

**School No.: 565571**

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

**ELCHK Grace Nursery School**

**G/F, Fung Yat Social Service Complex, 364 Kwai Shing Circuit,  
Kwai Chung, New Territories**

**20, 21 & 23 June 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: 20, 21 & 23 June 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 school sponsoring body cares about and understands the operation of the school. It provides support and guidance in administration and curriculum development, etc., so as to assist the school in formulating development policies. The school keeps liaison with affiliated schools under the same sponsoring body. The management of each school shares administrative experience through meetings regularly, and jointly organises professional development activities for management and teachers to promote mutual exchanges among the schools, thereby enhancing the professional competence of the team. The management is open-minded and values communication with the team. Through regular meetings and interviews, it understands and cares about the needs of the staff. It assigns teachers with different tasks in light of their will and experience to exploit their potential, lets them cooperate with each other for implementing school work of various aspects and promoting the school's sustainable development together.
- 1.2 The school has established a habit of school self-evaluation which is practised in its daily work. The school has actively followed up on the recommendations of the previous Quality Review. In recent years, the school has made good use of school space and improved the environment setting to strengthen children's interaction with the environment so as to promote active learning of children. The management leads all teachers to systematically collect different stakeholders' views and reviews the current situation of the school's development. In response to the needs of children, the major concerns of this school year are to strengthen children's connection with nature and enhance their interest in reading. The development plan is well targeted and takes into account the needs of various stakeholders. The school has deployed appropriate strategies from multiple perspectives through teacher training, curriculum planning and parent collaboration. The teaching team works together to adapt the curriculum design, review and follow up on it in a timely manner, so that the expected effectiveness of the plan can be achieved and the development of learning and teaching can be facilitated.

- 1.3 The school caters for children's diversity and there is a mechanism to identify children's needs. The school brings in appropriate external resources to help children receive suitable support in time. It understands the importance of home-school communication and maintains close contact with parents through various channels to keep them informed of their children's school life. It also strengthens home-school liaison through a variety of parent activities, such as parent interest classes, parent-child outings and festive celebrations. In addition, the school organises regular parenting seminars to help parents understand parenting methods.

## **2. Learning and Teaching**

- 2.1 In light of children's interests and experiences, the school makes reference to the teaching packages and selects stories that suit children's abilities. It devises an integrated thematic curriculum which is comprehensive and balanced. The learning content of the curriculum is close to everyday life and it takes into account the development of children in terms of attitudes, skills and knowledge. In this school year, the school's major concern is to strengthen children's connection with nature. The school has taken great care in greening the school by setting up the planting and feeding areas in different parts of the school campus to incorporate nature elements into children's lives. Children treat plants and animals on campus as friends and observe the changes in them carefully. Children also take care of plants and animals by themselves and show curiosity about things around them. In addition, teachers made good use of plants and animals to design experiential activities for children, such as leading them to harvest the fruits of planting to make snacks, guiding them to observe the hatching process of butterflies to enrich children's life experience.
- 2.2 With respect to the daily schedule, the school provides children with sufficient opportunities to take part in music, physical, art and free choice activities every day to facilitate their balanced development. The school also places emphasis on facilitating children's moral development. In recent years, it has arranged external training for teachers and has launched a trial-run in K3 class by designing different activities to guide children to express their emotions properly and care about people and things around them, so as to build up good character in daily life. In this school year, the school has created new interest corners to provide children at all grade levels with a quiet environment for expressing their feelings.
- 2.3 Another major concern of the school year is enhancing children's interest in reading to stimulate their motivation to learn. The school has made good use of the grant

to purchase books on a variety of topics and placed them in the relevant learning areas to facilitate children to read during free choice activities. Children can read according to their own needs for enriching their knowledge, inspiring creativity and building up learning habit through reading. The school also tries to use books that children are interested in as the skeleton of each theme and designs activities in different learning areas to engage them in learning. In addition, the school has incorporated reading aloud activities and regular whole-school reading days to increase children's opportunities to read and develop their reading interest. As observed, children read actively and were interested in different reading materials. The school has gradually created a reading atmosphere through a variety of reading strategies.

