

School No.: 158500

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

**Yuen Long Church (Church of Christ in  
China) Long Ping Estate Chan Kwong  
Kindergarten**

**G/F, Hay Ping House, Long Ping Estate, Yuen Long, New Territories**

**23, 24 & 26 April 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: 23, 24 & 26 April 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 and the affiliated kindergartens of the organisation are in a close liaison that they share their good practices and pool the professional efforts of teachers by jointly organising activities. The school utilises external resources and offers training regarding art and creativity in view of the development direction and teachers' needs while encouraging teachers to exchange their experiences with one another to improve the standard of teaching. The school has a clear organisation structure. In tandem, the management systematically assigns experienced teachers to assist in handling tasks related to administrative management and curriculum planning, facilitating their professional growth. The school keeps documents properly and has a variety of guidelines and records for staff to refer to at any time, which is beneficial to the school's daily operation and the transmission of work experience.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to refine the design of interest corners, physical activities and so forth with a view to enhancing learning and teaching. The school has established a self-evaluation mechanism. In response to the school-based needs in recent years, the school has regarded increasing the effectiveness of art activities as a long-term goal for five years and has set different entry points for every school year. In the last school year, fostering children's learning in music and art activities was taken as the major concern for the school to devise relevant work plans. Drawing on the experience accumulated in promoting the art activities in the last school year, the school further encourages teachers to design art activities with elements of Chinese culture in this school year to deepen children's knowledge of their motherland. The school employs strategies from the aspects of environment setup, teacher training, experiential activities of children, etc., implementing the plans progressively.
- 1.3 The school strives to create an inclusive atmosphere on campus. It cares for and accepts children from different backgrounds and with diverse needs. The school has developed an identification and referral mechanism, and taps external resources

to arrange support services for facilitating children with special needs to exploit their potential. Meanwhile, teachers strengthen their skills in taking care of non-Chinese speaking (NCS) children through training to let NCS children integrate into school life as soon as possible and learn Chinese effectively. Besides, the school designs adaptation activities for newly admitted children, helping them build a sense of security. Meanwhile, the school helps children who will be promoted to primary one to understand the similarities and differences between life in primary school and kindergarten so they can embrace challenges in the new environment. The school attaches importance to home-school liaison and makes good use of multiple channels such as phone calls and face-to-face meetings to communicate with parents to understand their needs in parenting. The school also plans parent education to strengthen parents' competence in parenting. Parents are willing to take part in all kinds of workshops and activities to share parenting experiences with one another. Parents and school have built mutual trust and put joint efforts into nurturing children's growth.

## **2. Learning and Teaching**

- 2.1 The school plans its curriculum with reference to the school-based teaching outline and selects picture books that suit children's life experiences to develop various themes. The curriculum content covers various learning areas and fully accommodates children's cultivation of attitudes, acquisition of skills and construction of knowledge. The school organises diversified activities, including community visits and art experiences, to enrich children's learning experiences. It also invites children and parents to gather information or complete simple learning tasks together from time to time in a bid to enhance their relationship through parent-child interaction. Apart from devising a balanced daily schedule, the school also arranges for children of the same grade level to conduct free choice and physical activities together every week to give them more communication opportunities, thus enhancing children's social and collaborative skills. Some homework content for K3 in the second school term is rather difficult. The school must review and remove them to suit children's developmental needs.
- 2.2 The teaching team refers to the curriculum objectives to draw up assessment content that reflects the full range of children's performance in each learning area. Teachers observe children continuously and analyse children's learning in accordance with the

explicit assessment criteria. Teachers also invite parents to record their child's performance at home in the student handbooks to increase teachers' understanding of the children. Teachers specifically indicate the learning of children in assessment forms, observation records, etc., while concluding children's progress at different stages regularly, and then systematically maintaining all the relevant information in the learning portfolios of children. Teachers meet parents face-to-face to keep them informed of children's growth stage and provide corresponding follow-up suggestions when necessary. The school analyses the assessment information to inform curriculum planning and improve teaching.

