Self-improvement of School**

3.1 The school has established an SSE mechanism. It adopts a whole-school approach to formulate development plans and implement the work in a step-by-step manner. However, the school could devise the success criteria that correspond to the objectives from multiple perspectives when drawing up the plans, so as to evaluate the work effectiveness more accurately.

3.2 The school must remove the excessively difficult homework to meet children's

development while revising the design of assessment for the exploratory activities of K2 and K3 with a view to reflecting children's performance comprehensively. Teachers are required to pay attention to children's amount of exercise during physical activities and increase the elements of exploration in the exploratory corners in order to promote children's learning.