

School No.: 565253

Quality Review Report (Translated Version)

**Hong Kong Society for the Protection of
Children Thomas Tam Nursery School**

King George V Memorial Park, Hospital Road, Sai Ying Pun, Hong Kong

10, 11 & 13 January 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: 10, 11 & 13 January 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 The school has sufficient support from the sponsoring body. It maintains close liaison with the affiliated schools to develop the curriculum outline of the sponsoring body collaboratively. It also enhances teachers' professional competence through activities such as joint-school teacher training programmes and mutual visits for teachers to observe each other and exchange teaching experiences. The school has clear guidelines for staff to refer to and its daily operations are smooth. The management has served the school for years. It understands the school context and works closely together. The management is open-minded and willing to listen to and accept teachers' opinions. It assigns duties based on teachers' experiences and expertise, and provides appropriate support as well as placing emphasis on mentoring the newly recruited teachers. Peer lesson observation is arranged to facilitate teachers' reflections and professional exchanges. Team members support and encourage one another. In a cordial atmosphere, they promote the school's continuous development with concerted effort.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to conduct interim reviews on the implementation of the major concerns, and to evaluate the work effectiveness according to children's performance. The school has established a proper school self-evaluation (SSE) mechanism, and applies the SSE rationale to its daily work. The management leads teachers to discuss the development direction and set explicit goals in accordance with the school context and children's needs. Working groups are set up to review the work of different areas regularly and follow up on the implementation of the development plans. In the previous school year, the school regarded promoting non-Chinese speaking (NCS) children's learning and integration into school, and strengthening children's ability to explore freely through play as the major concerns. In this school year, it focuses on enhancing children's ability and interest in learning Chinese. The school reviews the development foundation and solicits external resources as needed. It deploys appropriate strategies on various aspects, such as teacher training,

curriculum planning and children's learning to implement the work progressively.

- 1.3 The school caters for and accepts children's diverse needs while creating a harmonious and inclusive atmosphere. It has set up a proper mechanism to identify children with special needs, and utilises resources to take follow-up actions so that children can receive appropriate professional support services as soon as possible. The school values the communication with parents and maintains close contact with them through various channels. It disseminates information effectively and holds meetings and tea gatherings for parents to understand the learning of their children, hence home and school jointly support children's growth. The school attaches importance to parent education. It conducts different talks and workshops to enable parents to comprehend children's development and improve their parenting skills. It also carries out diversified parent-child activities to promote parent-child relationship. Parents trust and support the school, and are willing to participate in school activities. They are the school's close partners in nurturing children.

2. Learning and Teaching

- 2.1 The school makes reference to the curriculum outline of the sponsoring body and the teaching packages, and chooses themes that are related to children's life experiences and interests to design an integrated school-based curriculum. The curriculum content is comprehensive and covers various learning areas. It nurtures children's positive values and attitudes as well as facilitating their acquisition of skills and knowledge. The school arranges visits and experiential activities to enrich children's learning experiences. It also organises thematic learning and festive activities to help children understand Chinese custom, architecture, cuisine, etc., thereby appreciating Chinese culture. The school purchases books on purpose to promote reading. It arranges children to share with peers their favourite books, invites parents to read with their children at home and conduct storytelling for children in school so as to cultivate children's reading interest and habit. The school provides sufficient opportunities for children to engage in music, physical, art and free choice activities daily to foster their balanced development.
- 2.2 The school has a clear policy on the assessment of child learning experiences, and the assessment content is in line with the curriculum goals. Teachers observe and keep records of children's performance in every aspect continuously. They analyse children's development comprehensively and give specific feedback. They also inform parents of children's situation and take follow-up actions with parents in

tandem. The school develops learning portfolios for children to keep their work and assessment information organized systematically and as evidence of their growth. Teachers consolidate the assessment information to identify and support the individual needs of children and adjust the curriculum content.

