

School No.: 565865

Quality Review Report (Translated Version)

**Christian & Missionary Alliance
Lei Tung Nursery School**

**102-112 G/F, Tung Hing House, Lei Tung Estate,
Ap Lei Chau, Hong Kong**

4, 5 & 7 January 2022

**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: 4, 5 & 7 January 2022

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 cares about the school's development. It shares the development direction of the education sector with the staff during meetings to facilitate the team to advance with the times. The school supervisor and managers pay regular visits to the school to monitor its work in different aspects and understand its needs with a view to rendering support. The management is familiar with the school's operation and attaches importance to the communication with the staff. It assigns work according to teachers' experiences and strengths to let them demonstrate their competencies. Clear working guidelines are set out for the staff to fully grasp the requirements of different tasks. The team members discharge their respective duties properly. They possess not only a strong sense of belonging to the school, but also a great passion for teaching. They cooperate with one another to promote school development with collective efforts.
- 1.2 The school has followed up the recommendations of the previous Quality Review to improve the content of assessment items related to the learning area of Arts and Creativity so that it can reflect children's development in a more comprehensive manner. The school's self-evaluation (SSE) mechanism is established. The management and teachers review different areas of work timely and devise the future development focuses. The school has regarded promoting children to learn through play as its major concern in recent years. It has taken forward the work through different strategies such as teacher training, environment set-up and refinement of daily schedule. Due to the impact of COVID-19 pandemic in the last school year, the school flexibly adjusted the deployment of the plan by promoting children to play at home as the objective. In this school year, the school emphasises promoting children's interaction during play as the focus. It arranges children to play in a mixed-aged mode in order to provide more opportunities for children of different age groups to communicate and collaborate with one another. The school has also considered enhancing children's artistic sense and interest in participating in music

activities as the other major concern in recent years. It has deployed suitable strategies from the aspects of curriculum design and promotion of teachers' professional exchange. The work is being implemented in a step-by-step manner.

- 1.3 The school caters for children's diverse needs. A clear mechanism is put in place to identify and refer children with special needs. Teachers collaborate closely with professionals to discuss the follow-ups for individual child so that children can receive proper support. The school keeps liaison with parents through a variety of channels to inform parents of different backgrounds about the school's development direction and their children's performance in school. It also organises seminars and activity groups for parents to understand the developmental needs of children in different age groups, which is conducive to enhancing their parenting skills. The parent-teacher association has been established for years. It conveys parents' views to school through regular meetings. It also assists the school in organising large-scale activities. It serves as a bridge of communication between parents and the school to enhance home-school connection in an effective manner.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and the curriculum outlines of the sponsoring body, the school draws up school-based curriculum which covers all learning areas. Teachers design the learning content according to children's abilities and interests. They guide children to look into real-life topics through project learning in order to promote their active exploratory spirit. The school also puts emphasis on moral education. It cultivates children to care, thank and cherish the people around them as well as what they have through award schemes, religious activities and life education. As for the daily schedule, the school provides children with adequate time to engage in music, physical and art activities every day while also giving them sufficient opportunities to play and take part in free choice activities, allowing children to have balanced learning experiences every day. As the school has reviewed that some learning content in the previous primary one adaptation activities is too difficult, it removes the inappropriate content in this school year to ensure that the learning content can cater for the developmental needs of children.
- 2.2 A mechanism for curriculum management is developed. Teachers set up clear objectives and work out the design and arrangement details when planning different

kinds of activities. The management understands the implementation of curriculum through conducting routine classroom walkthroughs and attending meetings. It also gives timely suggestions to teachers to ensure that the curriculum is carried out smoothly. Teachers reflect on their teaching on a regular basis. They use the degree of achievement of the learning goals and children's performance to form the basis for evaluating the effectiveness of activities. Building on this foundation, the school is advised to record the key points from the reflections after each project learning and at the end of the school term. The records can then serve as a reference when evaluating and planning the curriculum in the future so as to further enhance the effectiveness of curriculum management.

