

**School No.: 158364**

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

**Fung Kai Kindergarten**

**No. 21 Jockey Club Road, Sheung Shui, New Territories**

**17, 18, 20 & 24 May 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: 17, 18, 20 & 24 May 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 solid development foundation and a clear administrative structure. The management has served the school for years and developed a sense of belonging to the school. The management discharges their respective duties properly so that daily operation is in an orderly manner and it also taps into appropriate external resources to support school development. The school has followed up the recommendations in the previous Quality Review to improve child assessment approach and appraisal arrangement, and to facilitate the team's professional development. The school organises different training activities according to its development needs. It assigns work in light of teachers' strengths while empowering them properly to let them demonstrate their competencies. The team holds positive attitudes in learning and the try-outs of the proposed learning and teaching strategies. The team members are able to share their knowledge with each other and work hard to put their knowledge into practice after training. With effective communication and collaboration, the team works together to promote the school's sustainable development.
- 1.2 The school implements school self-evaluation (SSE) work prudently. It has integrated the cyclical SSE process of planning, implementation and evaluation into daily work. A working group has been set up to consolidate and analyse the SSE information so as to review the school's development work and the implementation of each work plan by adopting an evidence-based approach. The school has regarded the cultivation of children's positive values and active learning attitudes as the major concerns for the past two years according to children's needs and the development trends of kindergarten education curriculum. The school is able to formulate suitable objectives to deploy relevant implementation strategies in the aspects of teacher training, curriculum design and parent education, and conduct timely review to revise the work schedule, thereby implementing all tasks systematically.

1.3 The school accepts children with diverse needs. It has put in place a clear identification and referral mechanism and is able to capitalise on external resources to provide suitable support services for children. The school records and files children's learning and development progress in an orderly manner for follow-up in future. The parent-teacher association is well-established with a solid foundation, which acts as a bridge of communication between parents and the school, and helps the school organise different activities. When children learn at home, the school makes use of a variety of channels to maintain close liaison with parents in accordance with children's background and needs. The school cares about children's physical condition and well-being. It supports parents to nurture their children to grow healthily. The school has built partnership with parents. Parents trust and support the school. They have become the cornerstones of the school's continuous development.

## **2. Learning and Teaching**

2.1 The school curriculum fully covers children's development in the domains of ethics, intellect, physique, social skills and aesthetics. The school uses real-life themes to design integrated activities, in order to cultivate in children positive values and attitudes, and let them learn skills and knowledge of related areas. The school also conducts project activities. Teachers select topics such as colours and toys, to design diversified sensory exploratory activities and interactive games for children according to their interests, thereby sustaining their curiosity to the surroundings. The school arranges music, physical, art and free choice activities every day, which is conducive to children's balanced development.

2.2 The school formulates policies on the assessment of child learning experiences. It understands children's learning performance through continuous observation and sets up learning portfolios for children. Teachers understand children's learning and development progress by means of thematic assessment, observation record and children's work, and report to parents in a timely manner. The school records children's growth from different perspectives by inviting parents to share their children's daily performance as well as encouraging children to briefly review their school life and share their feelings. To further refine the policies on the assessment of child learning experiences, the school may adopt summative assessment to collate and analyse the assessment information, so as to assess children's progress in

different development areas at various stages in a holistic manner. The school can hence grasp the development progress of individual children and all children as a whole more effectively, thereby evaluating the extent of achievement of school-based curriculum goals for informing the curriculum design.

