

**School No.: 566160**

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

**Hong Kong Student Aid Society  
Po Tat Nursery**

**Wing B & C, G/F, Tat Yan House, Po Tat Estate, Sau Mau Ping, Kowloon**

**6, 7 & 9 March 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: 6, 7 & 9 March 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 has a well-defined administrative structure. The management allocates duties appropriately based on teachers' experience, which leads to smooth daily school operations. The school brings in external resources for teacher training and develops peer lesson observations with focuses set according to its development direction so as to facilitate team members to learn from each other, creating a culture of exchange and sharing. The management is open-minded and willing to listen to the teaching staff's opinions. Team members fully communicate with one another and make collaborative efforts to promote the advancement of the school.
- 1.2 The school has put in place a school self-evaluation (SSE) mechanism. The management conducts regular meetings with teachers to review the effectiveness of school tasks and devise the coming school year's development direction at the end of the school year. The school attaches importance to children's moral development. It has regarded promoting moral education as its major concern in recent years and the effectiveness of the plan has been seen gradually. In view of the trends of curriculum development over the past few years, the school has identified learning through play as another major concern. As the progress of the work plan was disrupted by the pandemic for the past two school years, the school continues to carry out the plan in this school year. It deployed suitable implementation strategies in the aspects of curriculum arrangement, teachers' professional development and parent work.
- 1.3 The school cares about children with diverse needs. It establishes an identification and referral mechanism and utilises resources from external professionals to follow up on children's situations on a regular basis. Teachers discuss with parents to adapt teaching arrangements and homework in light of children's developmental progress. With respect to supporting newly admitted children, the school records their adaptation in a systematic manner and maintains communication with parents to assist children's adaptation to school life the soonest. The school keeps liaison with

parents through various channels. The parent-teacher association assists in collecting feedback for the school to know about parents' views, thereby taking follow-up action. To facilitate parental understanding of their children's learning performance in school, the school organises parent lesson observations and parent education activities, which are beneficial for parents to understand child development and growth. Through parents' meetings, parent-child activities and workshops, the school keeps parents informed of the major concerns and the direction of the school's development.

## **2. Learning and Teaching**

- 2.1 With reference to the teaching packages, the school uses themes to design an integrated curriculum in accordance with children's life experiences and interests. The curriculum is comprehensive, helping children cultivate positive attitudes, acquire skills and knowledge. The school arranges sufficient time for music, physical, art and free choice activities every day. However, during the kindergarten-primary transition activities, the school fails to provide children with a balanced daily schedule and teaches children learning content of primary school. Some pieces of homework for K2 and K3 are rather difficult and the amount of copying is excessive as well. There are also exercises for K1 children to imitate writing. The school must remove the inappropriate learning content and amend the daily schedule during the kindergarten-primary transition programme to accommodate children's developmental needs.
- 2.2 In conjunction with the major concern, teachers provide picture books for children to learn about various moral characters such as self-discipline and caring. Teachers also apply what they have gained in training to design activities and modify the moral award scheme, so that children can practise their acquired knowledge. As observed, children complied with rules, showed courtesy and got along well with peers, hence the effectiveness of the major concern has been progressively shown. Additionally, the school is strengthening children's knowledge of Chinese culture in a step-by-step manner by incorporating the relevant content into the curriculum. For instance, children are arranged to experience traditional arts and crafts and festive celebration activities which include creating ink paintings and taking part in simulated Lunar New Year fair at school. The school holds the national flag raising ceremony to teach children to learn about and respect the national flag and national anthem, which

is favourable to enhance their sense of national identity.

- 2.3 The school has formulated a systematic policy on the assessment of child learning experiences. Teachers set assessment content in alignment with the curriculum goals, and assess children's performance through continuous observation and record-keeping. The learning portfolios maintain thematic assessments, observation records and other information as evidence of their growth. The school informs parents of their children's development in a timely manner while inviting them to observe and record children's performance at home in terms of self-care, behaviour and emotional aspects, which facilitate the school to gain a more comprehensive grasp of children's situation. Teachers make reference to the assessment information and follow up on the needs of individual children, as well as reviewing the performance of children of each grade level in order to inform the curriculum.
- 2.4 The school has a curriculum management mechanism in place. The management attends meetings, scrutinises documents and observes classroom activities to comprehend the curriculum implementation. It also discusses and takes follow-up actions with teachers regarding the teaching arrangements. Teachers reflect on teaching and review the curriculum on a regular basis. They conduct reflections on teaching effectiveness against children's performance and offer timely suggestions for improvement.
- 2.5 Children's artworks and activity photos are displayed around the campus, which is beneficial for children to revisit learning. Teachers make use of the classroom space to set up interest corners in which the activities cover all learning areas and tie in with the thematic content. There are manipulative learning aids at different levels of complexity to cater for children's diverse needs, thus stimulating their motivation to learn. Teachers decorate the role-play corners meticulously and design real-life scenes such as a hairdressing salon or a toy shop to let children unleash their imagination, where children can play different roles with peers together. Reading corners are furnished with theme-related books, cushion mats and puppets to attract children. Children can read alone or share the book content with their peers, having great enjoyment. The art and craft corners are placed with a variety of materials, including paint brushes, paper boxes and coins for children to make creations, showing their creativity through their artworks. Children sort things, observe or make predictions in the exploratory corners, yet the activities are slightly lacking in fun. Teachers are recommended to improve the activity design to foster children's curiosity and inquisitive attitude.

- 2.6 Teachers explain clearly and use questions to encourage children to express themselves while respecting children's opinions. During thematic activities, teachers deepen children's understanding of the learning content with real objects, books and pictures. Children are also given the opportunities to have first-hand experience and mutual exchange so that they get involved in the activities. Children enjoy listening to melodies, singing and playing games in the music activities. During physical activities, children engage in gross motor activities including jumping, balancing and riding tricycles. Some teachers give guidance or raise the level of complexity of the activities according to children's performance, helping children enjoy the fun of the activities. However, it was observed that some activities design were relatively quiet, or the waiting time was quite long for children. Teachers are required to review the design and arrangement of activities to ensure children have sufficient amount of exercise. Teachers mainly observe how children perform in free choice activities. They timely intervene and provide assistance and instructions during the activities as well. Teachers may further lead children to revisit their own experiences and allow them to share how they feel and what they encountered at the end of play, hence arousing children's learning and thinking.
- 2.7 Children are self-disciplined and friendly. They love playing with peers and cooperating, showing good social development. Children are enthusiastic to learn and engaged in taking part in activities. They also have vivid imagination and are willing to share their opinions. Children are capable of tidying up used learning aids and packing personal belongings on their own, demonstrating good self-care abilities.

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

- 3.1 The school recognises the rationale of SSE and operates the mechanism every year. The whole-school approach is adopted to devise and review the plans. In order to intensify the effectiveness, the management is required to take a step forward to analyse the school-based needs to set development direction with the team. They can also take into account the major concerns to map out more explicit task objectives and the corresponding success criteria, thus facilitating the continuous development of the school.
- 3.2 Teachers put effort into arranging free choice activities. Yet, they may make the activities in the exploratory corners more interesting with the aim of stimulating

children's curiosity. At the end of play, teachers are recommended to guide children to revisit and share their experiences, so as to inspire children's learning. It is necessary for the school to review the design and arrangement of the physical activities to ensure children have adequate amount of exercise and remove excessively difficult homework content, as well as revising the daily schedule of the kindergarten-primary transition programme, thereby catering for children's developmental needs.