

**School No.: 150860**

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

## **Tai Po Rhenish Church Kindergarten**

**1/F - 2/F, Kam Fu Building, 2-8 On Fu Road, Tai Po, New Territories and  
G/F, 1/F-2/F, 7 Ting Kok Road, Tai Po, New Territories**

**25, 26 April, 2, 3 & 7 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: 25, 26 April, 2, 3 & 7 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 cares about and supports the school development. It understands the needs of the school through regular meetings and advises on administrative management, resource deployment, development direction and other aspects, monitoring and promoting the continuous improvement of the school. In view of the school-based needs, more teachers are assigned to take up middle management duties in this school year while the staff who are responsible for administrative management are provided with training courses and guidance by the school, with the aim of strengthening their professional leadership and enhancing the work efficiency of the school. The school arranges experienced teachers as mentors to guide new staff, providing support and induction to newly recruited teachers for adapting to the work environment the soonest. The school also organises peer lesson observation to facilitate professional exchange among teachers. The management puts emphasis on communication and collaboration of the team for teachers to grasp the job requirements through conversations and meetings. In tandem, the management coordinates fellowship and networking activities which encourage teachers to develop rapport with one another and foster their cohesion through sharing and collaboration.
- 1.2 A school self-evaluation (SSE) mechanism has been established that duties of reviewing the effectiveness of each task are allocated to different task groups. The school draws up major concerns in accordance with its context. It has actively arranged professional training in these two years to sharpen teachers' skills in designing and leading music activities as well as increasing children's participation and interaction in the music activities. Meanwhile, the school holds a parent-child music workshop for parents to keep track of the development direction of the school. Parents and school jointly nurture children's interest in music. The school deploys strategies in aspects such as teacher training, teaching activities and parental involvement, and the relevant work is implemented as planned.

1.3 The school develops an identification and referral mechanism and makes good use of resources to provide appropriate guidance and support to children with special needs as early as possible. The school conducts parent meetings, prepares booklets, organises relevant activities, etc., in order to let parents of newly admitted children know about the common emotions found among their child during the adaption period, and then help children get physically and psychologically prepared. The overall arrangement is conducive to children's integration into school life. The school maintains close liaison with parents and disseminates information through diversified channels so that they are informed of their children's performance at school. The school also provides seminars on topics including child development and parenting skills to foster parents' competence in parenting. The parent-teacher association has been formed for more than twenty years. It performs its role of a communication bridge between home and school, assists in organising various kinds of school activities and caters for the needs of different families. Parents serve as volunteers actively and trust the school. Parents and the school cultivate children's all-round development with concerted efforts.

## **2. Learning and Teaching**

2.1 The school maps out themes based on the life experiences of children. It develops a school-based integrated curriculum by selecting picture books and making reference to diverse teaching packages. The school attaches importance to the cultivation of children's moral character and positive mindset. It helps children build and practise positive values and attitudes by setting goals of virtues such as respect, courage and caring, and by designing relevant group activities and experiential games, along with Bible stories, religious activities and moral ambassador programmes and so forth. Based on the foci of children's interests, the school arranges project learning to guide children to collectively conduct exploration and discovery, nurturing their active learning abilities. The school promotes national education and designs a variety of activities for each grade level in the cultural week, allowing children to deepen their understanding of Chinese culture and thus increasing their sense of belonging to the country. The curriculum content covers various learning areas and accommodates children's learning in terms of values and attitudes, skills and knowledge. Besides, the school allocates time for music, physical, art and free choice activities every day to promote the balanced

development of children. However, some homework for K3 and some of the learning content of Early Childhood Mathematics in the second school term for this grade are rather difficult. The school is required to remove the above-mentioned content so as to meet children's developmental needs.

- 2.2 The school has formulated a policy on the assessment of child learning experiences. There are formative and summative assessments, both with specific assessment criteria. Teachers assess the performance of children in each theme through continuous observation and conclude their situation in various learning areas at the end of a school term. Yet, the school must revise its practice of deriving the results of the summative assessment by using the average scores of each thematic assessment. By doing so, children's growth at different stages can be presented effectively. The school distributes children's learning portfolios to parents regularly to facilitate their understanding of their child's learning progress in a timely manner. Teachers analyse the assessment information, look into the situation of children of each grade level and examine the effectiveness of curriculum implementation to inform curriculum planning.
- 2.3 Based on the established mechanism, the management propels curriculum development and undertakes monitoring and review. Moreover, it creates an additional role of group leaders in this school year to coordinate and deal with curricular issues. Through scrutinising lesson plans, conducting meetings and classroom walkthroughs, etc., the management monitors the curriculum planning and implementation. Teachers reflect on teaching strategies and teaching aid design on a regular basis while carrying out evaluations within the same grade level to serve as reference for teaching plan revision. When leading the team in lesson planning, the management is also required to discuss the learning content of music, physical and art for the special activity day, so that the relevant activities can better meet the overall planning of the curriculum.
- 2.4 The school has regarded enhancing the learning effectiveness of music activities as its major concern in recent two years to strengthen the related concepts and capabilities of teachers and facilitate children's participation and interaction. The team started its training in the last school year that the curriculum leader and representatives of each grade level were responsible for revising the curriculum outline. Teachers enrich their expertise and skills in conducting music activities through collaborative lesson planning, lesson observation and post-lesson review. As observed, children loved singing and revelled in playing musical instruments

