

School No.: 325899

Quality Review Report (Translated Version)

Epworth Village Methodist Church Kindergarten

**1/F, 100 Chai Wan Road, Chai Wan, Hong Kong
(Including Child Care Centre)**

15, 16 & 18 November 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 15, 16 & 18 November 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 and understands the school's administration and planning through regular meetings. It makes concrete suggestions for promoting the school's continuous development. The management excels at people management and allocates work to teachers according to their expertise. The management empowers teachers in a proper manner to unleash their potential. With the appraisal system, the school helps teachers reflect on their work performance and identify their training needs. At the same time, it also maps out an annual training programme for teachers. The school makes optimal use of external resources and progressively formulates diversified training activities to foster teachers' professional development. The school also encourages teachers to apply their acquired knowledge in daily teaching and organises meetings for experience-sharing, thus building a learning team gradually.
- 1.2 The school has actively followed up on the recommendations of the previous Quality Review by revising the arrangement and content of mixed-age activities in the school. It has established the school self-evaluation (SSE) mechanism and embedded the cyclical SSE rationale in daily practices. The team comprehends the work progress in each area of the development plan through meetings. It also collects evidence from different channels and conducts reviews after analysing information, such as teachers' reflection and children's performance, and then sets a development focus for the next school year. In the last school year, the school has regarded enhancing children's reading interest and nurturing children's gratefulness as its major concerns, of which the objectives are explicit and specific. The school also adjusts the implementation strategies in view of the epidemic. The expected effectiveness of such related work had been achieved. Building on the good experiences of the previous school year, the school continues to enhance the related work and regards cultivating children's exploratory spirit as its development focus in this school year. The school plans the work strategies on the aspects of teacher training, curriculum design and home-school cooperation. Such deployment is appropriate and

conducive to the implementation of the plan.

- 1.3 The school accepts and cares for children with special needs. It puts effort into creating an inclusive campus atmosphere. An explicit identification and referral mechanism has been established. With the prudent use of external resources, the school supports children in need. Meanwhile, the school encourages parents of the newly admitted children to accompany their children participating in adaptation activities. Teachers continuously observe newly admitted children on their emotional status and distribute observation records to parents to keep them informed of their children's performance at school, so that teachers and parents can provide support and assistance aptly. With regard to the interface between kindergarten and primary education, the school invites parents of graduates to share primary school life and its learning mode with K3 children and their parents in the school. In addition, the school organises primary school visits and holds seminars regarding primary one admission. The school gets children mentally prepared for promoting to primary school, so as to facilitate their smooth transition to primary school life. The school values home-school cooperation and invites parents to join their parent-school group "Epworth's family paradise" every year to strategically pool parents' efforts together and tap expertise from them, thus helping the school implement activities such as organising parent-child picnic and volunteer work. In tandem, the school assists parents to form a network through which they can exchange childcare experience and help one another. Parents trust and support the school. A partnership has been developed between parents and the school. Parents cooperate with the school on nurturing children's healthy and happy growth.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and the teaching packages, the school designs its integrated curriculum with themes that is in conjunction with children's life experiences. The curriculum content is comprehensive and covers different learning areas. The school conducts project learning and arranges outdoor visits and festive activities for enriching children's learning experiences. The school holds Play Day on Fridays, during which teachers design various activities such as story sharing, imaginative play and physical activities for children to participate in pairs, thereby facilitating their interactive learning. As for the arrangement of cross-level and mixed-age play activities, they are conducive to children's learning of taking care of junior and cooperating with one

another. The school has a balanced daily schedule which provides children with sufficient time for engaging in music, physical, art and free choice activities each day, thereby promoting children's balanced development. However, some homework for K3 is rather difficult. The school should review the homework design and remove the inappropriate parts in order to suit children's developmental needs.

- 2.2 The school formulates an assessment policy for children's learning experiences. The assessment content aligns with the curriculum objectives. It also sets clear assessment criteria for teachers to conduct assessment objectively. The school develops learning portfolios for children to maintain observation records of children and the assessment information. Teachers distribute the relevant information to parents and meet with them on a regular basis, so as to keep them informed of their children's learning. Meanwhile, teachers invite parents to evaluate children's attitudes in daily life to help teachers grasp children's development from a different perspective. Yet, the results of the summative assessments, which is presented in the form of charts are derived from the average scores of children's performance on thematic assessments. It fails to demonstrate children's development at different stages accurately. The school is advised to review and revise accordingly, such that the actual development progress of children can be reflected.
- 2.3 The school has established a clear curriculum management mechanism. Through scrutinising curriculum documents and conducting classroom walkthroughs, the management grasps the implementation of curriculum and then provides suggestions to teachers to assist them in conducting class activities effectively. Teachers reflect on their teaching regularly and review the teaching arrangement in accordance with children's performance. They also adjust teaching strategies based on the review results. At the end of the school term, the management leads teachers to evaluate the curriculum and adjust the outline of teaching progress by referring to the information of children's assessment and teaching reflection, thereby improving teaching quality.
- 2.4 The school has regarded developing children's reading interest as its major concern last school year. It utilises external resources to purchase a variety of books and provide parent training on paired-reading skills. Parents are then invited to be parent storytellers and tell stories at school or participate in parent dramatic play, where stories are acted out as dramas for children's appreciation. All these enrich children's life experiences and make reading more interesting. In tandem, the school launches a parent-child reading award scheme to encourage children to

