

School No.: 570885

Quality Review Report (Translated Version)

Yuen Long Church (CCC) Chan Kwong No. 2 Kindergarten

No. 9 Ping Shun Street, Yuen Long, New Territories

15, 16, 17 & 19 January 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: 15, 16, 17 & 19 January 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 school works closely with its neighbouring kindergarten under the same organisation. They collaborate to share resources and discuss matters like curriculum and administration. The school team is stable. The management allocates tasks based on teachers' experience and interest. Team members have taken up the same work for a long period of time and thus understand the duties and requirements of the positions they have been holding, leading to a smooth daily operation. Teachers have a strong sense of belonging to the school that they support one another to develop a good rapport.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management leads all teachers to devise development foci and review the effectiveness of daily work by referring to the activity surveys and review data. The school has been paying attention to the cultivation of positive values in children. Last year, the school regarded creating a positive culture on campus and fostering children's affective and social development as its major concerns, with strategies including the introduction of external professional support and organising a series of workshops for parents and teachers to deepen their understanding of positive emotions. In view of the curriculum development trends, the development focus of the school falls on strengthening national education in this school year. Teachers adjust the thematic learning content and employ different experiential activities to assist children in building a sense of national identity. The school deploys appropriate work strategies such that the plans are implemented smoothly.
- 1.3 The school embraces children's diverse needs. Support measures are carried out in an orderly manner to help newly admitted children adapt to school life. The school has followed up on the recommendations of the previous Quality Review to enhance teachers' knowledge in catering for learner diversity through training. It has also developed an identification and follow-up mechanism to provide referral services to children in need so that they can receive timely professional support. This school

year, the school regards strengthening home-school cooperation as another major concern. It invites parents to be volunteers at school and participate in parent-child activities, allowing parents to know about their child's learning at school. Parents trust and support the school. They are eager to engage in school activities and willing to collaborate with the school to nurture children's growth.

2. Learning and Teaching

- 2.1 The school and the affiliated schools of the organisation work together to plan a curriculum, map out a curriculum outline, design teaching content and organise activities. Teachers select themes with reference to the teaching packages while choosing suitable books for devising picture book modules. The curriculum content ties in with children's daily life and covers various learning areas to generally encompass the cultivation of children's values and attitudes, and their acquisition of skills and knowledge. Children are given sufficient time for music, physical and art activities every day. However, the school arranges subject-based learning activities for K3 children during the primary one experiential activities. Besides, during the activity weeks at the end of a school term, children mainly revisit their acquired knowledge of the school term in the activities. The connection between learning activities is rather weak. Furthermore, some learning content of K3 is excessively difficult. The school must conduct a holistic review on the curriculum to adjust the teaching design in a bid to increase the effectiveness of the integrated curriculum. The school is also required to remove the inappropriate learning content and homework and refine the arrangements of the activity weeks so that more learning space can be freed up for extending children's learning.
- 2.2 The teaching team makes reference to the curriculum content to discuss assessment items and make adjustments annually in light of the learning content. Teachers carry out assessments through continuous observation and develop learning portfolios for children to keep thematic assessments, observation records and end-of-term assessment reports. The portfolios are distributed to parents regularly. Yet, some assessment criteria are relatively vague. The school is recommended to examine them again and devise clear and proper assessment criteria so that teachers can reflect children's performance in an accurate and consistent manner. Additionally, in the learning assessment reports at the end of the school term, the school converts the total score of the assessment items got by children in different

learning areas into grades. Such arrangement fails to provide effective and precise feedback to parents and children. The school is required to revise the assessments, including cancelling the methods of calculating total score and indicating children's performance by grades, and to facilitate parents to get a full grasp of children's development. The school could collate and analyse the assessment results to inform curriculum planning.

