

**School No.: 541427**

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

## **Buddhist Chi Kwong Kindergarten**

**Kindergarten No. 2 At 3/F, Ancillary Facilities Block, Tin Yuet Estate,  
Tin Shui Wai, New Territories**

**17, 18 & 22 June 2021**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2021)**

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**Dates of Quality Review: 17, 18 & 22 June 2021**

**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 puts in place a clear operation mechanism and code of practice. Staff members discharge their own duties to promote the school's development in a continuous manner. The management holds meetings regularly to encourage staff to communicate and exchange ideas with each other. It assigns duties according to the abilities and interests of staff. The teaching team members collaborate closely with one another, resulting in smooth daily operation. The management allocates resources to provide necessary support for teachers, such as arranging training activities and internal professional sharing, as well as purchasing teaching equipment. Such measures are conducive to enhancing the quality of school education. The teaching team members unite together and have a common goal and belief in the school development. They are willing to make new attempts in teaching and work together to promote school development under a harmonious and inclusive atmosphere.

1.2 The school has followed up some of the recommendations in the previous Quality Review to revise the daily schedule and allocate more time for free choice activities. The school consents to the rationale of school self-evaluation (SSE) and leads the team to review the effectiveness of its daily work regularly, so as to understand the implementation of various tasks. The school also makes reference to the views of stakeholders at the end of the school year to discuss the development focuses of the upcoming year. In recent years, the school has regarded the enhancement of children's moral development as the major concern. There is another major concern in this school year. The school aims at raising the effectiveness of learning and teaching by enhancing the layout of corner activities. The school adopts different strategies such as joining external support programmes and arranging mutual visits with peer schools, in order to help teachers strengthen their knowledge. The school expects the plan to be implemented in a steady pace. Building on this foundation, the management could motivate teachers to learn the SSE skills and put them into practice. The school could have a comprehensive and careful

consideration when deploying the plan, so as to further facilitate its effectiveness.

- 1.3 The school cares about children and accepts their diverse needs. It establishes a mechanism to identify children with special needs and provide them with referral services according to their situations, so that children in need can receive support as early as possible. The school keeps contact with parents by providing different communication channels. It helps parents understand the school and grasp the learning and development of their children by means of organising lesson observation for parents, parent education seminar and forming a parent volunteer team, etc. The school publishes school newsletters and uploads its annual reports and work plans onto the webpage for parents to get hold of the school's development. The school gains trust and support from parents. It works closely with parents to nurture children's growth with concerted efforts.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages in designing a school-based curriculum and outlining learning content for each grade level. The school curriculum is comprehensive which covers all learning areas, helping children cultivate positive values and attitudes, acquire skills and knowledge. It also emphasises on children's development in the five domains of ethics, intellect, physique, social skills and aesthetics. The school values moral education. It infuses relevant elements into learning activities suitably. The school creates a caring, loving and harmonious atmosphere on the campus for children to develop good moral characters, such as courtesy, gratitude, loving and caring about others. Children develop those characters gradually in an imperceptible manner, exemplifying the education mission of the sponsoring body. The school is able to provide music, physical and free choice activity sessions for children every day. Children are also provided with opportunities to take part in art activities. However, children generally engage in designated group activities during free choice activity sessions, leading to the limitation on children's choice. The school is required to review and adjust the arrangement of free choice activities, so that children can learn according to their own interests and paces. Homework designed, such as worksheets in specific subjects, do not meet children's needs. The school must holistically review the design of homework, and should not adopt any inappropriate content and format, so as to ensure that the homework meet children's abilities and

needs, and extend children's interest in learning. Besides, the school is also required to review K1's pre-writing exercises, of which the pace is carried out too hurriedly. The school should help children enhance physical and coordination abilities of fine motor by conducting appropriate fine motor training activities.

