

School No.: 524026

Quality Review Report (Translated Version)

**Christian and Missionary Alliance Church
Verbena Kindergarten**

**Podium 1, Block 7, Verbena Heights, 8 Mau Tai Road, Tseung Kwan O,
New Territories**

18, 19, 20 & 22 October 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: 18, 19, 20 & 22 October 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 sponsoring body liaises with the school closely, cares about and supports the school's work. It provides the school with appropriate support and guidance in the aspects of administrative management, curriculum development, etc. The management's authorities and responsibilities are well defined. Members of the management discharge their own duties properly. They listen to and consider teachers' views with an open attitude, performing the roles of administrative management and professional leadership actively, so as to ensure smooth school operation. Teachers understand and recognise the school's education rationale and development direction. The teaching team members unite together in pursuit of a common goal. The school strives for excellence in teaching and caring services through organising teachers' professional sharing and training activities, which help promote sustainable school development.
- 1.2 The school has followed up the recommendations of the previous Quality Review to improve its learning and teaching, and inform its curriculum design by referring to the formative assessment information. The school applies the school self-evaluation (SSE) in its routine work. It collects evidence and conducts analysis from quantitative and qualitative assessment information respectively, in order to reflect on the effectiveness of the work from multiple perspectives. With reference to the review results, it devises follow-up work which meets children's developmental needs. The school has regarded the development of children's positive values and healthy physique as the major concerns in recent years. The work plans take into consideration of children's developmental needs. The management properly introduces external professional support. Meanwhile, it leads teachers to formulate appropriate task objectives and implements the work plans with them collaboratively. Overall speaking, the school is able to deploy its planning from different aspects. It is also able to assess the effectiveness of the work plans by making reference to children's performance, and then plan the targets

for the next stage. By means of SSE, the school facilitates its continuous development in a pragmatic manner.

- 1.3 The school caters for children's diverse needs. It not only achieves early identifications, but also makes good use of external resources to provide support for children. The school provides appropriate individual guidance according to children's needs, so that children can grow with great care and under supervision. The school values home-school collaboration and keeps good partnership with parents from time to time. The school organises diversified parent education activities, such as parent groups, lesson observation at school and fun-filled parent-child activities. The topics of the activities include parent-child communication and moral education, which address the needs of parents. It facilitates parents' understanding of the growth of their children and the school's development. Parents recognise and support the school. They participate actively in the work of home-school collaboration and have become important partners of the school.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design an integrated curriculum using themes. The school curriculum is comprehensive which covers all learning areas, helping children cultivate positive values and attitudes, and acquire skills and knowledge. The school attaches importance to children's moral development. It encourages children to care about others and be grateful to everything, and develop good behaviour in daily life. Children have adequate opportunities to participate in music, physical, art and free choice activities every day, which is conducive to in facilitating their balanced development. The school reduces the amount of homework which requires copying words and designs interesting parent-child tasks to extend children's learning. It develops in the right direction. However, some pieces of homework, which are beyond children's ability, are still found in the second term of K3. Such kind of homework must be cancelled.
- 2.2 The school has established a mechanism for curriculum coordination, monitoring and review. The management leads teachers to design curriculum outlines and learning activities. It monitors the curriculum implementation through attending meetings and scrutinising teaching documents. Teachers conduct collaborative lesson planning, discuss and implement teaching designs. Teachers reflect on activity designs and teaching effectiveness timely. The school has developed a peer lesson

observation mechanism for teachers to observe and share with each other, so as to improve their teaching skills. According to the annual major concerns and teachers' needs, the management observes lessons and gives concrete suggestions for teachers' improvement. It is conducive to enhancing teachers' professional competence.

- 2.3 The school adopts continuous observation as the assessment mode to understand children's development from different perspectives. Moreover, the school develops learning portfolios for children keeping materials like assessment information and self-selected work to record their learning. Assessment items of children's learning experiences for each grade level align with the learning objectives, which are comprehensive and covers all learning areas. Teachers assess children's learning performance continuously and share with parents their learning progress timely. At the end of the school year, teachers summarise children's development in different areas at different stages to deepen parents' understanding of their children's learning and growth. Besides, the school analyses children's assessment information to inform curriculum planning. With the consolidated information on children performance, teachers understand their different development and plan support strategies for them carefully. It adopts appropriate methods such as homework adjustment and peer collaboration to cater for children's individual needs.
- 2.4 The school utilises the campus space with good planning. The school environment is neat and comfortable. There are sufficient teaching resources to support the curriculum implementation. Teachers design manipulative interest corners making reference to the learning themes, in order to motivate children's self-directed exploration and let them learn interactively in such environment, hence actively implementing the curriculum rationale of learning through play. The design of games meets children's interests and abilities. Children can do simple experiments such as observing and comparing the rolling of large and small wheels, or manipulating musical instruments and striking beats with peers to explore different sounds. As observed, children are familiar with the procedure of entering interest corners. They choose activities according to their interests and like playing cooperative games with peers, showing the spirit of active learning.
- 2.5 The school has arranged different training for teachers in the past two years. It strengthens teachers' skills of designing and conducting physical activities to help children train their physique and make exercise a habit. Teachers practise what they have learnt from training to design diversified physical activities with specific goals. They also infuse physical skills into circuit games to provide children with adequate

amount of exercise. The school has a spacious outdoor playing area where teachers can design various gross motor activities to let children relax their bodies and minds. Children are interested in the activities and devoted to participate in different gross motor activities. Teachers give clear explanation and demonstration. They adjust the level of difficulty in view of children's performance. They guide children who have not yet mastered the skills so patiently that children are able to achieve the expected learning objectives in a step-by-step manner.

- 2.6 The school has regarded the cultivation of children's positive values as a major concern in recent years. It makes good use of the resources to organise relevant storytelling, role-playing and life sharing activities for children to learn positive messages such as friendliness, mutual help, optimism, etc. Teachers are able to apply what they have learnt in training with scenarios and verbal demonstration to guide children to share their feelings, and nurture their positive attitudes to appreciate and encourage each other. As observed, teachers often praise children. Children get along in harmony. There are encouraging words and commendations everywhere in the campus. The learning atmosphere is positive and joyful. The work plan has achieved the expected results.
- 2.7 Teachers are well prepared for their teaching. They flexibly use stories, teaching aids and pictures to arouse children's learning motivation and interests. Teachers design interesting activities for children to imagine and feel the changes in melodies, the learning atmosphere is relaxing and pleasant. Children have great fun in the activities. Teachers carefully observe children's participation in the activities and provide timely guidance. The teacher-child interaction is good. Teachers respect children by listening to their thoughts and opinions carefully. Yet, teachers can ask follow-up questions or direct the questions to other children, so as to guide them to think further or facilitate interaction among them.
- 2.8 Children like going to school. They enjoy the fun of free choice activities and are engaged in the activities. They share toys with peers and get along in harmony, showing self-discipline and compliance with rules. As observed, children are eager to speak up, they are happy and confident to express their thoughts, demonstrating good language comprehension and expression abilities. They also use complimentary words to show appreciation to each other. At the end of activities, children take the initiative to clean up the materials after use and they are able to tidy their clothes by themselves after going to toilet, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

Under the loving and caring school atmosphere, children explore their surroundings, develop self-initiated learning and grow happily through play. The management could continue to lead teachers to share their teaching practices and successful experience through professional exchange activities, so as to enhance the teaching effectiveness continuously. Moreover, the management should take into account the school-based needs and children's performance to review the school's curriculum design and cancel the inappropriate homework in K3 class, with a view to fostering children's healthy and happy growth with concerted efforts.