- 2.4 In recent years, the school has made great efforts to enhance the effectiveness of the free choice activities by planning the use of the campus all over again and making good use of different indoor and outdoor areas to set up various activities flexibly. It has deliberately arranged children of neighbouring grade levels to share materials and areas at the same time, effectively increasing the space for children to play. Teachers set up interest corners on a theme basis and provide children with a wide variety of materials so that they can play with peers of different grade levels and abilities at their own interest and pace of learning. As observed, children engaged in various activities in interest corners. They concentrated on creating with rich art materials as well as invited peers to bring out a variety of materials to construct and express their ideas and work together. They also enjoyed playing different roles in the imaginative play corner and creating their own board games on the carpet with peers. The school's interest corner activities are interesting and accompanied by soft background music, which attracts children to play, explore and imagine. The atmosphere is pleasant. Children learn through play and are full of laughter. During the activities, teachers mostly observe children and some of them participate in children's play to understand how children are doing. At the end of the activities, teachers invite children to share what they have just played, which help children conceptualise their learning experience. The management is advised to strengthen teachers' skills in giving feedback to children, guiding children to think deepen and extend their learning.
- 2.5 In line with the learning objectives of the curriculum, the school adopts the continuous observation approach by collecting children's works and writing activity summaries to demonstrate to parents their children's performance in selected

learning areas. The school must systematically develop a continuous assessment mechanism to ensure that parents are kept informed of their children's comprehensive progress in development on a regular basis. At the end of the school terms, teachers use the assessment forms to summarise children's performance in all aspects with reference to their continuous observation records, and compile children's works, activity observation records, etc. to produce learning portfolios for children and report to parents on children's developmental stages. The management should lead teachers in collating and analysing assessment data to support the individual needs of children and to review overall learning effectiveness in order to provide feedback on the curriculum planning.

- 2.6 The school has a curriculum management mechanism whereby the management leads teachers in developing the curriculum outline and setting of the environment at each grade level through attending meetings, scrutinising curriculum documents, conducting classroom walkthroughs and so forth. The management understands the curriculum implementation and provides suitable feedback and guidance to teachers. Teachers regularly record children's performance and reflect on their teaching arrangements. The management is required to guide the team to focus on the teaching objectives and children's performance to review the effectiveness of teaching and improve the curriculum in due course.
- 2.7 Teachers are gentle, amiable and care for children. They give children commendation in a timely manner and build a good relationship with them. Teachers use pictures, toys, etc., as teaching aids to stimulate children's learning interest. Teachers communicate effectively with children. Children follow teacher's instructions and children's interests are respected. Children are given opportunities to express their thoughts and space to think, and they try out with their own ideas. However, the management still needs to strengthen teachers' ability to observe the individual needs of the children and their skills in providing timely support to children in order to cater for children's diversity effectively. While conducting music activities, teachers can generally follow the pre-determined teaching procedures of singing and playing musical instruments, it is necessary to increase the chances for children to appreciate and feel the music, and to facilitate children's imagination, expression of emotions and thoughts through music activities.
- 2.8 Children enjoy going to school. They are interested in learning and willing to participate in various activities. They observe activity rules and show self-

discipline. They cooperate with different peers and get along well with one another. Children treat others kindly and demonstrate good social skills. Children are lively and polite. They share with one another actively and are proficient in verbal expression. They show good self-care abilities by changing shoes and socks on their own before and after some activities, as well as taking their initiative in cleaning up learning materials.

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

The school pays close attention to children's learning and has been actively improving the effectiveness of curriculum design and the setting of learning environment in recent years. However, the school must develop a comprehensive and continuous assessment mechanism and records to ensure that parents understand the developmental progress of their children in all aspects, and to use the information of child assessment to support children's needs and feedback on the curriculum planning. The management must also strengthen the guidance for teachers in giving feedback to children and designing music activities to continuously improve the effectiveness of learning and teaching. In addition, the school is recommended to tie in with its context and parents' needs to plan the parent education programmes systematically for helping parents acquire the knowledge and skills to nurture their children at different stages, facilitating children's growth through home-school cooperation.