- 2.2 The school develops learning portfolio for children. It collects different pieces of work as the evidence of children's learning and development, and conducts summative assessment every school term. Yet, the school has not yet followed the recommendations of the previous Quality Review that it still mainly uses children's worksheet performance as the basis of the assessment. The school should uphold the rationale and principle of formative assessment, and let teachers observe and record children's performance continuously in authentic contexts, with a view to reflecting truly children's learning and development. The school should collate and analyse the information collected from observing children's daily activities. Children's learning and development progress should also be shown in the learning portfolios in an orderly manner for parents' reference. Such measures can facilitate home-school cooperation in taking follow-up actions targeted at the needs of individual children. The relevant assessment information can also be better utilised as the basis for reviewing the curriculum as a whole.
- 2.3 The school has developed a curriculum management and monitoring mechanism. Teachers make reference to the curriculum outline and map out teaching plans which include clear learning objectives. The learning objectives cover the cultivation of positive values and attitudes, and the acquisition of skills and knowledge. Teachers actively share experience and exchange ideas with one another about the design of learning activities. They discuss about the implementation details of the activities, review the effectiveness and suggest necessary follow-up actions for the activities. The management understands the curriculum implementation through meetings and the routine duty of classroom walkthrough. It gives teachers timely suggestions and support. Teachers have a clear understanding of the teaching purposes and requirements of the activities. They review and take follow-up actions after the implementation of the activities. Teachers are happy to share their teaching skills or experience among themselves. The management should take advantage of the aforementioned favourable conditions for leading the team to take follow-up actions on homework arrangements and assessment methods actively, so as to promote curriculum development of the school.
- 2.4 The school has regarded the enhancement of children's moral education as the major

concern in recent years. It adopts diversified strategies to help children nurture good moral characters, positive self-image and optimistic lifestyle. The school participates in external support programmes and applies the knowledge for developing objectives related to moral education, instilling in children positive attitudes, such as confidence, courage and cooperation. From observation, children are keen to respond to teachers' questions, showing eagerness and full of self-confidence. Children dare to make attempts and are not afraid of failure. They are courageous to express their own thoughts and share their experiences. Children often help and encourage one another, demonstrating problem-solving and social skills. The activities designed by teachers are able to achieve the expected results. The school displays words and sentences related to morals around the campus. It also organises an award scheme which is conducive to facilitating children's affective and social development.

- 2.5 The indoor gross motor venue in the school is spacious and provides sufficient physical facilities and materials for children to engage in activities. The school arranges a suitable music activity venue and provides various types of musical instruments for encouraging children to try playing. Another major concern of the school this year is to strengthen the corner set-up. From observation, there are diversified corner activities in classrooms which are designed and set up by teachers conscientiously. The reading corner is comfortably decorated, with books and accessories, such as hand puppets, put in place to attract children and arouse their interest in reading. Theme-related materials are placed in the imaginative role play corner for children to choose freely and think of their own ways to play with. Children imagine and construct different scenarios with peers and engage in role-playing activities. Rich materials are prepared in the art and craft corner for children to use for their creative work. Each corner activity in the classroom can cater for children's learning needs in different learning areas. However, the school must grasp the approaches of implementing corner activities. Teachers should give less direct instructions and should not arrange activities for children too often. Children should be allowed to determine their activities. Teachers could provide more guidance and encourage children to arrange their activities according to their own interests and abilities. Teachers could also invite children to review or share their experience when they have finished their free choice activities. Teachers are suggested to observe each child's performance during the process and take follow-up actions on the individual needs of children in a timely manner, so as to enhance

children's learning effectiveness.

- 2.6 Teachers are amiable and patient. They love and care about children, respect and accept children's diverse needs. Teachers are well prepared for their teaching. They make flexible use of different real objects and pictures to draw children's attention effectively. Teachers plan their teaching suitably. They highlight the key points before conducting thematic activities and assign different tasks for children to engage in groups, so that children are provided with opportunities to explore, exchange ideas and share experience. In general, teachers grasp effective questioning skills in guiding children to think. They help children differentiate and compare different scenarios, and then think of feasible ways of solving different problems. Children are devoted and willing to cooperate with peers when they participate in activities. Children express their views clearly at the reporting and sharing moments, showing good oral language abilities. Besides, children enjoy their school life earnestly. Children are enthusiastic to take part in activities, and they take the initiative to greet others, showing that they are disciplined with courtesy.

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

- 3.1 The school has developed an SSE mechanism. The team members review the work in different areas collaboratively and discuss the major concerns for the upcoming year. The management is still required to demonstrate its professional leadership role in leading the team to analyse the school context, and formulate specific objectives and expected results for the plans together, so that the effectiveness of the plans can be reviewed truly, facilitating the school's continuous improvement.
- 3.2 The school must revise and improve the school-based curriculum in a continuous manner. It must abolish the design of subject-based worksheets in order to ensure that all tasks designed are developmentally appropriate for children. In the meantime, the school should rectify the assessment policy and uphold the rationale of formative assessment by observing and recording children's performance in their daily activities. The learning and development progress of each child should be presented to parents systematically. Besides, the school should continue to review the implementation of free choice activities and improve the activity mode and arrangement, allowing children to be more enthusiastic and proactive in learning.