

**School No.: 594130**

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

## **The Hong Kong Federation of Youth Groups KK Cheng Kindergarten**

**Shop 1, Choi Shing House, Choi Tak Estate, 8 Choi Hing Road,  
Ngau Tau Kok, Kowloon**

**6, 7 & 9 January 2025**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 6, 7 & 9 January 2025**

**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 is keen to promote curriculum development, including improving the environment set-up and strengthening home-school cooperation, striving to enhance the quality of education service. The leadership team monitors the plans implemented by the school and gives professional advice in a timely manner, as well as prompting the school to organise joint-school activities and formulate guidelines in collaboration with the affiliated kindergartens of the organisation. The team pursues explicit policies to manage resources and handle school affairs properly. The management ties in with the major concerns to make suitable planning for training activities and set up task forces, guiding teachers to perform the tasks with concerted efforts for the school to stride forward steadily.

1.2 With a proper school self-evaluation (SSE) mechanism, the school analyses and understands its own strengths and challenges to plan a development direction that aligns with its context. The team reviews the effectiveness of the major concerns at the end of a school term, and embeds the effective strategies in the daily practices or carries out the specific improvement measures, promoting the continuous advancement of the school. As for taking forward the plans, the school devises appropriate work objectives and strategies while flexibly adjusting the deployment based on actual situation to ensure the smooth implementation of the major concerns. For instance, in view that the music activity support programme from external professionals can only be launched in the second school term of this school year, the school has invited teachers with higher music proficiency to revise the curriculum

content and conduct internal professional sharing sessions in the first school term, laying a solid foundation for the work plan.

- 1.3 The school liaises closely with professionals to provide necessary services for children with special needs the soonest and enable parents and teachers to understand children's situation as well as grasping the support strategies. Thus, home and school work hand in hand to cater for children's growth. The team adjusts the lesson time for the newly admitted children to help them adapt to school life gradually. Moreover, the school maintains good communication with parents and holds different activities to enhance their competence in parenting. To let parents know more about the school curriculum and child development, the school allows parents to take part in physical and corner activities with their children together during parent lesson observation so that parents can experience learning through play. Parents are eager to serve the school, such as assisting in arranging books and preparing teaching aids, participating in coordinating festive performances and booth games, to enrich children's learning experiences. Additionally, the school encourages children to practise good behaviour through home-school cooperation. For example, parent-child community visits are arranged for children and parents to take concrete action and express their care for the elders. The school has formed a team of parent volunteers in this school year to further solicit parents' efforts to organise and carry out voluntary services in an orderly manner, collaborating with parents to promote a caring school culture and spirit of service. Parents support and trust the school immensely, and both of them work together to foster children's healthy growth.

## **2. Learning and Teaching**

- 2.1 The school devises an integrated curriculum using themes that tie in with children's

interests and life experiences. The curriculum content connects all learning areas. The teaching team selects suitable picture books as learning materials and designs interesting activities based on the story content, including role-play and story acting, to guide children to acquire skills and knowledge as well as nurturing positive values and attitudes. The school also brings children on field trips according to themes to increase their understanding of the learning content. Children are given chances to explore the surroundings of their interest through project learning. Currently, the daily schedule covers music, physical, art and free choice activities. However, K3 children have to learn by subjects during the period of primary one adaptation activity. The school is required to revise such practice to ensure a balanced daily schedule. Furthermore, some pieces of Language homework of K3 are rather difficult and must be removed in order to meet children's developmental needs.

2.2 The school attaches importance to promoting Chinese culture. It incorporates the relevant elements into each learning theme, such as learning about sundial, shadow play and the country's achievements in aerospace technology, while arranging festive activities for children to experience the festival custom. Teachers introduce giant pandas, the national treasure, and the story of the Chinese Zodiac during morning assemblies. They display traditional artworks and set up relevant games on campus, including letting children appreciate Chinese hanging ornaments, paper cutting and blue and white porcelain in classrooms or along the corridors, as well as using building blocks to assemble ancient construction. In addition, children work together to draw the Great Wall and throw themselves into writing spring couplets. They put on Chinese costume to engage in buying and selling, and manipulate folk toys in a simulated ancient market. Teachers play Chinese music during the activities to create a Chinese cultural ambience.