- 2.3 A sound curriculum management mechanism is in place in the school. The management leads teachers to set a teaching outline according to the review information of the last school year and arranges regular collaborative lesson planning for discussing the learning objectives. Teachers always conduct reflections and review the activity effectiveness at the end of each theme based on the child assessment information, teaching process and so forth. Through collaborative teaching and scrutiny of curriculum documents, the management monitors the implementation of the curriculum and proposes suggestions for improvement to teachers in a timely manner. Team members support one another that teachers are willing to share their teaching experiences during meetings. They discuss the strategies for fostering children's learning and development, forging ahead for an optimised curriculum.
- 2.4 The school has regarded increasing the learning effectiveness of music activities as its major concern in recent years. Teachers actively practise what they have acquired and conscientiously design a wide range of activities such as cooperative dance and music appreciation. Teachers select music pieces with distinctive musical styles and orderly guide children to make associations according to the melodies and rhythms, enabling them to feel the artistic mood of beautiful music. As observed, children were able to beat time to songs and enjoyed creating various movements to interpret songs with their bodies. At present, teachers could already arrange interesting and diversified music activities that have a specific and clear rundown. However, teachers are advised to master and sharpen their skills in leading musical games through classroom practice as well as adjusting the teaching pace and strategies aptly in light of children's actual learning to fully achieve the expected results of activities.
- 2.5 The school emphasises strengthening the effectiveness of art activities. Last school

year, the school encouraged teachers to assist children in observing and comprehending their surroundings from perspectives like colours, lines, etc. Children were also enabled to adequately explore artwork materials and their usage, and then flexibly choose materials for creation, thereby stimulating children to demonstrate creativity in their works. In this school year, the school keeps pace with themes and traditional festivals to incorporate elements of Chinese culture into art activities. For instance, children can draw tableware inspired by the colours and patterns of blue and white porcelain in the theme of food. Alternatively, children are guided to create artworks of New Year flowers after observing flowers during the Lunar New Year. Moreover, the school takes children to visit the Hong Kong Palace Museum to appreciate the unique charm of ancient handcrafts, or visit the Hong Kong Wetland Park to look around and sketch at the bird hides to experience the meaning behind relevant Chinese folk songs and poems that they have learnt in themes. The planning of the major concern is favourable to children's enhancement of understanding of Chinese culture, aesthetic development and accumulation of art experiences.

- 2.6 The school utilises the space prudently to set up an environment filled with childlike fun, with children's works displayed all over the campus. Teachers stipulate classroom rules with children and encourage children to follow the rules spontaneously to strengthen their self-management skills. There are toy walls along the corridors for children to play during the free choice activities. Teachers put much effort into decorating classrooms. For example, they compile the information gathered by children into a booklet and place it in the reading corner to attract children to read. Teachers also design simple kinetic energy experiments in the exploratory corners, letting children explore ways to move a toy car by using solar power or waving a fan, cultivating children's interest in exploring things. A number of teaching aids are attached with the function of answer checking. Children check the answers by themselves after manipulation to develop an active learning ability. As observed, children created their fishing toys using eco-friendly materials or made paper buildings of the community to enrich the setting of the role-play corners. Children enjoyed the games in different corners amid a relaxing and joyful atmosphere. Teachers observe children's performance and intervene and support them at opportune times. After the activities, teachers also invite children to share briefly. Yet, teachers are recommended to guide children to discuss the play experiences that are worth appreciating or reflecting upon to reinforce and extend

their learning.

- 2.7 Teachers are full of compassion. They care and cater for children's diverse needs patiently. Teachers have good collaboration and mutual support from one another to foster teacher-child interaction and interaction among children, hence boosting the effectiveness of learning and teaching. Teachers are earnest in teaching. They always invite children to share the conceptions and ideas of the parent-child work in thematic activities or actively encourage children to ask questions, which are beneficial for improving children's expression abilities and self-confidence. In physical activities, children are allowed to choose from a wide variety of physical facilities and explore diversified materials for creating their physical games. On the other hand, teachers guide children to grasp body movements, leading children to have a sufficient amount of exercise and good gross motor development.
- 2.8 Children are enthusiastic and friendly. They love going to school, throw themselves into various types of activities and are willing to express their views and opinions. Children are keen to serve as little helpers to assist teachers in transferring items and cleaning up the desks after free choice activities, showing an active spirit of service. Children use scissors and other tools to carry out cutting and pasting which require delicate coordination and some of them can flexibly use chopsticks, demonstrating satisfactory fine motor development. Children sort and tidy up tableware used after meals. They can put on and take off their shoes by themselves when switching to other activities as well as washing their hands after going to the toilet, possessing good self-care abilities.

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

- 3.1 The school formulates long-term and annual development goals. The management is advised to steer teachers to consolidate some of the skills in conducting activities that gained from the previous training to enhance their practical experience in a step-by-step manner. In the meantime, the school could also keep parents informed of its development direction so that parents can make corresponding alignments for increasing the overall effectiveness of the work plans.
- 3.2 The school is required to remove the rather difficult homework for K3 in the second school term and encourage teachers to lead children to explore the play experiences that are worth appreciating and reflecting upon after the activities, thereby deepening and extending children's learning.