

School No.: 159158

Quality Review Report (Translated Version)

Yuen Long Sam Yuk Kindergarten

265-267 Castle Peak Road Yuen Long, Yuen Long, New Territories

7, 8, 12 & 14 December 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: 7, 8, 12 & 14 December 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 is supported by the organisation and receives adequate assistance in terms of administrative affairs and resource management. Members of the management have worked together for years and built a rapport with one another. They assign duties based on the experience and capabilities of the staff members and discharge their duties properly while having close communication and collaboration to promote the school's development with concerted efforts. The school pays attention to the professional growth of teachers. It arranges school-based training according to its development needs and offers grants to encourage further studies so that teachers can be informed of the development trends of kindergarten education and keep up with the times, thus enhancing their teaching effectiveness in a step-by-step manner.
- 1.2 The school has established the school self-evaluation (SSE) mechanism to review the work effectiveness regularly through meetings. The school team members consider curriculum development trends, children's performance and other factors to stipulate a development direction jointly. The school has taken facilitating learning through play for children and fostering their exploratory spirit as its major concerns in the past two school years. The school has employed strategies from different levels, including teacher professional development, curriculum design and parent activities. Such deployment is appropriate. Additionally, the school emphasises children's understanding of Chinese art and culture in this school year that strategies are implemented in various aspects, such as teacher training and school-based curriculum. The plan has been carried out smoothly.
- 1.3 The school cares for the children's diverse needs. It has a proper mechanism of identification and support. Teachers are arranged to have relevant training. They identify children with special needs through daily observation and liaise with external organisations and parents to offer referral and support services. The school arranges an adaptation week for newly admitted children, during which progressive lesson time is adopted to help them adapt to the new environment. Regarding the interface

between kindergarten and primary education, the school maps out a theme about promoting to primary school and organises primary school visits for K3 children, letting them learn about primary school's learning mode, environment, etc., and get emotionally prepared for promoting to primary school. The school briefs parents on primary school information as well. The school values home-school communication and maintains close contact with parents through different channels. It organises activity days whenever a learning theme is completed. With teachers' introduction and parents' first-hand experience, parents can gain insight into their child's learning and the curriculum content. Moreover, the school collects parents' views from surveys for follow-up after the activities. The school launches various parent-child activities and utilises external resources to hold seminars and workshops to foster parent-child relationships and enhance parents' competence in parenting. Meanwhile, it makes use of resources from parents prudently to team up parent volunteers strategically to assist in conducting visits, serving as a librarian and taking charge of other duties so as to pull together parents' efforts. Trust has been built between the school and parents and they jointly nurture children's growth.

2. Learning and Teaching

2.1 With reference to the teaching packages, the school plans an integrated curriculum using themes. It selects picture books that tie in with children's life experiences as teaching materials to arouse their learning interests. The school attaches importance to children's moral development. Children are facilitated to learn about virtues through picture book stories and religious activities. The school gives compliments and rewards to children to encourage them to practise good behaviour. Furthermore, the school conducts traditional festivities for children to know about Chinese culture and holds the national flag raising ceremony and plays the national anthem to build a sense of national identity in children. The school curriculum is comprehensive and children are given opportunities to engage in individual, group and whole-class learning activities daily. That said, during free choice activities, children were required to complete several assigned activities, which led to inadequate free choice opportunities. Besides, some teachers only open some of the interest corners in the classrooms, limiting children's choices. The school must improve such arrangements to ensure that children have sufficient opportunities to choose from different corner activities every day. As for homework, the amount of

copying for K2 and K3 children is rather excessive. Teachers are required to revise accordingly for meeting children's developmental needs.