- 2.3 The school collaborates with the affiliated schools of the organisation to form different task groups, and formulate curriculum and review teaching through regular meetings. The management monitors the curriculum implementation by attending meetings, scrutinising teaching documents and conducting classroom walkthroughs. Teachers compile teaching reflections daily to briefly describe children's performance. That said, they are less likely to review the teaching effectiveness against the learning objectives. The management must strengthen its curriculum leadership role by examining and revising the review tools and leading teachers to enhance their reflection skills. This will help in revising the curriculum to foster the curriculum development of the school.
- 2.4 The school has been attaching great importance to the moral development of children and it regards cultivating children's positive values as its major concern from time to time. Teachers put emphasis on developing activity routines for children. Taking into account the moral themes of each grade level, teachers design relevant learning activities and select picture books about positive emotions to assist children in developing proper interpersonal attitudes. The school has launched an award scheme to encourage children to practise good behaviour. Children possess good self-care abilities. They observe rules and are polite while getting along well with their peers and therefore the efforts have begun to yield positive results. The school has focused on cultivating children's sense of national identity in recent years. Further to organising festival celebrations for familiarising children with traditional custom in earlier years, the school takes a step forward in this school year by guiding children to apply traditional virtues in their daily life during the thematic activities through picture books. These virtues include abiding by the law, respecting others and practising filial piety. The school conducts the national flag raising ceremony on a regular basis, including playing and singing the national anthem before the commencement of Putonghua learning activities, to nurture children's respect to our country. As observed, children were earnest and followed the etiquette.
- 2.5 There are different learning corners and plenty of manipulative materials in the

classrooms. Over the past few years, teachers have been striving to improve the design of the corner activities and incorporate the play elements into the activities to make the activities more fun. For example, dice roll games are set up in the language corners for deciding whether children act as teachers or students to read aloud vocabulary and sentences. Some of the children change the lyrics of nursery rhymes with flashcards to sing while learning the words by using musical instruments like tambourines and handbells. Teachers invite children to bring theme-related items to school from home. In tandem, teachers put the props prepared by children in the role-play corners with a view to consolidating children's learning in the themes, thus enhancing their sense of belonging to the class. Children engage with the corner games. They are imaginative and always invite teachers and peers to play with them, finding great pleasure in the games. However, the existing setup of the exploratory corners lacks of fun and cannot attract children to the corners. The school must improve the design of games in the exploratory corners by means like adding exploratory materials to arouse children's curiosity and learning interest.

- 2.6 Teachers care for and have a good relationship with children. Teachers are conscientious and well-prepared for teaching. They are good at creating simulated scenarios and role-play vividly to draw children's attention. Children listen to teachers' instructions and explanation, and are willing to answer teachers' questions to show interest in the activities. Some teachers invite children to share their play experiences during review sessions. That said, teachers are advised to help children revisit what they have gained in the play and guide children to express their thoughts for extending their learning experiences. Music activities match with the themes. Teachers let children first respond to songs and move rhythmically following the mood of the songs, and then play games dovetailing with the learning foci including the strong and weak beats as well as the tempo of the songs. After that, teachers give children musical instruments to play by combining with their acquired knowledge. These arrangements are in good order with clear learning foci. Children enjoy the fun of the music activities while showing their love for creating arts and crafts. With respect to physical activities, teachers design them with various levels of complexity, allowing children to choose from them according to their preferences and needs. Some teachers demonstrate and provide feedback clearly and articulately, which is conducive to children grasping the relevant skills. The school has a spacious environment and sets up several physical activity zones. Children have a sufficient amount of exercise and good gross motor development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a solid development foundation. It is recommended that while utilising the joint-school resources, the school could collect and analyse the evidence of SSE in light of the school context, summarise the review findings and better examine the school-based development and work effectiveness to promote the sustainable development of the school. The management must also strengthen its leadership function to identify the strengths and weaknesses of the team in order to draw up corresponding professional development activities by, for instance, organising focused peer lesson observation and exchange to facilitate the professional growth of the team in an ongoing manner. Besides, the school is required to enhance the reflection skills of teachers and steer them to review and revise the design of curriculum and assessments holistically as well as removing the difficult learning content and inappropriate homework to address the developmental and learning needs of children.
- 3.2 The school must cancel the arrangement of subject-based learning in the primary one experiential activities in an effort to adhere to the integrated and flexible learning approach of kindergartens. The practice of gathering children who are late to school for discipline must also be abolished so as to avoid exerting unnecessary anxiety and pressure on children. The school may make the most of parents' expertise to form a parent-teacher association that offers opportunities for parents to plan activities, thereby increasing the effectiveness of home-school cooperation to a further extent.