

School No.: 565237

Quality Review Report (Translated Version)

Hong Kong Society for the Protection of Children Lam Woo Nursery School

**3/F., Fu Heng Neighbourhood Community Centre, Fu Heng Estate, Tai Po,
New Territories**

30, 31 May & 2 June 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 30, 31 May & 2 June 2023

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 With full support of the organisation, the school steadily implements the work in administration, child support and other aspects. It also forms working groups with the principals of the affiliated kindergartens to promote the curriculum. The school discusses with them based on the development trends in kindergarten education and plans the development direction of the school so as to keep up with the times. The management has a solid grasp of the work in all areas. It actively monitors and supervises the daily operation of the school while setting explicit guidelines and a well-thought-out filing system to help staff perform their duties properly. The school evaluates the needs of the teaching team effectively. It organises appropriate training activities according to the pace of the school development to enhance teachers' teaching skills and encourage them to plan their further studies in alignment with their interests and expertise, hence unleashing their potential. In tandem, the school provides the newly recruited teachers with suitable guidance and support to let them understand the curriculum characteristics, teaching and code of conduct of the organisation, thus cultivating their professionalism as well as enabling them to adapt to the school work as soon as possible.
- 1.2 The school has established a sound self-evaluation mechanism. The management leads teachers to review the major concerns, administration and curriculum regularly, and analyses and evaluates systematically the effectiveness of various tasks, thereby devising appropriate development plans that tie in with the school context. In recent years, the school has regarded enhancing music activities as the development focus. Through strengthening teachers' skills in designing and leading activities, purchasing additional musical instruments and planning parent-child activities, the school nurtures children's interest in participating in music activities and raises their self-confidence and social skills. The school sets specific work objectives and makes deployments that correspond to the needs of different stakeholders. It utilises the review tools continuously to examine the progress of the plan and adjusts aptly the

strategies such that the plan can achieve the expected results.

- 1.3 The school caters for and accepts children's diverse needs. A clear mechanism is set up for teachers to identify and refer children with special needs the soonest. The school makes good use of the resources of the organisation to arrange training for teachers to enhance their skills in catering for learner diversity. Teachers are keen to collaborate with multi-disciplinary professionals and discuss with them strategies to support children. Teachers also provide suggestions for parents so that children receive proper care.
- 1.4 The school strives to maintain good communication with parents, building mutual trust. Teachers often get in touch with parents to understand children's performance at home while parents get a grasp of their children's learning, hence supporting children's growth with concerted effort. Teachers meticulously design relaxing and fun parent-child simple learning tasks, such as recording the weather of a week and making game tools with eco-friendly materials. These tasks not only enable parents to comprehend the school's curriculum rationale, but also promote parent-child relationship. Besides, the school wisely uses different channels like quarterlies and digital applications to keep parents informed of the school's development as well as collecting and following up on parents' views, refining home-school cooperation unceasingly.

2. Learning and Teaching

- 2.1 The school makes reference to the curriculum information formulated by the organisation to select themes that meet children's life experiences to devise an integrated curriculum. The curriculum content is comprehensive, covering children's development in all areas. Drawing on the experiences and achievements of the previous work plans, the school continues to enhance the curriculum design and teaching environment to nurture children's attitude of active exploration and willingness to express themselves. For instance, it coordinates venue usage to let children have sufficient space in carrying out games and exploratory activities while adopting group teaching strategies to increase the opportunities for children to participate and share. The school extends the resources of the community and parents effectively. It arranges diversified outdoor activities for children such as visiting the transport facilities in the district, shopping at the supermarket or sorting and recycling waste. The school also invites parents to assist in carrying out the activities in order to stimulate children's motivation and interest in learning. The

learning elements of Chinese culture are incorporated into different activities, including appreciating art and cultural performances, making handicrafts and experiencing festival celebrations, etc., to facilitate children's understanding and appreciation of Chinese culture, and increase their sense of national identity.