- 2.3 The school has set up a curriculum coordination, monitoring and review mechanism. Teachers discuss activity design and share teaching experiences through collaborative lesson planning. The management understands the implementation of curriculum through attending meetings, scrutinising documents and conducting lesson observation. The management reviews the curriculum with teachers regularly, and provides teachers with suggestions for improvement. In evaluating teaching, teachers are able to review children's performance. Yet, teachers are suggested to conduct a more in-depth analysis on children's learning process, so as to assess teaching effectiveness more accurately.
- 2.4 The school strives to create a loving and caring culture on the campus. Building on the development experiences of last year, the school continues to regard cultivating children's positive values as the major concern of this school year. At the beginning of implementing the work plan, teachers learn relevant concepts and skills, and then apply their knowledge gained from training to select focuses such as respect and patience according to children's needs, to design different teaching activities and parent-child games, with the hope of nurturing children's good characters at school and at home. Teachers praise and recognise children's good behaviour in a concrete manner in daily teaching. They also guide children to appreciate the strengths of their peers and communicate with people with positive attitudes, creating an inclusive atmosphere at school. The school shares positive parenting skills with parents through different channels such as organising seminars and workshops. From observation, children are polite and obedient. They get along with peers in harmony and appreciate their peers, showing good affective and social development. Parents are supportive and cooperative towards the work of the school. They are willing to help their children build a positive self-image in family life and care about their surroundings. Parents work closely with the school in nurturing children's good characters. The effectiveness of the major concern has been shown.
- 2.5 The school strives to strengthen the element of free exploration in play to nurture children's active learning attitudes. Teachers participate in training to learn the skills of setting up learning corners and using play materials together, and to explore the role of teachers in play. Teachers provide a wide range of theme-based play

materials for children to manipulate freely according to their own interests, which is conducive to inspiring children's motivation to play and learn proactively. Children create their own ways of play or use materials to express their thoughts. Their creative ideas emerge gradually. Teachers provide rich art materials and design different art activities for children to create and express. For example, children draw with big brush in the outdoor area. They also engage in origami, drawing and dough-playing in the art and craft corner. Children focus on creating. They are patient and persistent to finish their work. Teachers design different social games such as setting up role-play corners and little mailboxes to encourage children to engage in role-play together or deliver messages by writing or drawing, so as to learn to communicate and cooperate with others. In short, the work plan is successful as it can encourage teachers to design fun-filled learning environment for children to gain learning experiences in different areas during the play process. However, it is observed that the set-up of book corners is not attractive enough. Children seldom take the initiative to read books there. It is also found that some corners are too cramped while some are hidden by different things, which affects children's interest in choosing to play therein. Teachers may make good use of children's corner activity record to understand the popularity of each corner and review whether the corner design can stimulate children's learning interest and extend their learning, and then explore room for improvement to further enhance the effectiveness of the work plan.

- 2.6 Teachers are earnest with teaching. They prepare real objects, pictures and teaching materials to arouse children's learning motivation. They also work with each other during the teaching process to build up the learning atmosphere. Teachers often understand children's thoughts through asking questions. They invite children to demonstrate or take part in games, which helps them immerse in learning. Teachers respect and understand the special needs of individual children, and are willing to accompany and guide these children. Besides, teachers deliberately design extended group activities for children to join freely during free choice time, in order to help them grasp life skills or consolidate learning concepts. However, teachers seldom connect the learning content with children's life experiences during the teaching process. Teachers may adjust their teaching methods according to children's prior experiences and learning needs, so as to enhance learning effectiveness.
- 2.7 During play, teachers talk with children to understand how they play and participate

in play. At the end of play, teachers invite children to share their play experiences and introduce their work. Some teachers can create a relaxing and natural atmosphere, which encourages and helps children express their opinions effectively. Children are willing to share their thoughts and listen to peers' sharing quietly. During music activities, teachers lead children to sing and engage in rhythmic movements by following the pitch, tempo and beat of the melodies. Children like singing. They actively move their bodies and enjoy music games. Teachers optimise the use of indoor and outdoor play areas to conduct diversified physical activities, including self-initiated physical play and skills training games. Teachers give clear instructions to guide children to learn physical skills. During free choice activities, children demonstrate good gross motor coordination abilities and pay attention to safety. At the end of the activities, children take the initiative to sort out and clean up things. Children have developed good hygiene practices and self-care abilities. They are able to wash hands properly and tidy their clothes after using the toilet.

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

The school strives to strengthen the element of free exploration in play, which is conducive to cultivating children's active learning attitudes. The management should continue to lead the teaching team to review the school context and enhance the design of learning corners, and encourage teachers to adjust their teaching methods in a timely manner in light of children's prior experiences and learning needs, with a view to further enhancing children's learning effectiveness. Besides, the school may adopt summative assessment to understand children's progress in different development areas at various stages to inform the curriculum.