

School No.: 316504

Quality Review Report (Translated Version)

A-One Kindergarten

Kam Hon House, GR Floor, Choi Hung Estate, Kowloon

19, 20 & 22 May 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 19, 20 & 22 May 2025

☒ **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 visits the school and participates in meetings regularly to get a clear understanding of school operation and development. The management has extensive administrative experience and is well acquainted with staff members' capabilities and strengths. It properly allocates duties and effectively builds rapport and cohesion at work, thus maintaining a stable teaching team. The responsibilities of staff are clearly defined. Through close communication and co-operation, the team jointly carries out tasks in various areas, ensuring smooth daily operation. Besides, the management attaches importance to the professional growth of teachers. In alignment with the school's development plans, the management organises exchanges outside Hong Kong and school-based training activities to enhance teachers' relevant knowledge and skills, with a view to promoting the school advancement together.
- 1.2 The school has established a school self-evaluation mechanism to devise annual development foci in response to its context and children's needs. In formulating work plans, the school takes into account the opinions of stakeholders to deploy corresponding strategies at different levels. In recent years, the school has regarded the promotion of Chinese culture as its major concern. It introduced professional support services in the last school year to equip teachers with skills in curriculum design and teaching practices. Building upon this foundation, the school further consolidates its teaching resources and deepens the learning content through project

approach in this school year. At the same time, it enriches parent-child visits and cultural experiential activities, aiming to enable children to understand and appreciate traditional culture from multiple perspectives.

- 1.3 The school respects learner diversity and has a clear identification and referral mechanism. It makes use of external resources to offer children adequate support and encourages teachers to pursue training for enhancing the necessary skills for addressing children's needs. To create an inclusive atmosphere on campus, the school invites non-Chinese speaking (NCS) parents to share the lifestyles and customs of their home countries. The school also designs parent-child activities to help NCS children learn about local culture and the environment. The team proactively seeks to understand children's family backgrounds, communicates frequently with parents, and provides timely care and assistance. Furthermore, the school organises workshops to help parents grasp children's developmental characteristics and parenting strategies. Through daily conversations, parents' days and electronic communication platforms, parents are kept informed of their children's learning progress, thereby laying the foundation for mutual trust and collaboration between home and school. Parents are enthusiastic about joining the volunteer services, working with the school to foster the happy growth of children.

2. Learning and Teaching

- 2.1 The school draws on the teaching packages to use themes for designing an integrated curriculum with content that covers different learning areas, helping children develop positive values, acquire skills and construct knowledge. In addition to thematic learning, the school implements project learning every school term to guide children in exploring the surroundings, cultivating curiosity and an inquisitive attitude. Visits to museums, cultural heritage sites and community facilities are conducted for

children to connect their life experiences with classroom learning through first-hand experiences. For the daily schedule, the school arranges for children to participate in physical, music, art and free choice activities every day to develop their diverse interests. However, some pieces of K3 homework of Language and Early Childhood Mathematics are relatively difficult. The school must review and remove the inappropriate content to meet children's abilities and developmental needs.

- 2.2 The school adopts continuous observation and documentation to assess learning experiences of children. Teachers carefully record the abilities children demonstrate in each area based on daily observation. They also set up learning portfolios to retain thematic assessments, anecdotes and summative assessments to show children's development. The school compiles the assessment information, identifies children's needs and provides follow-up support. In tandem, it distributes assessment reports to parents each school term and takes this opportunity to share insights on facilitating children's growth while proposing suitable learning suggestions for parents to consider.
- 2.3 The school has put in place a mechanism for curriculum coordination, monitoring and review. The management oversees curriculum implementation through classroom walkthroughs, document scrutiny and meetings, providing concrete feedback to teachers. Teachers of the same grade level work together to discuss the content and key emphases of thematic teaching, as well as sharing their expertise and resources. The team consolidates practical experiences across levels to reflect on teaching effectiveness and to evaluate the appropriateness of the thematic learning content periodically. However, the curriculum reviews do not adequately cover other learning activities. The management should strengthen teachers' professional competence in designing music and physical activities, assist them in setting clear

teaching objectives, and examine the relevant strategies and their effectiveness, thereby benefiting children's learning.

- 2.4 In this school year, the school continues to promote Chinese culture. Teachers devise project learning using idiom stories across all grade levels to enhance children's understanding about culture, architecture and art of the country. By sharing the role models from idiom stories, teachers cultivate virtues in children like cherishing what they have and perseverance. Teachers plan outdoor visits meticulously to guide children to experience the historical ambience of walled villages and temples, as well as appreciating Chinese architecture. They also design activities of making snacks and creating artworks to help children learn about food culture and traditional costumes. Moreover, the school has formed a child flag-guard team and regularly holds national flag raising ceremony for children to learn relevant etiquette and strengthen their sense of national identity. To further boost the effectiveness of work plan, the school is recommended to incorporate elements of Chinese culture naturally into thematic teaching and corner activities, facilitating children to gradually recognise, experience and appreciate the culture in daily learning.
- 2.5 Teachers set up different learning corners and encourage children to participate in activities based on their preferences. Theme-related books are displayed in classrooms. Children excitedly explore the marine life picture books with peers, or after reading stories, actively search for familiar words, demonstrating an interest in language learning. In art corners, with "wind" as the theme, children carefully compose drawings on large sheets of paper and use lines to depict the flow of wind. A variety of fine motor games are available in interest corners, including picking up ping pong balls with tongs and games using magnets. Children improve their eye-hand coordination and fine motor skills by manipulating these materials attentively.

Children simulate cooking in role-play corners. They share the tasks of preparing dishes and setting the table while engaging in conversations that facilitate peer interaction and communication. Children also shine torches on objects to observe the relationship between light and shadow, or stack coloured films to explore the colour mixing effects, showing curiosity about the things around. After free choice activities, teachers lead children in simple reviews. Children are eager to share their learning progress to their peers, steadily developing abilities for expression and self-confidence.

- 2.6 Teachers use photos, real objects and teaching aids to tell stories in a lively way accompanied by questioning to help children understand key learning points. When designing simple experiments, teachers emphasise cultivating children's spirit of active exploration. However, some of the materials could be more appropriately selected to connect with children's life experiences, making the learning content easier to comprehend. During the activities, teachers attend to the emotional needs of children with love and patience, and give encouragement and support appropriately. The school adopts an integrated approach to music and physical activities. Teachers set up scenarios that combine music tasks such as tapping the beat and manipulating musical instruments with body movements like jumping and balancing. They design circuit games to strengthen the body co-ordination and musicality of children. Children are dedicated to complete the simple learning tasks, while teachers observe their performance carefully and give individual guidance at opportune times. Nevertheless, the overall amount of physical exercise in the activities is insufficient. Teachers should therefore improve the activity design to strive for children's balanced development of physical fitness and aesthetic appreciation.

- 2.7 Children are interested in learning, respond to teachers' questions and share their

experiences willingly. They demonstrate good social development as they get along well with peers, share materials and take turns in activities. Children also help tidy up teaching aids after activities to keep classrooms neat and tidy.

3. Recommendations for Enhancing Self-improvement of School

The school takes into account the needs of different stakeholders when devising major concerns and formulating corresponding work plans. However, the success criteria have to be aligned with the objectives of the work plans to enable focused evaluation of effectiveness and to follow up on areas that remain to be developed, so as to drive the school's continuous advancement. The management should lead teachers to improve the planning of music and physical activities, and review outcomes in a timely manner to promote children's all-round development. Additionally, the management should remove the relatively difficult homework for K3 to meet the abilities and developmental needs of children.