

School No.: 157252

Quality Review Report (Translated Version)

Buddhist Sum Tung Fook Kindergarten

**G/F Choi Wu House, Choi Yuen Estate,
Sheung Shui, New Territories**

8, 9, 10 & 12 November 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 8, 9, 10 & 12 November 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 leadership team conducts regular school visits to communicate with the staff and grasp the development progress of the school with a view to supporting the school's sustainable development. The management is dedicated to provide appropriate education and caring services for children by leading the teaching team to implement work related to curriculum and support for children in a proper manner. With well-defined authorities and responsibilities for staff, the management suitably assigns teachers to take charge of different administrative tasks according to their expertise and development needs so that they can give full play to their strengths. Sufficient support and clear working guidelines are also available for the staff to understand the requirements of various work. In the meantime, the school devises training plans with specific objectives in light of the school context and teachers' needs. It also encourages staff to pursue further study and provides opportunities for them to share what they have acquired so as to promote professional exchange. The management leads the staff members with candid and open attitude. It invites them to express their views on school's work in different aspects in order to enhance communication among themselves, which is conducive for the team to building consensus and handling daily affairs flexibly, leading to the smooth operation of work. The team members work together to facilitate the school's development.
- 1.2 The school's self-evaluation (SSE) mechanism is solid and stable. The team often reviews the effectiveness of different tasks and embeds the SSE culture into its daily practice. By making reference to the views of different stakeholders, the management leads the team to review the effectiveness of different aspects of work comprehensively. They devise the development plan together by taking into account the school's context and development needs. The school has set enhancing teaching through play and refining music activities as its major concerns in recent two years. It focused on strengthening teachers' skills in designing corner games and music activities in the last school year, whereas it puts emphasis on making corner activities more interesting to nurture children's active learning attitudes and

infusing positive elements into music activities in this school year. The school formulates the plan from the perspectives of curriculum, teachers' professionalism and parent work, and implements it at an appropriate pace. The effectiveness of the plan has been observed preliminarily.

- 1.3 The school cares about children and gives individual guidance in view of their needs. A clear identification and referral mechanism is established to render appropriate support to children in need. The school cares for the adaptation of the newly admitted children. Teachers keep a close eye on children's emotional needs and provide support to them whenever necessary. They also discuss with parents the ways to help children integrate into school life as soon as possible. Regarding the transition from kindergarten to primary school, the school not only provides information to parents but also arranges proper transition activities for K3 children to understand the learning mode and daily schedule of primary school, thereby helping children get psychologically and emotionally prepared, which is conducive to the smooth transition to the primary school life.
- 1.4 The school sets up diversified communication channels to keep close liaison with parents. Parent-related work is implemented strategically. Apart from organising parent groups, seminars, workshops for parents to enhance their parenting competence, the school also strengthens parents' understanding of the school's mission, curriculum and annual development focuses through meetings with parents and focused lesson observation for parents. Parents recognise the school's rationale in nurturing children and enthusiastically support the school activities such as participating in parent's voluntary work of the school and engaging in parent-child activities with children at home. Parents and the school work together to nurture children and help them grow healthily and happily.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design an integrated curriculum using themes. The curriculum is comprehensive and appropriate, which covers all learning areas. Taking into consideration the developmental needs and abilities of children at different ages alongside their life experiences, teachers develop their school-based curriculum so as to reduce the reliance on teaching packages gradually. The school's daily schedule is properly arranged so that children have time to engage in music, physical, art and free choices activities every day, facilitating their balanced development. Diversified learning modes are

provided for children, including whole class, small group and individual activities, which help cater for the learning needs of children. However, some of the K3 homework in the second school term is relatively difficult and is not able to meet children's abilities and developmental needs. The school should review and revise it accordingly.

