

School No.: 324833

Quality Review Report (Translated Version)

Kam Lam Catholic Kindergarten

Kam Lam House, G/F., Choi Wan Estate, Wong Tai Sin, Kowloon

17, 18 & 20 February 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: 17, 18 & 20 February 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 organisation shows care and support for the school. It steers its affiliated kindergartens to collaborate closely for planning and carrying out work related to administration, curriculum and child care together, pooling efforts to render quality education services. The organisation strives to groom talents and strategically organises joint-school training to strengthen the management and curriculum leadership skills of school principals and middle management. It also arranges education seminars, peer school visits and so forth to provide more opportunities for teachers to observe and share with one another, enhancing their professional competence unceasingly. The management is dynamic and endeavours to attain advancement. It grasps the school mission and the curriculum features to lead the team in creating a shared vision effectively. Team members are passionate about education and exploit their strengths in different positions, joining hands to drive the school forward with concerted efforts.

1.2 The school has followed up on the recommendations of the previous Quality Review to revise the daily schedule and cancel the dictation activities for K2 and K3 in order to boost the effectiveness of learning and teaching. The team recognises the rationale of school self-evaluation, which makes reference to the evaluation of teaching activities and analyses stakeholders' feedback to examine school work in various aspects continuously. The team conducts interim reviews on major concerns and concludes the effectiveness at the end of the school year. Afterwards,

it devises the major concerns of the coming year in light of the school context and needs of children, making deployment from different areas. In the last school year, the school regarded developing a proactive approach towards life and positive self-image in children as its major concern. It arranged training for teachers and parents while launching a series of parent-child activities to keep up the healthy lifestyle momentum at home. Building on the experiences of last school year, the school takes facilitating children's emotional development as its focus in this school year. It incorporates emotional education in learning activities to promote work plans progressively with a view to catering for children's physical and psychological growth to a further extent.

- 1.3 The school accepts and cares for learner diversity. It has a proper identification and referral mechanism and utilises external professional support to provide children with suitable services and follow-ups the soonest. The school values home-school cooperation. It communicates with parents through diverse channels to keep them informed of children's performance at the school timely. Parent education seminars and parent lesson observations are also arranged to deepen parents' understanding of the developmental needs of children and the education rationale of the school. To build a stronger parent-child relationship, the school has actively organised sports day, picnic, etc., in recent years to increase interaction and communication between parents and children. Parents and school nurture children together so that they can grow up healthily and happily.

2. Learning and Teaching

- 2.1 The school draws up an integrated curriculum using themes, with content covering different learning areas. In the meantime, upholding the mission and vision of the organisation, the school puts effort into nurturing children's moral and spiritual

development, naturally connecting core values, including loving others as oneself, caring for family members and the respect for life, with a variety of learning themes. Through morning assemblies and religious activities, teachers guide children to pay attention to and proactively care for people in need around them, helping children develop proper values and good character. In recent years, the school has prepared a wide range of outdoor learning activities for children. For instance, they went to a farm to observe the physical features of animals and plants, and visited road safety facilities to learn about the importance of obeying traffic rules. Therefore, children can construct knowledge and broaden their learning experiences through hands-on experience. In this school year, the school holds a Chinese culture fun day for parents and children, inviting them to make dough figurines, play folk games such as Cuju and pitch-pot together, allowing them to experience the fun of these activities. The daily schedule of the school is properly planned that children have sufficient time for music, physical, art and free choice activities every day, facilitating their balanced development. However, some pieces of homework for K3 in the second school term are rather difficult, the school must review and remove the relevant content to suit children's abilities and needs.

- 2.2 The school understands children's learning through continuous observation and records. Teachers set explicit assessment criteria to assess children's development in various aspects of each theme. Teachers also compile observation reports regularly to analyse children's performance in different activities, demonstrating their learning progress. Teachers conduct summative assessments for children in each school term while concretely describing children's overall learning in writing at the end of the school year. In tandem, teachers provide suitable follow-up suggestions in light of the needs of children so that parents can grasp methods of supporting their children's learning. The school has revised the assessment content

and refined relevant tools in recent years in a bid to optimise the child assessment policy. However, at present, the English and Putonghua assessment items of each grade level are mostly the same, failing to effectively reflect children's learning needs. Such practice must be improved.

