

School No.: 545333

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

**Yuen Yuen Kindergarten (Tin Yat Estate)**

**G/F, Carpark Block, Tin Yat Estate, Tin Shui Wai, New Territories**

**5, 6 & 8 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: 5, 6 & 8 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 works closely with the affiliated kindergartens of the organisation to collaboratively organise large-scale activities, implement plans to improve teaching and so forth. They communicate with one another frequently to pool together their professional capacity. The management provides teachers with explicit work guidelines, which results in smooth day-to-day operations. In tandem, accommodating the development needs of the school, the management arranges joint-school and school-based training for teachers and puts great efforts into planning the supervision programme for enhancing the professional competence of the new teachers. Teachers are encouraged to apply what they have gained from training and share their experiences in meetings to explore the strategies for refining teaching and driving the school forward steadily.
- 1.2 The school has a clear school self-evaluation (SSE) mechanism in place. The management leads teachers to regularly review the effectiveness of work in various areas and follow up accordingly. The school has also followed up on the recommendations of the previous Quality Review to revise the arrangements of the daily schedule and physical activities so as to improve learning and teaching. To keep up with the education trends and the organisation's development direction, the school has regarded cultivating children's good character as its major concern in recent years. It sets explicit goals with the affiliated schools jointly and implements the work in aspects such as teacher training, teaching design and home-school cooperation activities. The team evaluates the implementation of the major concern through meetings and timely adjusts the strategies for the relevant work to be carried out in an orderly manner.
- 1.3 The school caters for learner diversity. It has a clear identification and referral mechanism to enable children with special needs and their families to receive appropriate support. The school utilises proper strategies to help non-Chinese speaking (NCS) children, such as arranging for them to learn Chinese through play

and letting parents use audio materials to keep track of the words that their child has learnt. The school values home-school liaison. Teachers maintain close communication with parents through different channels to keep them timely informed of their child's learning progress. Through various seminars, workshops and volunteer services, parents understand the content of the school-based curriculum and the developmental needs of children. They support and recognise the rationale of the school in nurturing children. Thus, home and school work together to facilitate children's growth.

## **2. Learning and Teaching**

- 2.1 The school integrates the content of different learning areas using themes and formulates a comprehensive school-based curriculum. It enriches children's knowledge and broadens their horizons through visits, sensory experiences, parent-child activities and so forth. Developing children's language skills is of great importance to the school. It encourages children to read using book lending and award schemes. Moreover, it produces home learning materials for parents to enhance children's Chinese listening, speaking and word recognition skills. A weekly special session is arranged for children to take part in mixed-class or mixed-age activities. In this way, children have more opportunities to get along with different peers, which is conducive to improving their communication and collaboration skills. Yet, some teaching content and homework for K3 in the second school term are rather difficult. The school must remove such content and homework to meet children's developmental needs.
- 2.2 The school continuously observes and records children's learning while analysing children's performance in the activities as well as their strengths. Furthermore, it collects information about children's living habits and self-care abilities at home from parents, and invites parents to share their thoughts about spending time with their child, hence understanding children's development from multiple perspectives. The school works together with parents to develop learning portfolios for children as evidence of their growth. It collates the thematic assessment information which serves as a reference for following up on and giving guidance to children. However, the school is required to make amendments to the existing items of the summative assessment which are too general. It must also cancel the arrangement of asking children to study pre-determined scope and complete assigned worksheets during the

period of the kindergarten-primary transition activities, with an aim to clearly and comprehensively reflect children's progress in various learning areas and at different stages.