- 2.3 The school is dedicated to promote children to learn through play in recent years. Teachers work together to plan activities and conduct timely review on the activity effectiveness. They refine the implementation strategies with a view to helping children engage in play both in the school and at home, enjoying the fun of play. As children were not able to return to school to join face-to-face classes during pandemic, teachers were thoughtful to produce a series of teaching video clips to guide parents to make good use of daily household items in designing play with children together, thereby enhancing children's creativity as well as parent-child relationship. After the resumption of face-to-face classes, the school uses the lobby and classroom spaces for K3 and K2 children to participate in mixed-age play every day. Children can walk around the lobby and two classrooms to take part in different kinds of corner activities which are filled with exploratory elements, or they can use the physical equipment and environmental-friendly materials to create new play. K1 children can also play in different learning corners in the classroom according to their preferences and abilities. They can explore the ways of playing different materials or engage in construction activities. As observed, children enjoy participating in play and free choice activities. They design their own ways of play, showing their unlimited creativity during the process. Many children communicate and collaborate with their peers to solve problems proactively during play. The major concern has achieved positive results.
- 2.4 The school puts much effort in fostering children's all-round development. It has regarded improving the content and activity design in the learning area of Arts and Creativity as its major concern in recent years. In the last school year, the school enabled children to have an initial understanding of some famous works of artists and do relevant creation through different art themes. Children are devoted to art

activities such as designing blue and white porcelain patterns and doing Chinese ink painting. The works manifest children's creativity and aesthetic sense. The school makes optimum use of classroom spaces to display the works of famous painters and those of children to attract children to appreciate from time to time, filling the campus with an atmosphere of art appreciation. In this school year, the school considers enhancing children's interest in music activities as its major concern. Teachers apply what they have learnt from training to infuse more music elements in activities. Apart from inviting children to sing, teachers also let them make body movements according to the tempo and dynamics of music or clap their hands with the beat, thereby enhancing their musicality. Children enjoy music activities in general. They move their bodies along with the rhythm of songs and feel the melodies.

- 2.5 The school develops learning portfolios for children to keep various kinds of assessment information in a systematic manner. Teachers continuously observe children to assess and record their performance in different learning areas. Teachers also write brief notes next to children's work about children's thoughts or sharing towards their work. Meanwhile, teachers analyse children's development using the information of their performance in different activities. The school summarises children's development in different stages regularly for parent to understand children's learning and growth. It also uses the assessment information to follow up the learning and developmental needs of individual child and form the basis for informing the curriculum.
- 2.6 The school uses the campus space flexibly and arranges timetables with careful thoughts for each class to engage in physical or music activities at the lobby. During the change of activities, teachers and janitor staff make use of the time when children are doing warm-up exercise to place the activity materials and equipment swiftly, thereby reducing the time for change of venue and waiting. As such, children can have ample time to participate in music and physical activities. Teachers design the environmental set-up of classrooms meticulously. A great variety of corner activities is available which not merely facilitates children to discover through exploration and construct knowledge, but also provides an opportunity for them to communicate and collaborate with peers. Children pretend to be waiters and customers at restaurants in the thematic corner, or use big paintbrushes to scribble freely in the art and craft corner. They can also do interesting experiments to explore magnetism and weight-bearing capacity of different materials in the

exploratory corner. In alignment with the Chinese New Year theme, teachers set up the classrooms with spring couplets and Chinese New Year decorations. They also add activities such as pretending to sell sugar-coated haws, appreciating shadow shows and trying to play traditional Chinese toys, creating a vibrant atmosphere of traditional Chinese festival in classrooms.

- 2.7 Teachers are amiable and patient. They offer individual guidance and support according to children's different needs in a timely manner. Teacher in general can make effective use of questioning skills to guide children to think and encourage them to discover different phenomena through observation and exploration, thereby constructing knowledge. Teachers develop tacit understanding among themselves and complement each other. They skilfully use facial expressions and intonations to create an atmosphere to draw children's attention. Teachers always encourage children to make attempts and provide opportunities for them to conclude their experiences as well as sharing their own thoughts and feelings. Children are confident and willing to cooperate with others. They are happy to express their views. Children are obedient, polite and responsible. They take initiative to tidy up things and clean the venues after activities. Children enjoy school life very much. They are enthusiastic to take part in different learning activities and classrooms are always filled with laughter.

3. Recommendations for Enhancing Self-improvement of School

The school has established a positive and proactive team. Teachers are conscientious in teaching work. They communicate with each other and devise the school's annual major concern through the SSE mechanism. The school may work with teachers together during meetings to formulate and evaluate different tasks. They may draw up success criteria corresponding to task objectives so as to evaluate the effectiveness of major concerns in a more effective manner, thereby formulating the plan of school development for the next stage. The school should also improve its filing system to keep record of their routine reflection and review results in a timely manner for future follow-up.