

School No.: 158704

Quality Review Report (Translated Version)

**Kwong Lam Baptist
Lui Kwok Pat Fong Kindergarten**

G/F, Hing Lam House, Kwong Lam Court, Shatin, New Territories

5, 6 & 8 December 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 5, 6 & 8 December 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 management maintains close liaison with teachers as well as mapping out and reviewing different areas of work through regular meetings. The school manages its daily operations smoothly and promotes curriculum development and home-school communication. All kinds of detailed and clear guidelines help teaching staff grasp and deliver school work such that all the tasks go off without a hitch. The management takes into account teachers' abilities, preferences and experience to assign them to various task groups, where teachers can enhance their coordination capacity through planning and conducting activities. The school taps external resources to arrange teacher training. Teachers are encouraged to keep abreast of the latest development and apply what they have learnt. The teaching team has established a good rapport to strive together to improve the quality of education in the school.
- 1.2 The school has followed up on some of the recommendations of the previous Quality Review (QR), such as organising professional development activities according to the school-based and teachers' development needs and setting up a learning environment for children to explore through play, thereby optimising learning and teaching progressively. The whole-school approach is adopted for school self-evaluation (SSE). The management leads teachers in reviewing the school's current situation, stakeholders' views and children's performance, etc., to devise the development focus of the school. Last school year, the school regarded enhancing the effectiveness of music activities as its major concern, and this year, the school intends to promote parent-child reading culture. As such, the school holds training for teachers and parents, renovates activity venues and procures relevant teaching resources. All the work plans are implemented in a step-by-step manner. Additionally, the school considers facilitating home-school cooperation as another major concern this school year. Parent-child and parenting activities are carried out at the school to encourage parents to participate in volunteer work and assist in book

borrowing. All these enable parents to better understand the school and utilise parent resources effectively. Parents recognise the school's work and are willing to cooperate with it, which is conducive to promoting the development of the school.

- 1.3 The school has established a mechanism for identification and referral to offer appropriate support to children with special needs. Teachers pay attention to children's performance in school. They liaise closely with parents to provide follow-up recommendations on children's learning and development. The school takes adequate measures to aid newly admitted children or those about to be promoted to primary one in adapting to changing learning stages. Teachers care for and embrace children with diverse needs. They maintain strong communication with parents through various channels to foster children's growth collaboratively.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to devise a comprehensive and balanced curriculum that covers all learning areas using themes through an integrated approach. It also encompasses values and attitudes, knowledge and skills. The curriculum follows a child-centred approach and puts emphasis on learning through play. In recent years, the school has introduced various external resources for curriculum enrichment and infused emotional learning and exploration into learning activities. It has also set up project activities to encourage children to explore and broaden their knowledge. At present, some of the curriculum content provided by the external bodies is slightly unrelated to the existing learning themes of the school. The school is advised to further review and adjust the curriculum so as to enhance the effectiveness of learning and teaching. With respect to the homework, the school has reduced the amount of copying in recent years and replaced it with simple, real-life tasks that facilitate children to extend their learning.
- 2.2 The school attaches importance to the moral development of children. Through religious and moral activities, award schemes and so forth, the school instils in children positive values such as caring for others and being grateful. During the Mid-autumn festival, Lunar New Year and other festivals, the school organises activities for the whole school to introduce children to traditional Chinese custom. Traditional Chinese art, including Chinese musical instruments and water sleeve dance, are occasionally introduced in some learning themes. When planning the curriculum, the school is recommended to incorporate relevant learning elements of

Chinese culture along with the learning themes so that children can continue to learn about and appreciate Chinese culture. Besides, music activities currently have been replaced with moral education activities once a week. Children lack opportunities to participate in music activities on that day. Moreover, only four sessions of physical activities are scheduled per week, and free choice activities have also been reduced during the period of primary one simulation activities, resulting in imbalanced daily schedule. The school must revise its daily schedule to ensure that children's physical and psychological development are balanced.