2.3 The school has established a curriculum coordination, monitoring and review mechanism. The management is effective in playing a curriculum leadership role to exert its utmost in promoting learning and teaching. It proactively refines curriculum planning, activity design and child assessment to enhance the quality of teaching. The management leads teachers of all grade levels to carry out collaborative lesson planning before the commencement of themes to discuss teaching content, setup of interest corners, etc. The management gives teaching demonstrations and in-class assistance to support and guide teachers at opportune times. Upon completion of the themes and at the end of each school term, the team reviews the curriculum and makes prudent use of children's performance and assessment information to examine the effectiveness of activities. The management regularly scrutinises and gives feedback on the reflection records of teachers to guide them in reviewing their teaching from different perspectives, thus strengthening the curriculum evaluation skills of the team. The management leads teachers to devise clear teaching procedures and strategies for the morning learning activities. It could set forth explicit learning objectives and teaching arrangements for the activities of whole-day classes in the afternoon sessions, hence increasing the learning effectiveness of children.

2.4 The school regards facilitating children's emotional development as its major concern in this school year. Workshops are organised for children to learn about how to get along with others and boost their social skills. Adopting drama teaching skills in lessons, teachers interpret stories with vivid tones and body movements

while guiding children to immerse themselves in characters in order to assist them in understanding the emotional changes under various scenarios. As observed, children were willing to share their feelings, were happy in activities, and got along well with peers. On this basis, the school is advised to arrange learning activities related to emotions systematically for all grade levels in view of children's development so as to enhance their expression and emotional management abilities in a progressive manner, thereby further boosting the effectiveness of the plans.

2.5 Teachers create the learning environment meticulously by setting up a variety of interest corners on campus, along with ample and manipulative learning materials. These are conducive to inspiring children to create, simulate and explore, enabling them to gain extensive learning experiences. The constructive zone in the lobby is the most popular among children. They show keen interest in discussing and conceiving ways of play. For example, children assemble a giant robot, build a hut and design different types of furniture using various eco-friendly materials. They fully demonstrate their imagination and team spirit through interaction. There is an array of tools and materials in the art zone. After choosing the materials, children apply different creation skills in making distinctive artworks intently. Children play the role of a chef cooking in the role-play zone of the classroom. Alternatively, they play chess with teachers on number rugs, having great fun. Children have a strong interest in learning. They acquire knowledge and skills amid a relaxing and joyful atmosphere. During free choice activities, teachers intervene and inspire at opportune times. After the activities, teachers ask questions in a flexible way to guide children to share their play experiences, difficulties encountered, solutions adopted and so forth, thereby helping children collate and consolidate what they have learnt as well as increasing learning effectiveness.

2.6 Teachers are kind and have a good relationship with children, giving frequent

commendation and recognition to them to foster a caring and inclusive atmosphere on campus. Teachers are well prepared for class and teach with dedication, and there is a strong collaboration among peers. Teachers are good at adopting an interactive approach to enhance children's participation. Moreover, they encourage children to take part in multi-sensory exploration as well as grasping various concepts through hands-on experience and manipulation. In physical activities, teachers do stretches with children together, facilitating children to grasp basic physical skills. Some teachers design interesting competitive games according to themes. These games not only foster children's gross motor development but also deepen their knowledge of the themes. Children are nimble and have good body control and coordination. They are willing to create physical games by using different tools as well. Teachers lead children to sing, listen to and appreciate the melodies of songs while shaking maracas or moving their bodies along to the beat, enjoying the fun of music activities.

3. Recommendations for Enhancing Self-improvement of School

Members of the team strive for improvement and work together to promote the continuous development of the school. Building on this sound foundation, the management is recommended to guide teachers to formulate explicit learning objectives and teaching arrangements for the activities of whole-day classes in the afternoon sessions and remove the rather difficult homework for K3 in the second school term to enhance the learning effectiveness of children. When mapping out work plans, the team may draw up focused strategies more systematically so that the expected results of the major concerns can be further achieved.