

School No.: 324078

Quality Review Report (Translated Version)

Kowloon City Baptist Church Kindergarten

206 Argyle Street, 2 & 3/F., Kowloon

31 March, 1 & 3 April 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: 31 March, 1 & 3 April 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 With trust and support of the leadership team, the school refines the curriculum planning and enhances the campus environment in an ongoing manner. It also utilises the resources provided by the organisation to implement parent education and parent-child social services, encouraging parents to take part in and facilitate children's learning and growth. The organisational structure of the school is clear. The management allocates duties properly and teaching staff have well-defined responsibilities, allowing team members to exploit their strengths. The school employs a mentorship system to foster experience sharing among teachers, which is effective in guiding new recruits to integrate into the school culture and grasp the work requirements quickly. The school attaches importance to the professional growth of teachers. Through exchange activities such as study tours outside Hong Kong and peer lesson observations, the school leads the team to keep pace with the times and proactively adapt to changes in the educational environment. Team members meticulously apply their learning, working as one to promote the continuous advancement of the school.

1.2 The school has established a school self-evaluation (SSE) culture and applies the cyclical SSE rationale in daily work. The management leads teachers to examine the school development and children's needs to set annual priority tasks. In the past two years, the school has adopted different strategies to enhance children's development of creativity, exploratory and problem-solving skills through play.

Such strategies include bringing in external professional support and building a learning community at school to strengthen teachers' capability in designing games and guiding children to review their learning. Another major concern in this school year is developing children's language ability through parent-child reading programmes and an enriched language environment. The school makes proper deployment on teachers' professional development, teaching design, parent education and other areas. It drives the team to consolidate experiences and adjust strategies in a timely manner, thereby providing reference for the planning of the next phase of development.

- 1.3 The school cares about children's diverse needs. It identifies children with special needs early on and offers appropriate referral services while maintaining close communication with interdisciplinary professionals to ensure that children receive the necessary support. The school designs parent-child activities for newly admitted children and their parents so that the newcomers can get familiar with the learning environment. At the early stage of school admission, parents are arranged to accompany their children in class. Also, rag dolls and family photos are prepared to help children build a sense of security and adapt to school life smoothly. The school regards parents as prominent partners. It welcomes parents to campus and invites them to participate in assemblies and physical free play sessions. Parents observe children in play and record their description of the games. In this way, parents not only can gain a deeper understanding of the school curriculum rationale, but also personally experience the educational value of free exploration. The school considers children's family background when planning various types of parent education activities that tie in with the needs of parents. The parent-teacher association functions as a bridge of communication between home and school. It actively participates in planning and organising parent-child picnics, primary school

visits, festive events and other activities. Thus, the school and parents join hands to foster children's healthy growth.

2. Learning and Teaching

2.1 The school has put in great effort in developing the school-based curriculum in recent years. It promotes learning through play for children, cultivates their positive values and helps them develop skills as well as constructing knowledge through exploration. The curriculum content is closely related to children's life experiences and spiral thematic teaching is adopted to strengthen the coherence of learning content across all grade levels. The school emphasises children's initiative in learning by providing ample opportunities during physical activities for children to choose and design interesting activities on their own, followed by reviews and sharing that encourage peer learning. Nevertheless, the school is required to allocate adequate time daily for children of half-day classes to engage in free choice corner activities to cultivate their diverse interests. Regarding moral education, the school organises various activities in a proactive manner. These include sharing folklore and historical allusions in morning and afternoon assemblies to instil traditional virtues, as well as parent-child activities like tea-serving and community service for the elderly, which allow children to practise filial piety and care for others. To promote Chinese culture, the school arranges cultural experiences for children, such as Morin Khuur performance, face-changing show and traditional snack making. A team of children flag-guards has been formed to conduct the national flag raising ceremony on important days and in large-scale activities, helping children learn the related etiquette and nurture their sense of belonging to the country and national identity.

2.2 The school continuously refines the policy on the assessment of child learning

experiences to present children's performance from multiple perspectives. Teachers devise assessment items and criteria according to the teaching objectives, and use thematic learning observations, records of daily activities, summative assessments, etc., as evidence of children's growth. Teachers observe children's exploration during activities and make use of photos and dialogue analysis to illustrate their cognitive development and creative expression, thereby fully reflecting their problem-solving skills and active exploration. The school has changed the format of its summative assessment from checklist to text description to achieve a more detailed documentation of children's progress in different areas, further enhancing the effectiveness of assessment. The school distributes the assessment information to parents regularly and holds interviews on parents' day to discuss specific suggestions for supporting children's learning.