borrow books and promote parent-child reading. The reading corners in the classrooms are quiet and cosy, with a wide range of books displayed for children to read. Teachers even prepare audio files of the stories to help children comprehend the stories. During the free choice activities, children take the initiative to select books and read in the reading corner, thereby enjoying the fun of reading. After reading, K3 children share their favourite characters with peers, which is also conducive to enhancing children's oral language skills and social development.

2.5 The school has considered instilling in children a sense of gratitude as another major concern last school year. It shares positive news during morning assemblies and encourages children to share things to be grateful for. Children listen to the relevant stories during lessons. The school cultivates in children an attitude of gratitude as it designs different activities such as preparing and sending thank you cards, composing nursery rhymes to express appreciation and creating parent-child greeting cards. The school also prepares booklets and asks parents to contribute by making records about children's good behaviours. Parents and the school work together to facilitate children to treasure people and things around them in their daily lives with optimism. As observed, thank you cards are posted in the campus that is imbued with gratitude. Children actively express appreciation to peers who help them, showing that they care for and help one another and are enthusiastic about supporting others. Children are also willing to share toys with peers and be thankful for others. Additionally, the school attaches importance to children's understanding of Chinese culture. It shares stories on ritual and music with children during morning assemblies to introduce Chinese traditional virtue. Children experience the fun of folk games by participating in stilt-walking while catching a glimpse of the aesthetic in Chinese traditional art through ink-wash painting.

2.6 The school regards cultivating children's inquisitive spirit as its major concern this school year after review. The school joins the professional support programme to deepen teachers' understanding of designing exploratory activities. Nature and living corners are set up in the classrooms with magnifiers, magnetics and kaleidoscopes, etc., for children to manipulate and observe. There are plants in the corners, yet children seldom take the initiative to observe them. Pet fish and turtles are kept in the K3 classroom. Children take turns rearing and taking care of them and learn to protect small animals. The effectiveness of the scheme is yet to be seen. Teachers are required to plan the set-up of the nature and living corners based on the themes. They should offer manipulative materials and design exploratory plays that

are closely related to children's life experiences, thus guiding children to explore. In the meantime, the school is recommended to design exploratory activities that meet children's abilities and interests during Play Days, thereby children are given ample time for observing and verifying their ideas to extend their learning.

2.7 The school makes good use of the campus space by setting up toy walls and white board walls. Various teaching aids are available for children to manipulate. Children's work is also displayed appropriately for them to show appreciation to one another. Teachers furnish the art and craft corners with numerous materials such as wood slices, leaves and straws which facilitate children's creativity and inspiration. Teachers design the role-play corners meticulously and place abundant teaching aids that are related to the themes. Children are given opportunity to engage in imaginative plays at a vet hospital and hot-pot restaurant. Meanwhile, teachers prepare diverse board games in light of children's interests and needs, which motivate children to interact and cooperate with each other, thereby facilitating their social development.

2.8 Teachers are amiable and often commend children's positive behaviour. Books, mystery bags and picture cards are used to assist in teaching, so as to enhance children's motivation for learning. Teachers explain and instruct clearly. They encourage children to express and share their experiences through questioning, so as to promote their oral language skills. Teachers may summarise the learning content at the end of the activities in order to assist children in revisiting and consolidating their learning experience, extending children's learning. Teachers are able to cater for learner diversity when teaching and support learners with different needs through the strategies of using cue cards and offering individual guidance. Children are friendly and polite. They take the initiative to greet others. Children are engaged in music activities and rhythmic movement. They craft musical instruments from recycled materials for playing in order to experience the lively rhythm. Children also like joining physical activities. They are energetic and willing to run and jump, showing good body coordination. During free choice activities, children are able to engage in corner activities that meet their preference. They play with their peers and take the initiative to tidy up things and toys at the end of the activities, demonstrating good social development and self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

Under the leadership of the management, the team stays united to promote the school's

development with concerted effort. In view of the school-based needs and children's developmental needs, the school formulates the annual work plans with clear objectives. Such strategies are concrete and feasible. Building on this foundation, the management must continue to lead teachers to review the homework design and remove the inappropriate parts, in order to tie in with children's development. The management must also modify its practice of presenting the results of summative assessments, i.e. charting the average score of the thematic assessments, to ensure that the actual development progress of children can be reflected.