- 2.3 The school has actively revised its assessment mechanism and thematic assessment reports in recent years. Assessment items dovetail with the learning objectives of all learning areas, where assessment criteria are specified for teachers' reference, thereby helping them evaluate children's performance effectively. The school assesses the learning and development of children through continuous observation and record keeping. Learning portfolios are set up for maintaining observation records and assessment information which reflect children's development in all aspects in a holistic manner. Teachers regularly inform parents of children's learning and summarise children's performance in different learning areas such that parents can keep pace with their children's development.
- 2.4 The school has established a curriculum management mechanism. Through attending meetings, scrutinising teaching documents and conducting lesson walkthroughs, the management keeps track of and monitors the curriculum implementation, giving timely guidance. Teachers take turns preparing teaching plans and designing learning activities in light of the curriculum outline. They discuss and amend the plans during the lesson planning meetings. The teaching plans comprise explicit learning objectives, teaching foci and steps. After completing a theme, the management and teachers jointly carry out teaching reflections and review the activity designs from the perspectives of children's learning effectiveness, teaching strategies and activity arrangements. They also provide suggestions which are beneficial for adapting the curriculum. Upon this foundation, the school may arrange peer lesson observation for encouraging teachers to share their experiences and stimulating them to explore means to improve their skills in teaching, hence enhancing learning and teaching.
- 2.5 The school has undergone renovations in recent years. Children are able to participate in activities and learn in a comfortable environment. Last school year, the school set up a new music room featuring a new stage to address the major

concern of enhancing the effectiveness of music activities. Musical instruments are purchased for children to play, strengthening their interest in music and sense of rhythm through simple rhythmic movements and singing along with the music. In response to the school's major concern this school year, a book corner has been launched in the lobby for parents and children to borrow books. Reading schemes are also carried out to promote parent-child reading. The related work plans are being implemented steadily with the active cooperation of parents. The effectiveness remains to be seen. Aside from that, teachers make good use of the space available on campus as well as the walls in the classrooms to display children's work and photos, which create an environment conducive to children's mutual appreciation and learning among peers. The art corners are furnished with ample materials. Children are given themed artwork and individual sketchbooks, enabling them to create with art materials at any time during the free choice activity sessions. This fosters their interest in creation effectively. The setup of interest corners is thoughtful as teachers develop an array of activities and games that align with the themes which facilitate children's development in fine motor muscles, cognition and other areas. The design of some teaching aids allows children to check their own answers, which cultivates an attitude of active learning in them. Neatly arranged teaching aids are labelled with clear signs for children to fetch and tidy up easily, which helps foster children's self-care abilities. As observed, children were familiar with the activity area, rules and ways to play in different interest corners, showing that the activity routines have been established.

- 2.6 Teachers cater for children and are amiable. During teaching, they explain clearly and utilise pictures and toys aptly to assist teaching, which are effective in arousing children's interest in learning. Most of the teachers are able to offer instructions to children in accordance with their needs to assist them in completing the activities, followed by praise. On one hand, such practice reinforces children's good behaviour, and on the other, it can contribute to boosting their self-confidence. Some teachers guide children to share their experiences after activities. However, the questions lack variation and children tend to report the course of activities under teachers' guidance. Teachers are advised to participate in games more often and observe children's performance therein, capturing children's ideas inspired by the activities as well as guiding them to recall and share their experiences and feelings after playing. As such, other children could be stimulated by the sharing and hence are encouraged to learn from one another and broaden their experience.

2.7 Children enjoy going to school. They are courteous, self-disciplined and obedient. They engage in activities actively and get along well with peers, having fun together. During the free choice activities, children are able to place equipment in the activity venues on their own and follow the signs to tidy up teaching aids and toys after the activities, demonstrating good self-care abilities. They are willing to comply with teachers' instructions and take turns to serve as little helpers in supporting the completion of class duties during the morning assemblies, showing their sense of responsibility and the spirit of serving others.

3. Recommendations for Enhancing Self-improvement of School

3.1 Teachers recognise the rationale of SSE and review the implementation of various daily tasks earnestly. However, the school is still required to follow up on the recommendations of the previous QR. The management must strengthen teachers' skills of SSE and lead them to map out explicit work objectives as well as putting feasible strategies forward from different perspectives. The school must also formulate concrete successful criteria for evaluating the effectiveness of the major concerns, and therefore, devise suitable follow-up recommendations to facilitate its continuous development.

3.2 The school has been revising its curriculum and homework design in recent years. It makes use of external resources properly for curriculum enrichment, of which the relevant work plan caters for the development needs of the school. Based on the existing development foundation, the school is recommended to enhance its overall curriculum in terms of structure and planning and utilise external curriculum resources flexibly. It may also adopt appropriate teaching content and strategies according to its needs to further improve the effectiveness of learning and teaching. Besides, the school failed to arrange sufficient time for children to engage in music and physical activities every day and removed the free choice activity sessions during the period when carrying out primary one simulation activities, resulting in an imbalanced daily schedule. It is required to make improvements on the daily schedule arrangements to ensure that children have a comprehensive and balanced learning experience.