along with the beat of music. They played group games with peers joyfully as well. Children were able to move their body following the melodies of songs under the guidance of teachers. Some of the children possessed the ability to unleash their imagination that they designed different movements to tie in with the scenarios and rhythms. For instance, they enjoyed role-playing as elephants to perform rhythmic movements by hanging down their arms as trunks, and imagined themselves stomping off to a pond beside the wall to drink water, thus experiencing the fun of art creation. The school must adhere to the pedagogical approach of the learning area in Arts and Creativity as well as the ability and development of children to revise the rather difficult learning content for each grade level, so that children can get the greatest fulfilment from the music activities.

- 2.5 The campus is bright and clean. Moral education information and activity snapshots are posted all over the campus, together with the display of children's two-dimensional and three-dimensional artworks, to showcase the content, progress and results of children's learning so as to assist children in revisiting their learning experiences and obtaining a sense of accomplishment. The school plans activity venues meticulously, providing enough space for children of each grade level to carry out physical and music activities. Teachers design interest corners attentively and place ample play materials therein for children to join the games freely according to their preferences. A constructive zone is set up in the lobby where children can carry out construction activities with eco-friendly materials such as paper boxes, toilet paper tubes and plastic bottle caps amid a spacious environment, which is conducive to boosting their creativity. The interest corners in classrooms are designed in accordance with themes. For example, teachers decorate the exploratory zone with the community theme. Children are conscientious in exploring the speed variation of toy cars sliding down various slopes of a paper ramp. A scenario of space capsule is created in the role-play zone. Children manipulate the self-made buttons in a small command room with their peers and are engaged in imitating driving a spacecraft to enhance their understanding of the theme and learning interest. In the reading zone, books about foodstuff and healthy diet are placed according to the theme of food. It is convenient for children to refer to and extend their learning.
- 2.6 Teachers care for and maintain a good relationship with children. Teachers utilise tones vividly in storytelling, which is effective in drawing children's attention. Teachers also stimulate children's thinking by questioning and inspire children to

generate innovative ideas. Teachers intervene in children's play at opportune times during free choice physical activities to demonstrate different ways of playing so as to foster a vibrant atmosphere. Still, teachers are required to adjust the arrangement of some activities in order to reduce the waiting time for children. By doing so, children can have sufficient opportunities for developing physique. Some teachers put much effort into building a classroom routine for children. Teachers give a reminder before the end of an activity to help children manage their time and prepare for tidying up tools. In tandem, teachers make use of activity photos to lead children in reviewing and sharing during the concluding sessions in a bid to consolidate their acquired knowledge.

- 2.7 Children love going to school and are especially enthusiastic about art activities. They select from a wide range of materials to make artworks in a focused manner, trying to present their distinctive thoughts on design. Children cut out different shapes with scissors and knead play dough with both hands nimbly, demonstrating their good coordination skills of fine motor. Children master the basic physical skills that they are generally able to leap, roll over themselves and throw and catch bean bags. The school introduces mixed-age free choice activities on the special activity day, allowing children of different grade levels to pair up freely and interact with each other. As observed, some children got to know schoolmates of other grade levels. They walked hand in hand during the activities to show friendliness. Teachers are recommended to enrich the activity design and encourage more children, both senior and junior, to play together with a view to increasing the effectiveness of the activities.

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

- 3.1 Upon the existing foundation of SSE, the management is required to guide teachers on evaluating the work effectiveness by employing information including children's performance and activity review. The management must also adjust the strategies timely for enhancing the effectiveness of SSE.
- 3.2 It is necessary for the school to revise the outline of music activities of each grade level as well as the learning content about music, physical and art for the special activity days in an effort to improve the curriculum planning. The school is advised to modify its practice of summative assessments, and remove the inappropriate homework for K3 and the rather difficult learning content of Early Childhood

Mathematics in the second school term of this grade in order to promote children's learning and healthy growth.