- 2.3 The school has an explicit mechanism for curriculum coordination, monitoring and review. Teachers of all grade levels discuss together the teaching progress, activity design and corner set-up. The objectives and procedures of the teaching plans are clear, which is conducive to teachers' mastery of the teaching process and strategies. Teachers reflect on their teaching daily. They review the teaching effectiveness according to children's performance to make suggestions for improvement and take follow-up actions accordingly. Through attending meetings, observing lessons and scrutinising documents, the management comprehends teachers' teaching and offers guidance and suggestions. It also leads teachers to evaluate the effectiveness of curriculum implementation at each grade level and inform curriculum planning. The school should review some of the homework content for K3 children and remove the difficult parts to be in alignment with children's developmental needs.
- 2.4 In the previous school year, the school regarded promoting NCS children's learning and integration into school as its major concern. It made use of external resources to arrange training that improved teachers' teaching skills. It also devised teaching materials in light of children's needs to support them in learning at home. Teachers design teaching aids with audio effects for children to listen to and manipulate, boosting children's learning interests. They also pair up NCS and Chinese speaking children to take part in free choice activities to promote learning and inclusion. Teachers adjust the Chinese language homework and assessment arrangement in view of NCS children's needs to cater for learner diversity. As observed, teachers communicate with NCS children in Cantonese and always encourage them to answer questions and share their thoughts. NCS children understand and respond to teachers' instructions in general. They play and learn with the Chinese speaking children and get along well with one another. The plan has achieved the expected results.
- 2.5 Another major concern of the school in the last school year was to strengthen children's ability to explore freely through play. The school draws on its past experiences of joining support programmes and carrying out exchanges with the affiliated schools to enable teachers to further master their roles and skills in promoting learning through play. Teachers put a lot of effort into practising what

they have learnt. They provide varied materials for corner and physical activities to let children design ways of play freely. Children participate in play actively. They use materials such as cardboard boxes, large building blocks and balance boards to construct. They also think of different ways to play, showcasing their creativity. Teachers observe and assist children during the activities. They are advised to play with children more often. In reviewing the activities, teachers may inspire children's learning by guiding them to share their discoveries and solutions to problems.

- 2.6 The school puts emphasis on children's language development and considers enhancing children's ability and interest in learning Chinese as the major concern in this school year. It implements the work plan progressively through refining curriculum content, organising teacher training and arranging language activities. Teachers make use of real-life scenarios and games to link up teaching activities, provide children with ample opportunities to express themselves verbally and increase their interests in observing words attentively. As the work plan is currently at an initial stage, the school may keep on reviewing the appropriateness and the arrangement of the relevant learning content to further promote children's learning.
- 2.7 The school premises is spacious and bright. Children can observe and take care of a wide variety of plants in the outdoor area. Children's work is displayed on campus for their mutual appreciation. In the classrooms, teachers design corner activities that tie in with the themes. Abundant materials are in place to help extend children's learning. Children concentrate on creating art by making use of diversified materials to collage and paint. They also like to construct things with building blocks and simulate cooking, thus developing their imagination. Teachers may refine the design of some of the exploratory activities to encourage children to foster their exploratory spirit by means of tests, comparison, etc. In this school year, teachers are given a form to review the material arrangement and children's performance in some of the interest corners, and make suggestions for improvement. Such good practice can be extended to other corner activities to inform activity design.
- 2.8 Teachers care for children. They adjust the amount of copying in homework and offer individual guidance for children in need. Cue cards and slogans are used to guide children to concentrate on learning. Teachers are well-prepared for teaching with a serious attitude. They make good use of real objects, pictures and so forth to facilitate children's understanding of the learning content. They tell stories in

different tones vividly to draw children's attention. They design group activities to enhance children's interaction. They also organise diversified music games to let children move their bodies to the music and beat rhythm with musical instruments, thus enjoying the fun of music activities.

- 2.9 Children are lively and courteous. They love going to school and learn joyfully. They listen to teachers' instructions and respond to teachers' questions actively. Children are curious about their surroundings. They are observant and willing to share their experiences and thoughts, showing good language expression ability. Children like to play with peers and they get along well. Children possess self-care abilities as they are able to organise their personal belongings and help teachers tidy up.

3. Recommendations for Enhancing Self-improvement of School

The school strives to promote curriculum development, yet it should review and remove the homework content for K3 that is rather difficult to meet children's learning needs. The school is recommended to lead teachers in sharing effective learning and teaching strategies continuously, so as to further enhance the effectiveness of learning through play for children.