

School No.: 599999

Quality Review Report (Translated Version)

Little Newton Anglo-Chinese Kindergarten

**1/F, Nam Kwong Building, 11A Tseng Choi Street, Tuen Mun,
New Territories**

29, 30 April & 17 May 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 29, 30 April & 17 May 2024

- 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 leadership team understands the school development through regular meetings and school visits. It advises on matters including administration and finance. Since new teachers have been joining the team in recent years, the management not only assigns experienced teachers to guide the new members, but also gives daily reminders to teachers during morning assemblies, which are conducive to teachers' discharge of routine duties. Meanwhile, the school arranges peer lesson observation to encourage teachers to share experiences, observe and learn from one another. Teachers have gradually built a rapport at work, promoting the school's development with concerted efforts.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. Taking into consideration children's needs and teachers' views, the management devises a development direction. The school has taken facilitating children's active exploration as its major concern in recent years. It has been trying to implement work plans through strategies like adjusting the activity design and enhancing home-school cooperation. In this school year, the school regards improving the design of music activities as another major concern. It arranges training and collaborative lesson planning for teachers while introducing external teaching resources to enrich the music elements of activities. The work plan is implemented in a step-by-step manner.
- 1.3 The school caters for the different needs of children. It observes children's behaviour and performance to identify children with special needs the soonest, renders referral services on relevant professional support and, in the meantime, offers teaching materials with audio files to non-Chinese speaking children in order to facilitate them to learn Chinese at home. The school attaches importance to home-school liaison and keeps close communication with parents through various channels, following up on children's development. In tandem, the school organises a wide range of parent activities such as thematic talks, lesson observations and workshops to help parents understand the curriculum of the school and child

development, hence enhancing their competence in parenting. Parents are willing to participate in volunteering services. For instance, they serve as parent storytellers, assist in carrying out outdoor activities and preparing teaching aids, joining hands with the school to nurture children's growth.

2. Learning and Teaching

- 2.1 The school refers to the teaching packages and selects real-life themes to design an integrated curriculum that is comprehensive and covers all learning areas. The school arranges visits that tie in with themes to enrich children's life experiences. It provides simple and interesting parent-child games regularly for children to extend what they have learnt. The school holds the national flag raising ceremony every week and teaches children to observe the etiquette, enhancing the sense of belonging towards the country among children. With festivals approaching, the school organises celebrations where children can wear Chinese costumes and savour traditional snacks and so forth, helping them better understand traditional Chinese custom and developing their sense of national identity. The school is advised to connect the thematic learning content with Chinese cultural experiential activities to facilitate children's appreciation of the excellence of our culture.
- 2.2 Children are given opportunities to engage in music, physical, art and free choice activities every day. However, children are required to complete several assigned tasks, including homework, artwork and particular learning aids, during the free choice activity sessions in the morning, limiting children to choose activities freely. Besides, in the afternoon sessions, children of whole-day classes can only engage in physical and music activities during free choice activity periods. If they choose other activities instead, they will not have sufficient time for physical and music activities on that day. The school must revise such arrangements to ensure that children of whole-day classes have a balanced daily schedule. The school must also remove the exercises of imitating alphabets in K1 and the excessively difficult learning content and homework in Language and Early Childhood Mathematics for K3 in order to cater for children's developmental needs.
- 2.3 The school devises assessment items based on the learning objectives and discusses assessment criteria in the curriculum meetings to maintain consistency in assessments. Teachers adopt continuous observation to assess children's learning performance and create learning portfolios for them, maintaining all kinds of

assessment forms, observation records, children's artworks, etc., and distribute the learning portfolios to parents regularly. At the end of a school term, teachers collate different assessment information to summarise children's development, helping parents understand their child's growth.