- 2.2 Teachers observe children continuously to keep records of children's performance and development. Parents are informed of children's learning through interviews that are carried out every school term. However, some assessment items for all three grade levels are identical and cannot reflect children's developmental progress. Therefore, revision is necessary. The school deems the average value of thematic learning in each school term to be the end-of-term performance of children. Such practice fails to accurately reflect children's development at the end of a school term. The management is required to lead teachers to refine the assessment content and ways of assessment according to the curriculum and development of children. The school then is advised to utilise the child assessment information to inform the curriculum, thus facilitating assessment for learning.
- 2.3 The school has established a curriculum management mechanism. The management steers teachers to devise a curriculum outline while teachers of all grade levels jointly conduct lesson planning and take turns to compile the teaching plans. By attending meetings and scrutinising teaching reflections, the management understands the thematic learning content and the arrangement of teaching activities. It conducts peer lesson observations in accordance with the major concerns, allowing teachers to share their teaching experiences and help implement the work plans. Yet, teachers mostly describe the lessons in their reflections and seldom propose suggestions for improvement. The management must strengthen the monitoring and support towards curriculum implementation, including guiding teachers to evaluate their teaching focusing on learning objectives and children's performance, thereby informing curriculum design.
- 2.4 The school strives to promote learning through play for children. It makes good use of campus space such as setting up a construction zone in the lobby and placing diversified and abundant amount of materials for children to explore and manipulate. In recent years, the school has increased elements of play during physical and free choice activities respectively in order to nurture children's exploratory spirit and active learning attitude. In the last school year, under the leadership of external professional support, the team, through continuous teaching practices, enhanced teachers' skills in observing children and intervening in their games such as assisting children in collating their acquired knowledge, motivating and supporting children to play. During physical activities, children took part in games of their own accord

and set game rules and playing methods with their peers, demonstrating their complete involvement. In this school year, teachers further enhance the elements of play in the corner activities of classrooms by improving the set-up, such as adding more constructive materials. Children explore ways of using the materials in constructive corners. They exploit their imagination to design play or focus on creating arts and crafts. Still, the school may provide more interesting exploratory activities to cultivate children's curiosity and exploratory spirit. In the review sessions, teachers invite children to introduce their own work or share the play process with their peers, assisting children in consolidating their learning experiences, learning to be a listener and responding to others. Apart from observing and giving positive feedback to children, teachers may also keep exploring their roles in the play by, for example, joining in children's play to understand and explain children's performance and analyse children's learning progress.

- 2.5 The school regards increasing children's understanding of Chinese art and culture as another major concern in this school year. The school strengthens teachers' skills in conducting activities and deepens their understanding of Chinese art and culture through training. Teachers plan art activities that are rich in traditional Chinese characteristics in accordance with themes. These activities include designing blue and white porcelain and experiencing ink paintings. Meanwhile, a wide range of children's artworks is exhibited in the classrooms and along the corridors for children to learn and appreciate one another. Children design their distinctive works out of diversified materials. The plan is being implemented smoothly.
- 2.6 Teachers are amiable and care about children. They utilise pictures, toys and so forth to facilitate teaching and enhance children's interest in learning. Teachers create scenarios for music activities to stimulate children's imagination and help them engage in the activities. Teachers also arrange physical activities in light of children's development in a bid to develop a strong physique for children. However, teachers are required to take note of the arrangement of the physical activities. For instance, children must have sufficient stretching when starting to exercise for reducing the chance of getting hurt. During the activities, teachers should also pay more attention to children's performance and provide feedback as deemed appropriate to foster their gross motor development.
- 2.7 Children get along well with their peers. They are willing to serve others and take the initiative to help or share toys with peers during activities, demonstrating good social development. Children are obedient, self-disciplined and able to complete

tasks independently. They are able to queue up when switching to other activities and tidy up things spontaneously after the corner activities. Under teachers' arrangements, children take turns to be group leaders, take up the responsibility of distributing tools and assist in packing teaching materials, showing a sense of responsibility.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has the SSE mechanism in place. The team is able to employ the SSE rationale to review the implementation of various activities. Yet, the management is required to guide the team to dovetail with the task objectives to set clear and specific success criteria as well as analysing the information collected in an integrated manner for further evaluating the effectiveness of the major concerns, hence promoting the school's sustainable development.
- 3.2 The management must strengthen its curriculum leadership and steer teachers to inform curriculum by utilising the child assessment information while having an in-depth evaluation of the learning and teaching effectiveness based on the learning objectives. The school must revise the design of corner activities and increase the exploratory elements to ensure children have adequate opportunities to have free choice activities. The school must also lead children to explore their surroundings to arouse their curiosity and cultivate their active pursuit of knowledge. In addition, it is necessary for the school to improve the arrangement of physical activities and reduce the amount of copying in homework to keep pace with children's development and needs. The management is required to review and revise the existing assessment methods so that the learning performance of children can be reflected effectively and the aim of assessment for learning can be upheld.