

School No.: 566403

Quality Review Report (Translated Version)

**The Church of Christ in China
Fuk Yau Kindergarten**

**No 14-17, Shek Tsui House, Shek Wai Kok Estate, Tsuen Wan,
New Territories**

3, 4 & 10 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: 3, 4 & 10 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 has a clear organisation structure. The management has served the school for years and is familiar with the school operation. It is able to give teachers concrete and appropriate suggestions and support with regard to administrative, learning and teaching work. In view of comparatively more new teaching staff this school year, the school regards the enhancement of sense of belonging and team spirit as the major concern of this school year. The school arranges school-based training to help teachers understand the teaching requirements. It also implements peer lesson observation to encourage teachers to share teaching experience among themselves so as to facilitate professional growth. The teaching team strives to put what they have learnt into practice, promoting school development with concerted efforts.
- 1.2 The school has developed an effective school self-evaluation mechanism. The team uses various information to review the annual work and then suggests development direction to the management through collective discussion, thereby devising annual development focuses together. To tie in with the trends of kindergarten development and the needs of children, and build on the experience of children's learning through play from last year, the school identifies strengthening the elements of free exploration in activities to enhance children's learning effectiveness as the major concern of this year. The school also strives to facilitate children's language development. It adopts different strategies to promote reading and regards this as another major concern of this school year. The school is able to set a clear development direction for the work plan according to children's needs. It reviews the work plan and takes follow-up actions in light of children's performance. The development work is implemented in a progressive manner. The effectiveness has been observed.
- 1.3 The school follows up the recommendations of the previous Quality Review to boost home-school cooperation actively. It collects parents' opinions through different channels and organises seminars and workshops for parents regularly, so that parents

can understand the school's curriculum and effective parenting strategies. The school invites parents to be volunteers to deepen their understanding of their children's learning through participating in the activities. The school caters for the diverse needs of children. It puts in place a clear identification and referral mechanism. It maintains liaison with parents in a bid to let children receive appropriate support or referral service. With concerted efforts, parents and the school are able to nurture children's healthy growth collaboratively.

2. Learning and Teaching

- 2.1 The school makes reference to the information of teaching packages and devises an integrated curriculum with themes. The curriculum is comprehensive, which covers all learning areas and caters for the cultivation of children's positive attitude, development of skills and learning of knowledge. Teachers design teaching content in accordance with the needs of school context and children's development. Children are arranged for visits and experiential activities in relation to themes to help them enrich their knowledge. The school arranges children to learn in individual, small group and whole-class modes every day. Yet, the current daily schedule is not able to provide children with adequate time to engage in music and physical activities. K3 children do not have sufficient free choice activity time during kindergarten-primary transition activities. The school must improve such arrangements to ensure that children have a balanced activity schedule to facilitate their physical and psychological development. Besides, the school arranged K3 children to complete specific tasks in the kindergarten-primary transition activities last year in order to assess children's performance, and informed parents to do revision with their children. Such arrangements do not suit children at kindergarten stage. The school has stated clearly that the aforementioned activities will not be conducted again.
- 2.2 The school is able to set assessment items corresponding to the learning objectives. It assesses children's development in different aspects through continuous observation and record-keeping. Teachers write observation record for children and analyse their performance. At the end of the school term, the school uses quantitative information to summarise children's performance. However, teachers' comments on children in the existing summative assessment are not able to fully reflect children's development. The school should revise the content of summative assessment so that parents can gain a concrete understanding of their children's

development in different aspects. The school develops learning portfolios for children. Teachers meet with parents regularly to let them know about their children's learning and development. The school uses the assessment results to conduct analysis and regards it as the reference for reviewing teaching strategies and adjusting the curriculum, with a view to devising teaching content which better meets children's needs and abilities.