2.3 Teachers assess children through continuous observation and create learning

portfolios for them to maintain thematic assessments, observation records, children's works and so forth as evidence of children's growth. To enhance the assessment efficacy, the team in this school year sets criteria to ensure the consistency of the assessments and reviews and revises the content of end-of-term assessments based on the thematic learning objectives to reflect the overall learning of children. The school invites parents to record children's living habits and attitudes at home for teachers to better grasp the developmental needs of children. Besides, parents understand the learning and development of their children through interviews, parents' day and so forth. The management leads teachers to modify the teaching content in light of children's performance to increase the effectiveness of learning and teaching.

- 2.4 The management demonstrates its curriculum leadership. It conducts classroom walkthroughs, meetings, etc., to understand teachers' teaching and offer them advice. In recent years, it has put effort into leading the team to revise the curriculum, including reviewing the themes of each grade level, planning learning content based on children's development, and strengthening the connection between activities and themes. Teachers reflect on their daily teaching and carry out evaluation upon completion of a theme. The management also reviews the implementation of the school curriculum with teachers at the end of a school term. They make suggestions for improvement in aspects such as learning content, activity arrangement and environment set-up, and put them into practice for informing curriculum planning.
- 2.5 In consonance with the major concern of the recent years about creating a rich learning environment for children, the management has led the team to add a play area and plan diversified activities according to children's development. In tandem, children in different grade levels have been arranged to play together to foster the interaction among them. Putonghua and English teachers also join in children's

play to create real-life scenarios to increase children's language exposure. As observed, children worked with their peers to design dominoes and draw interesting patterns on light boxes, and they enjoyed manipulating the teaching aids on the walls. Moreover, children went to the feeding area to observe the turtles or they could take care of the plants in the planting area, which was conducive to their cultivation of an attitude of cherishing life and nature. The teaching team decorates the role-play area in alignment with themes for children to extend their learning. On the whole, teachers are able to utilise the campus space to provide a rich learning environment for children. Children not only engage in the play, but also communicate in different languages easily. The school implements the major concern proactively and the plan has delivered results.

2.6 The campus is bright, with children's works and learning activity photos on display. Some of the interest corners' names or game rules are written by children, which increases children's sense of belonging to the school. There are abundant materials in the interest corners of the classrooms, giving children opportunities to manipulate and explore. As observed, children acted out the story content using puppets, decorated a washing machine that was made from a cardboard box, and showed interest in a lighting installation. In the course of events, children were happy and demonstrated their exploratory spirit. Furthermore, reading corners are comfortably furnished and equipped with book recommendations. Children love reading and share the story content with their peers. There are letterboxes in classrooms to motivate children to express their feelings to peers or teachers. Teachers take part in children's play and give guidance. They also revisit the activities with children. Some teachers are able to ask children to talk about the scenarios in the play that are worthy sharing, facilitating children's mutual learning.

2.7 Teachers care for children. They listen to children patiently and always pay

attention to children's proper interpersonal interaction. Teachers give individual guidance and care to children with diverse needs, such as using visual cue cards to remind children to observe rules. In addition, teachers facilitate teaching with real objects, puppets, picture cards and so on. Some teachers tell stories vividly to attract children to listen attentively. During physical activities, children perform rolling, throwing, jumping over and other movements to foster their gross motor development. They are also free to choose different games, but a few of the games are rather quiet. Teachers are advised to revise the relevant arrangements so as to enhance the effectiveness of the physical activities. In respect of music activities, teachers design music games that dovetail with themes. Children have chances to play musical instruments and sing in the activities as well as feeling the melodies and beats of music.

2.8 Children are active and energetic. They love going to school and take the initiative to greet others. They are also courteous and willing to play with their peers. Children switch to other activity venues in an orderly manner. They are able to put on and take off their shoes, and have already built a habit of packing and tidying up. Children are eager to share their life experiences and curious about their surroundings. They unleash their creativity and exhibit the spirit of teamwork in play. K3 children even take turns serving as little angels to help K1 children get familiar with the routines of entering the school, showing their friendliness and helpfulness.

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

The school has a proper SSE mechanism to fully implement the SSE rationale, viz. planning, implementation and evaluation. The team improves the curriculum in an ongoing manner. It is advised to review the design and arrangement of the physical

activities. Besides, the school must remove the rather difficult Language homework of K3 and revise the practice of learning by subjects in K3 during the period of the primary one adaptation activities, with a view to meeting children's developmental needs.