- 2.4 The school has established a mechanism of curriculum coordination and monitoring. The management leads teachers to plan the curriculum outline and teaching content. It keeps track of curriculum implementation while giving advice through classroom walkthroughs, curriculum document scrutiny and meetings. Teachers discuss the activity arrangement for each grade level through regular meetings and conduct reflection after activities. Some teachers propose concrete suggestions for improvement to adjust teaching. The management is recommended to guide the team to utilise the review information, analyse and keep track of children's development according to their performance, thus informing the curriculum effectively from the aspects of overall planning, learning objectives, teaching strategies, etc., thereby improving learning and teaching unceasingly.
- 2.5 The school has been regarding facilitating children's active exploration as the major concern for three consecutive school years. It has strengthened teachers' abilities of designing relevant activities and provided more opportunities for children to explore. Teachers hold activity day every Friday that helps children learn about their surroundings through means such as observation, comparison and test. In tandem, teachers distribute parent-child activity booklets to encourage parents to explore materials at home with children. Yet, it is observed that teachers often conducted demonstrations, and only some children could manipulate teaching aids in the course of the event. The activity arrangements were rather regulated as well. All these reduced children's opportunities to explore on their own initiative. The school may enhance teachers' skills in conducting activities so as to maximise the effectiveness of exploratory learning. Meanwhile, the team is required to examine the implementation of the major concerns, review areas for improvement of the activities and grasp the crux of the problem, fostering the development of the school.
- 2.6 Another major concern of the school in this school year is improving the design of music activities. The school arranges professional exchange activities like workshops and collaborative lesson planning, and designs music games by making reference to external teaching resources. Teachers refine the activity content to incorporate more music elements. For instance, scenarios of storms are created, allowing children to select musical instruments for simulating thunderstorm sounds

as an accompaniment along the melodies, hence increasing children's interest in learning. As observed, the activities were interesting and children were engaged in music activities to enjoy singing and performing rhythmic movements.

- 2.7 The school utilises the corridor and classrooms to display children's works for their mutual appreciation. The campus is bright and neat with different interest corners. Children have ample play space. In this school year, the school has installed movable partitions to separate music venue and interest corners so as to minimise the impact caused by another activity nearby, so that children in the interest corners can focus on playing games. The setting of the reading corners is cosy where diversified books are placed. Children take the initiative to read and show interest in the storyline as well as actively asking teacher questions to comprehend the story. During free choice activities, teachers observe while giving guidance and assistance for children to complete the activities. Teachers may arrange review sessions and let children share their learning experiences with peers more often as well as collating and extending children's acquired knowledge aptly in a bid to further stimulate children to think and explore.
- 2.8 Teachers are kind and friendly. They care for children and have a good relationship with children. During physical sessions, children can choose circuit games, slides, tricycles and so on. That said, some children always stay in the constructive zone and manipulate the toys on the walls, resulting in insufficient amount of physical exercise. Teachers must pay attention to children's performance in physical activities and improve the physical activities in terms of teaching arrangement, choice of activity and provision of materials for promoting children's gross motor development. Teachers communicate clearly that they often employ pictures and teaching aids to guide children to grasp the teaching content. Teachers always make use of their voices and movements to draw children's attention. They also invite children to conduct demonstration and stimulate children's expression and sharing through questioning to strengthen classroom interaction. However, some teachers cannot follow up on children's responses aptly. The management is advised to strengthen teachers' skills in observing children's performance in play and making timely responses with a view to boosting the teaching effectiveness to a further extent.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has developed an SSE mechanism to chart a development direction

according to the needs of children. The management is required to strengthen its professional leadership and communication, guide the team to review the extent to which the objectives of the major concerns have been achieved, as well as collate and utilise information such as child assessments and curriculum review depending on the extent to which the relevant objectives have been met in order to understand the school-based needs, thus setting major concerns and task objectives for the following school year. In the event that the major concerns are related to learning and teaching, the school should strategically deploy the work from the perspectives of curriculum planning, teaching strategies, environment setup, etc., and map out success criteria in connection with the objectives to enhance the effectiveness of the major concerns and evaluate the efficacy of the plans accurately, hence promoting the school development.

- 3.2 It is necessary for the management to enhance its curriculum leadership so as to steer teachers to grasp children's needs by consolidating curriculum review information, informing the overall planning of the curriculum. Besides, the school is required to adjust the daily schedule and offer children sufficient time for music, physical, art and free choice activities every day while ensuring that they have ample opportunities for free choice and gross motor activities. The school must also remove the inappropriate homework content for K3 and K1 children to suit their developmental needs.
- 3.3 The management should identify the needs of teachers, organise focused professional development activities and sharpen teachers' teaching skills including effective observation and provision of feedback on children's learning, thereby enhancing the learning and teaching effectiveness.