- 2.3 The curriculum management of the school is effective. The team plans the curriculum outline according to the information of teaching evaluation. During collaborative lesson planning, the management leads teachers to discuss the content and arrangements of different activities and helps them grasp the teaching foci. It also attends meetings, conducts classroom walkthroughs, etc., to keep track of the curriculum implementation and give support and feedback to teachers at an opportune time. The management and teachers jointly evaluate teaching in view of children's performance, the extent to which the learning objectives are achieved and so forth to find out what is effective and which areas to improve. Then, they make concrete and feasible suggestions as needed. The team refers to the information of curriculum reflections to adapt the teaching content of each theme and those of the next school year, informing learning and teaching.
- 2.4 The school puts emphasis on children's moral development. It makes use of traditional Chinese virtues like filial piety, loyalty and propriety as an entry point. The teaching team discusses the target moral behaviour that children should demonstrate, then it helps children develop positive values and attitudes through daily teaching, award schemes, etc. The school introduces stories about moral character to children. Relevant extended activities are then designed, such as visiting different places in the community, for children to learn about civic responsibility like obeying traffic regulations and keeping the environment clean. Children are also encouraged to apply what they have learnt in daily life, such as showing filial piety to the elders and treating others with courtesy. As observed, children are polite and friendly. They were willing to assist teachers in completing simple learning tasks and were able to appreciate others' help proactively. The major concern has begun to deliver results.
- 2.5 There is a spacious activity area in the school. Teachers decorate the school premises with children's work and activity snapshots to create a warm atmosphere on campus. The rules of the interest corners in some classrooms are written by children themselves, which facilitates children to build corner routines and cultivate self-discipline. Interesting games, including pipe track ball rolling and magnetic maze, are installed on the walls of the corridors for children to play freely during free choice activities, enhancing their fine motor control and visual perceptual skills.

Children participate in different activities enthusiastically. For instance, they simulate making sandwiches and ordering food in a tuck shop in the role-play corner, and they draw and collage their favourite things in the creative corner. Alternatively, children share the content of picture books with one another in the reading corner and carefully find the words in the books that have the same radicals. Children take part in the activities according to their preferences. Nonetheless, the walls of the classrooms are mostly used for displaying learning content and posting grouping tables. Teachers are advised to design simple and interesting games to provide children with more opportunities to consolidate their learning through manipulation. Besides, the school arranges for children to take turns to play in the indoor and outdoor areas every week. Children can engage in large-scale graffiti or art creation with big paint brushes and watercolour. They can also play freely in the ball pond or assemble physical equipment to create games with different playing ways, but because of this, on some days, there are no music session for some classes. The school must make adaptations so that children can have sufficient opportunities to participate in music activities every day.

- 2.6 Teachers are kind and amiable. They accept children with diverse abilities and needs. Teachers are conscientious in teaching. Using themes of children's interest, they meticulously organise activities with clear teaching objectives and rundowns. Teachers increase the chances of teacher-child and child-child interactions by utilising self-made teaching aids, books and so forth to facilitate teaching, explaining in an organised manner and arranging group learning where necessary. During music activities, teachers let children sing, play musical instruments, etc. Children sing wholeheartedly and beat the rhythm along with the melodies, hence enjoying the fun of music activities. Children are given proper guidance in physical activities so that they can grasp basic body movements through exploration and practice. Teachers intervene and join in children's games in a timely manner while guiding children to revisit their experiences after play. Teachers are further advised to ask follow-up questions and explore deeper based on what children have shared to inspire children's thinking, thereby assisting children in summarising their learning and enhancing the effectiveness of learning through play.
- 2.7 Children love going to school. They are able to follow teachers' instructions and learn attentively. Children are full of energy. They like to play group games and are willing to share their ideas with others. Children are lively, cheerful and can get

along well with peers, showing favourable social development. NCS children can communicate with teachers in simple Chinese. They have developed basic skills in Chinese comprehension and oral expression. Children have outstanding self-care abilities as they take the initiative to put away toys and personal belongings after the activities as well as grooming themselves before and after naptime.

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

- 3.1 The school formulates the major concerns with the affiliated schools of the organisation jointly and implements the relevant work based on the cyclical process of SSE. Upon the existing foundation, the school may systematically map out its development pace according to its circumstances and children's needs, so as to enhance the effectiveness of the work plans.
- 3.2 The school strives to devise a distinctive school-based curriculum. It is required to revise the content of the summative assessment to accurately reflect children's development in various learning areas and at different stages. The school must also remove the relatively difficult K3 homework in the second school term and cancel the arrangement of asking children to study pre-determined scope during the period of the kindergarten-primary transition activities, with a view to meeting the developmental needs of children.