- 2.2 The school arranges adequate opportunities for children to participate in music, physical, art and free choice activities every day to foster their balanced development. Regarding homework, some pieces of the homework for K2 and K3 children are too difficult. Moreover, during the period of primary one adaptation activities, the school asks parents to conduct dictations and written assessments with their children at home. The school must review and cancel the aforementioned inappropriate arrangements to meet children's abilities and developmental needs.
- 2.3 The school's mechanism of the assessment of child learning experiences is clear and the assessment content corresponds to the curriculum objectives. Teachers observe children continuously to understand their learning and summarise their developmental progress at each stage in assessment checklists. Meanwhile, the school invites parents to share their children's performance at home on a regular basis for teachers to understand children's growth in a more holistic manner as well as letting children praise themselves for their virtuous behaviour like being courteous, responsible and caring, thereby encouraging children to practise positive values and attitudes. The school develops learning portfolios for children to properly maintain children's various development records, thematic learning and parent-child activities, etc., which are comprehensive in content. The child assessment information is collated and analysed systematically to serve as a reference for supporting children's needs, and evaluating the effectiveness of the curriculum and major concerns.
- 2.4 The school has a well-developed curriculum management mechanism in place. The management leads teachers to prepare lessons with reference to the information of curriculum review and adjust the teaching plans for each grade level in consonance with children's interests and needs. The management also monitors the curriculum implementation and supports teachers through observing class activities, conducting in-class collaboration and scrutinising teaching documents. According to the learning objectives, children's performance and teaching strategies, etc., teachers review the effectiveness of different learning activities and make follow-up suggestions. Furthermore, teachers always exchange the skills and tactics of taking care of children to cater for children's diverse needs. Upon completion of a theme, the management and teachers summarise the information of child assessment and

curriculum reflection. They adjust the teaching progress and content as needed, therefore informing the curriculum planning.

2.5 Enhancing music activities has been the major concern of the school in recent years. By designing diversified music activities, the school offers more opportunities for children to express themselves and play with peers, nurturing children's interest in music activities while raising their self-confidence and social skills. The school brings in external support programmes and arranges training for teachers to master the skills in organising and leading music activities. Apart from having professional exchange through peer lesson observations, teachers also share their teaching experiences in meetings frequently to rally professional competence and elevate the teaching standard. As observed, teachers properly arrange music activities that accommodate children's abilities and life experiences while motivating children to learn through play. Teachers are familiar with the melodies and rhythms of the songs. They demonstrate clearly and teach collaboratively to guide children to master the skills in a step-by-step manner. They also monitor children's performance effectively and adapt the teaching progress or render individual guidance in a timely manner, resulting in remarkable teaching effectiveness. Children express their feelings and ideas by singing and body movements. They grasp the importance of cooperation and coordination through instrumental ensemble, antiphon and so forth. Teachers and children interact with each other actively to create a strong learning atmosphere and share the joyful experience of music activities together.

2.6 The school environment is clean and comfortable. Teachers make good use of children's work to decorate the campus. They plan the space of the classrooms thoughtfully to set up interest corner activities that are in line with the learning themes. The materials for the activities are plentiful, manipulative and exploratory. In the role-play corner, children enjoy the summer activities with their peers as they wear sunglasses and lay on the beach sunbathing. They also act as passengers paying the bus fee with Octopus or ringing the bell to get off the bus at the next stop, thus learning the rules of bus rides. Children's exploratory spirit is cultivated by shining a torch at different items behind a curtain to explore the relationship between light and shadow. Children go to the music corner with their peers to wave the silk scarves and dance beautifully to the melodies. They also perform instrumental ensembles or play the songs in turn, unleashing their imagination and creativity. Children pick their favourite materials to create artwork in the art and craft corner.

They give their work as a gift to others as well, sharing the joy of creation. Children take part in various activities of their own accord and tidy things up after the activities, showing good self-care abilities. Teachers observe children's participation in the activities. They play and chat with children in a relaxed way. They also guide children to revisit their play experiences, helping children to deepen their acquired knowledge.

- 2.7 There is a spacious indoor playground in the school. Teachers design physical activities that suit children's abilities, such as climbing, kicking balls and tossing beanbags, to develop their agility and body coordination. The element of free exploration is added to the activities and children can choose facilities and equipment for play according to their preference at the venue. However, teachers have to pay attention to the amount of exercise for children during the free choice physical activities to ensure that children have ample opportunities to build up their physique. Teachers are well prepared for teaching. They leverage real objects, teaching aids and simulated scenarios to arouse children's motivation to learn. They also carry out thematic activities in whole-class or group modes when necessary so as to provide children with different learning experiences. Teachers arrange K2 and K3 children to take part in group discussions and presentations. Teachers ask questions to assist children in expressing their thoughts and collating learning experiences, hence consolidating their learning. Teachers are kind and friendly. They always encourage and praise children as well as rendering individual guidance and support based on children's learning needs in a timely manner. Children are willing to follow teachers' instructions and engage in various types of learning activities. Children share toys with their peers and read together, enjoying the pleasure of social life.

3. Recommendations for Enhancing Self-improvement of School

The school has put great effort into practising the inter-connected self-evaluation process of planning, implementation and evaluation to promote its continuous development. It must review and remove the excessively difficult homework content of K2 and K3 while cancelling the arrangements of asking parents to conduct dictations and written assessments with their children at home during the period of primary one adaptation activities, so as to meet children's abilities and developmental needs.