

School No.: 563285

Quality Review Report (Translated Version)

Ka Fuk Baptist Church Pre-school

G/F, Fuk Lok House, Ka Fu Estate Fanling, New Territories

11, 15 October & 2 November 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 11, 15 October & 2 November 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 leadership team cares about the school's development and maintains close communication with the school team members. By providing encouragement and appropriate support, the leadership team leads the school to uphold its mission and achieve the education objectives, thereby facilitating children's development and healthy growth. The school puts emphasis on teacher training. It understands the needs of teachers and capitalises on resources effectively to organise training activities to equip teachers with knowledge and skills of self-evaluation, learning and teaching, support for children, etc., thus enhancing their professional competency. The school arranges peer lesson observation and sets out focuses so as to facilitate teachers to observe and learn from each other, creating a culture of exchange and sharing. As the management is familiar with the school operation and grasps the foundation of school development, it enhances the curriculum as well as the work in other areas continuously. The management places importance on the communication with staff. It allocates duties properly according to teachers' experiences, enabling them to exploit their strengths. The management also supports the needs of newly recruited teachers effectively, helping them adapt to their work as soon as possible. The team works in a harmonious atmosphere and collaborates among themselves. The team members are willing to accept challenges. They possess a sense of belonging to the school and work with concerted efforts in promoting the sustainable development of the school.
- 1.2 The school has established a stable school self-evaluation (SSE) mechanism. It adopts a whole-school approach to devise the major concerns taking consideration into the needs of children and the school. The management leads teachers to review the work of different areas and the effectiveness of the major concerns conscientiously, gives suggestions for improvement and takes follow-up actions, so as to put into practice the cyclical SSE rationale. In the last school year, the school considered enhancing the element of free exploration in play and strengthening

children's self-care abilities as its major concerns. In addition, it set out clear objectives and devised appropriate strategies in the aspects of teacher training, child activities, parents' participation, etc. The school also reviewed the work progress in a timely manner and adjusted the strategies as necessary. The effectiveness of the plans was remarkable. In this school year, the school regards enhancing children's reading interests and strengthening teachers' ability in catering for children with different needs as its major concerns. The plans are implemented in a progressive manner.

- 1.3 The school accepts and cares for children. It formulates and carries out appropriate caring and support strategies for them. Through daily observation of children's behaviour and performance, teachers identify children's needs at an early stage and arrange referral services and follow-up work for children with needs. In this school year, the school has equipped teachers with the management skills of promoting children's positive attitudes towards life and good behaviour through enhanced training. It also increases the opportunities for teachers to have professional exchanges in order to further cater for children with different needs. The school maintains close liaison with parents through diversified channels so that it can understand the needs of children and their families, thus providing timely support. The school places emphasis on parent education. It organises parent education seminars to help parents understand the developmental needs of children at different ages. It also arranges lesson observation sessions to let parents know the learning of their children. The parent-teacher association has been established for years which has served as a bridge of communication between the school and parents. It assists in arranging parent-child activities and organising parent volunteering work in an effort to promote home-school cooperation. Parents trust the school. They are willing to take part in activities and give suggestions to promote school's improvement. Parents support and co-operate with the school's development direction in nurturing children's healthy growth with the school together.

2. Learning and Teaching

- 2.1 Making reference to the teaching packages, the school devises an integrated curriculum using themes related to children's life experiences and interests. The curriculum is comprehensive which covers all learning areas. It places emphasis on cultivating children's positive values and attitudes, and takes into account the

acquisition of knowledge and skills. The school arranges visits and experiential activities which are related to the themes to enrich children's learning experiences. Teachers design diversified and interesting activities in each theme to encourage children to take the initiative to understand their surroundings so that they can construct knowledge through exploration. For the daily schedule, the school provides adequate opportunities for children to take part in music, physical and art activities every day in order to foster their balanced development. It also encourages children to learn on their own initiative by providing them with sufficient opportunities of free choice activities.

- 2.2 The school has formulated its policy on the assessment of child learning experiences. The assessment content aligns with the curriculum goals. Teachers assess children's performance in different areas through continuous observation and record-keeping. The school develops learning portfolios for children to keep record of their assessment information systematically, serving as evidence of children's growth. At the end of the school term, teachers distribute the summative assessment reports to parents for their understanding of children's development and follow-up on children's needs together. However, the performance of children indicated in the summative assessment is presented in average value, which cannot accurately reflect children's development in different stages. The school should review and make improvements accordingly. Besides, the school is advised to further integrate the items of the summative assessment according to the learning areas with a view to reflecting the progress of children's development more comprehensively. It could also make good use of relevant assessment information to inform the curriculum planning.
- 2.3 The school's curriculum coordination, monitoring and review mechanism is in smooth operation. The management leads teachers to work out the direction and goals of curriculum development in light of the needs of children and the development trends of kindergarten education. It also leads teachers of each grade level to design suitable activities and adjust learning content through collaborative lesson planning. Moreover, the management understands teachers' teaching and curriculum implementation by means of lesson observation and scrutiny of teaching plans. It gives concrete advice to teachers subsequently, demonstrating the monitoring and supporting role. Teachers reflect on their teaching. Most of them are able to review the activity arrangements and children's performance based on the teaching objectives. They provide suggestions for improvement in different aspects to enhance the teaching quality. After the resumption of face-to-face classes, the