- 2.3 The school maintains a robust mechanism for curriculum coordination, monitoring and evaluation. The management strives to promote inter-school collaboration, enabling teachers to work with teams from affiliated schools to pool their professional expertise as they plan thematic learning objectives and the design of play for each grade level. The school has built a learning community. Teachers conduct an in-depth analysis of the outcomes of physical free play monthly and engage in peer lesson observations to foster mutual learning and exchanges. They reflect on their teaching effectiveness based on children's performance and make suggestions for improvement on thematic content and teaching activities, demonstrating a commitment to continuous advancement. The management keeps track of the curriculum implementation through routine classroom walkthroughs and scrutiny of teaching documents. Furthermore, it leads teachers to conduct mid-term and year-end evaluations, which involve a comprehensive analysis of stakeholders' feedback, teachers' observations and child assessment information. It assesses the

progress and achievement across various learning areas, using the findings to inform curriculum planning.

- 2.4 The school is committed to enhancing children's creativity, exploratory and problem-solving skills through play, and regards this as a major concern for this school year. Teachers integrate the element of play into thematic activities for children to learn in a joyful atmosphere, increasing their participation and engagement. During physical activities, teachers promote free exploration by providing diverse and abundant materials that encourage children to design their own ways of play. As observed, children cleverly used colourful building blocks and wooden sticks to assemble a cow head, placed it on a trolley, and then imitated riding a cow. They stacked tyres and plastic basins to build a distinctive tall drum and beat time briskly. Children also attempted to connect two trolleys by encircling them with colour bands, enabling the trolleys to pull each other. When children encounter difficulties, teachers guide them to think of ways to improve. Children explore the properties of materials attentively and create multifarious games, gaining a sense of accomplishment upon solving problems. After the activities, children record their play in drawings or simple words, and narrate their experiences using photos and videos taken by teachers. They are happy to share their game design and play process during review sessions. Teachers may further build on children's spontaneous ideas or discoveries to conduct incidental teaching to inspire their learning.

- 2.5 Another major concern of this school year is fostering the development of children's language ability. Children and parents enthusiastically take part in parent-child reading programmes, sharing stories together at home. As observed, children were eager to tell stories to the principal and teachers in Cantonese, Putonghua or English, reading aloud with confidence. Children have established a reading habit. They

love reading and enjoy discussing the content and illustrations with their peers. Native-speaking English teachers participate in free choice corner activities, physical activities, morning and afternoon assemblies, etc., to provide more opportunities for children to communicate in English. Regarding the environment set-up, teachers label teaching aids with Chinese and English vocabulary to help children recognise and read words. The school has established an atmosphere conducive to language learning. It encourages children to read, listen and speak more so that their language ability can be developed steadily.

- 2.6 To enrich the learning environment, the school has installed partitions along classroom aisles to display various teaching aids that facilitate children's sensory exploration and extend thematic learning. Teachers set up corner activities including art, life skills, exploration and learning aids in each classroom, and allow children to participate during free choice activity time. This broadens children's activity space and provides them with diverse game choices. The school arranges mixed-age free choice activities for children. Teachers thoughtfully design differentiated learning materials to cater for the needs of children with various abilities in an effective manner.
- 2.7 Teachers tell stories vividly in varying tones, captivating children's attention. Teachers ask children questions patiently and encourage them to think and apply different methods of inquiry. Children are proactive in learning. They like playing together and get along well with one another, showing good social development. When exploring light sources, children illuminate animal pictures with torches in dark corners and make a simple record on the worksheet. By carefully tightening screws with tools and picking up pompoms and bottle caps with tongs and chopsticks, children strengthen their fine motor coordination. Children enthusiastically immerse themselves in the activities. In music activities, teachers

use the sounds of musical instruments to guide children to associate with scenes of nature and let them express their feelings. Children are engaged in singing, performing rhythmic movements and playing musical instruments, enjoying the beauty of music and the fun of the activities. Children assist teachers in tidying away teaching aids. They collaboratively roll up the mats and put things back, demonstrating a spirit of service.

3. Recommendations for Enhancing Self-improvement of School

The school is committed to developing the school-based curriculum, continuously enriching the campus environment, and enhancing children's learning experiences. Yet, it is required to allocate sufficient time daily for children of half-day classes to engage in free choice corner activities. The school strives to promote learning through play and values children's reviews and sharing. The team could further build on the responses of children to conduct incidental teaching to inspire their learning.