- 2.2 The school has a sound mechanism for curriculum coordination and monitoring. The management grasps the effectiveness of curriculum implementation through regular meetings, lesson observation and scrutiny of curriculum documents. It also conducts collaborative lesson planning with teachers to discuss the learning content of themes, as well as the activities and teaching tools of each interest corner. They design learning activities which are related to children's prior experiences, interests and abilities. Peer lesson observations are arranged and focuses of observation are set to facilitate teachers' learning and discussion with one another, with a view to enhancing their professional capacity. The SSE rationale has been embedded in teachers' daily teaching. They observe children's performance to review the teaching effectiveness and analyse children's developmental needs. Through regular meetings, teachers collate and follow up on suggestions for improvement to develop school-based curriculum in an ongoing manner.
- 2.3 The school devises the content of child learning experiences assessment in accordance with the curriculum objectives. Assessment criteria are clearly listed for teachers to assess children's performance in an objective way. Teachers record children's learning through continuous observation. They analyse children's performance in each school term to summarise their development at different stages. Learning portfolios are developed for children to properly keep their assessment information and work. Meanwhile, parents are invited to record their children's situation at home so that teachers can grasp children's learning and development in a more comprehensive manner by consolidating their performance in school and at home, thereby providing appropriate feedback.
- 2.4 The school has proactively designed different types of corner activities in recent years. Teachers work together to plan fun-filled learning activities and provide diversified materials to stimulate children's interest. Based on the development in recent years, the school regards nurturing children's active learning attitudes as its major concern in this school year. Classroom areas are divided into different learning zones and activities are designed based on themes. As such, children are provided with opportunities to choose different activities every day according to their

own interests and abilities. A variety of materials are placed in each learning zone and some activity designs even encourage children to explore through multiple senses. As observed, children like exploring the properties of materials and try to use different materials to make creation. They cooperate with peers to build models and engage themselves in acting different roles in the role-play corner. Overall speaking, the activities not just stimulate children's learning interest but also help nurture children's active learning attitudes.

- 2.5 The school considers its major concerns in this school year as strengthening teachers' skills in conducting music activities, enhancing children's interest in music activities as well as infusing positive education such as being courteous and willingness to share. Teachers engage children in learning activities through story context. They encourage children to use limb movements to express the content of songs during music activities. Children pat their bodies or mimic animals' movement along with the melodies, engaging in music activities in the form of play. As observed, the teaching schedule is fast-paced and the activity arrangement is structured. Children enjoy the learning activities and learn with their peers together. The initial impact of the plan has been seen.
- 2.6 Teachers are approachable. They care for and respect children. Teachers provide opportunities for children with different abilities to express their thoughts and feelings while accepting their views. They clearly understand children's developmental and learning needs so they adopt suitable approaches such as visual cues and individual guidance to cater for children's diversity. Teachers encourage children to discover the relations between things and phenomena in nature and everyday life through observation and exploration. Teachers possess good questioning skills. They pose appropriate questions to guide children to think and respond. When children are engaging in free choice activities, teachers observe their performance carefully and make appropriate intervention and offer assistance when necessary. They play with children together to facilitate their learning. After play, teachers guide children to share their experiences and feelings, helping them conclude the experiences and consolidate what they have learnt.
- 2.7 Children are polite and obedient. They are attentive to listen to teachers' words, keen to respond to questions, and willing to express their own views and feelings. Children are curious and like exploring the surroundings. They get along well with peers and share materials and toys with one another, or engage in cooperative activities, displaying good affective and social development. Children are able to

put on and take off their shoes by themselves. They tidy up things and put back teaching tools and toys to proper places after activities, showing their good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school upholds its education mission to create a joyful school environment for children. With a mature SSE mechanism, the school makes effective use of assessment information to devise work plan that can meet the development of the school and children. The school keeps promoting the development of school-based curriculum. It sets the learning themes in relation to real-life and designs fun-filled games to stimulate children's learning interest, and nurture their active learning attitudes, laying a solid foundation for children to learn. However, the school should review the homework for K3 children and delete those inappropriate parts so as to address their abilities and developmental needs.