school properly adjusts the schedule of curriculum and homework in response to children's needs, with a view to facilitating their learning. Nevertheless, some homework for K3 children is slightly difficult. The school must review and cancel the inappropriate part to meet the needs of children.

- 2.4 In the last school year, the school set the major concern as strengthening children's self-care abilities. Teachers participated in training activities to understand children's development on fine motor skills. They took into account the needs of children to design diversified self-care training activities in school systematically which provided sufficient opportunities for children to learn to take care of themselves and serve their peers, thereby strengthening their self-care abilities in a step-by-step manner. The school also encouraged children to engage in fine motor skills training activities at home such as zipping on their own, using a small broom to do cleaning work, etc., in order to consolidate what they have learnt through these real-life activities. Teachers assessed children's mastery of skills so as to review and adjust the activity design. As observed, children are able to put on and take off shoes on their own, wear masks to maintain good personal hygiene, thereby showing good self-care abilities. Children help teachers sort and tidy up things, clean the tables and take the initiative to help their peers. The plan is implemented effectively which can be integrated into regular activities to foster children's development.
- 2.5 The school environment is neat. Teachers display children's work to recognise their efforts and encourage them to appreciate each other. Teachers set up different interest corners in the classrooms and provide play materials in light of children's abilities in order to arouse their interests and facilitate their learning through play. Building on the experiences gained from the support programme and the outcome of implementing the refined design of physical activities, the school considered enhancing the element of free exploration in play as another major concern in the last school year. The school put much effort to enhance children's creativity and exploratory abilities, and extended such experiences to the design of corner activities, enabling teachers to apply the acquired knowledge continuously. As observed, during physical activities, teachers provide diversified materials for children and encourage them to design physical games on their own, thus unleashing their creativity. Children are nimble. They have good mastery of eye-hand coordination and gross motor skills. Children enjoy playing with various materials in the activities. They design physical games with peers together, willing to make bold attempts and challenge themselves, having great fun in the activities. During

free choice activities, children choose diversified activities according to their own preference. They use plentiful materials to create artworks to express their thoughts. They also make good use of toy blocks of different textures and recyclable items to design and construct buildings, which are unique and creative. They observe and do experiments on the ways of transporting objects with peers, showing their curiosity and exploratory spirit.

- 2.6 In this school year, the school regards enhancing children's reading interests as its major concern. It purchases books so as to increase the quantity and enrich the variety of books. The school also improves the set-up of the reading corners by displaying books in an orderly manner, placing soft mats, small sofas and so forth, with a view to providing a comfortable environment to attract children to read in the corners. As observed, children take the initiative to enter the corners. They read and share the stories with peers, demonstrating their reading interests. Teachers also read with children together. Children are attentive when reading and listening to stories. Besides, the school arranges parents to choose and borrow books with their children together, encouraging children to read at home. The plan has commenced smoothly.
- 2.7 Teachers are amiable and friendly. They teach children with patience. They provide adequate opportunities for children to share their thoughts and listen to children's experiences and observations attentively. Teachers are conscientious in teaching. They make good use of real objects, picture cards, etc., to assist their teaching. They explain abstract concepts in a concrete way, which can help children grasp the learning content. Teachers are consistent in implementing the classroom routines. They reinforce children's good behaviour by giving clear instructions and specific commendations. Teachers are dedicated to creating an inclusive learning environment. They often arrange co-operative play to enhance children's interaction and teach children to respect and appreciate each other. Hence, the school campus is filled with atmosphere of love and care. To cater for children's different needs, teachers adjust homework and provide appropriate support according to their needs. The music activities designed by teachers are interesting. Children perform rhythmical movements freely and clap the beat along with the melodies through imagination and role-play. They fully enjoy the fun of music activities. Children are engaged in the activities. They are willing to respond to teachers' questions and share their life experiences. They explore and observe in different activities actively and learn with joy.

3. Recommendations for Enhancing Self-improvement of School

The school is committed to creating a caring school atmosphere. The school team members cooperate with one another to pull their efforts in facilitating the school development in different aspects and striving for advancement. The school is advised to continue to review and cancel those homework which is slightly difficult for K3 children, improve the approach and items of summative assessments, and make use of children's assessment information to inform the curriculum planning, with a view to improving learning and teaching in an on-going manner.