- 2.3 The school has put in place a curriculum coordination and monitoring mechanism. It sets up a curriculum team to review the curriculum outline and ensure that the learning content of each grade level is inter-connected. Teachers discuss teaching content and different activity arrangements through collaborative lesson planning meeting. Every day after school, teachers conduct reflection on the teaching objectives in light of children's performance and teaching arrangements, and then adjust teaching content and strategies accordingly. Teachers examine the implementation of curriculum through thematic reflection and curriculum review every school term and raise suggestions for the reference of activity design in the upcoming year. The team has made teaching reflection a regular practice. They are able to give concrete and feasible suggestions for improvement according to children's learning performance. The school also arranges peer lesson observation for teachers to share teaching experience, which is conducive to enhancing their teaching skills.
- 2.4 Having regard to the curriculum development trends, the school has set strengthening the elements of free exploration in activities as the major concern these two years to enhance children's learning effectiveness. The school capitalises on external resources and strengthens teacher training to implement the work plan in a gradual manner. The school forms a core group to coordinate and lead teachers to discuss activity design and revise daily schedule to increase self-initiated exploration opportunities for children. Diversified interest corners are set up in the classroom to arouse children's learning interest. Children like observing and doing simple experiments in the exploration corner, or engaging in constructive activities with peers, or designing ways of playing on their own. Teachers grasp the design concepts and the skills of conducting play. They accumulate relevant implementation experience and keep making reflection and adjusting the arrangement during the implementation of activities. The school used to open the classrooms in the afternoon for children to explore freely in play under the mixed-age mode. Yet, the plan has been suspended temporarily due to the pandemic. The

team may continue to explore how to put the relevant design in practice in different learning activities through internal professional sharing, so as to facilitate children's effective learning.

- 2.5 The school understands and attaches great importance to children's language development. It strives to enhance children's language abilities and regards this as another major concern this school year. The school understands children's language development progress by observing children's performance and analysing the assessment information. It also clarifies the learning focuses and objectives of each grade level through reviewing the content of the area of language in the curriculum. The school launches parent-child reading programme to encourage parents to read with their children, in order to enhance children's interest in reading. There are interesting language games in the classroom for children to manipulate. From observation, a reading atmosphere is created around the school. Theme-related books are displayed in the reading corner, with sufficient supply and of good quality. Children take the lead to read in the reading corner and show peers the pictures in the books, sharing with each other. Children love listening to teachers' storytelling. They also participate in interactive games, chatting and laughing with each other. The atmosphere is relaxing and pleasant. The effectiveness of the work plan has been observed.
- 2.6 Teachers look after children conscientiously. They understand and cater for children's diverse learning and emotional needs, and are able to intervene and guide children in a timely manner. Teachers collaborate closely and cooperate with each other. Teachers interpret stories in a lively way and interact with children through questioning and participating in their play, hence encouraging children to express their feelings and thoughts. Teachers lead children to sing, perform rhythmic movements, and engage in music games, etc., to create a relaxing and pleasant atmosphere. They also invite children to unleash their creativity by creating lyrics for the melodies. The physical activities arranged by teachers are diversified, including skill training and group games. Children are free to choose cycling or climbing, etc., and are encouraged to try different activities. However, some activities are rather sedentary and children have insufficient opportunities to do gross motor exercises. Teachers may improve the activity design so as to train children's physique.
- 2.7 The school decorates classrooms in line with the learning themes. Teachers set up fun-filled learning activities in the classrooms. Children like role-playing with

peers or engaging in diversified fine motor training games. They also use different materials to do arts and crafts which show their imagination and innocence. Children are committed to all kinds of learning activities. They are happy to express their thoughts. They like playing and cooperating with each other. Children are able to take the initiative or cooperate with peers to tidy up the activity materials. They sort and put things back, demonstrating good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school team has a positive attitude with team members pulling efforts together to implement the school's development work. As the teaching team becomes stable, the school may continue to strengthen the curriculum coordination and monitoring work, review and revise the curriculum content in a timely manner. With the sharing and collaboration among teachers, the team's professional energy is pulled together to enhance the effectiveness of learning and teaching.
- 3.2 The school has improved the daily schedule arrangement to increase free choice activity time. Yet, it should still ensure that children have sufficient opportunities to participate in music and physical activities. During the period of kindergarten-primary transition activities, the school should provide adequate free choice time for children to cater for their growth needs. The school is able to use children's assessment information to inform learning and teaching work. However, it has to improve the content of summative assessment, so as to fully reflect children's development.