

School No.: 158410

Quality Review Report (Translated Version)

Long Ping Estate Sing Yan Kindergarten

**G/F Block 10 Fung Ping House, Long Ping Estate,
Yuen Long, New Territories**

5, 6 & 8 July 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 July 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 leadership team liaises closely with the school, understands the day-to-day operations of the school through meetings and school visits. It strengthens communication with the team, provides guidance on administrative work, shares educational information, and provides adequate support to the school for leading its sustainable development. The management has extensive experience in administrative and curriculum leadership, and has established a clear organisational structure to assign teachers' duties appropriately so that they can exploit their strengths. The school collects teachers' training needs, provides appropriate training activities and encourages teachers to share their learning with peers, which is conducive to enhancing the team's teaching quality. The school arranges experienced teachers to mentor new recruits and help them master curriculum planning and teaching skills. Regular staff meetings are held for teachers to discuss children's learning and to inform the curriculum according to children's performance. The school team has tacit understanding, is willing to learn and try something new. The team is conscientious in work and a harmonious working atmosphere is created.
- 1.2 The management leads the team to review the school's situation, understanding the development needs of the school and applying school self-evaluation (SSE) rationale to the school's daily work in order to promote continuous improvement. The teaching team understands the needs of the children. Considering the negative emotions brought about by the epidemic, the school regards fostering children's caring and active learning attitudes as its major concern. The school equips teachers with knowledge of positive thinking and teaching skills, and arranges a wide range of learning activities to foster children's learning initiative and optimistic attitude. The school reviews the resources from different perspectives, adopts appropriate strategies, and gets a grasp of children's performance through daily observation, so as to review the implementation of the work plan. The strategies are appropriate.
- 1.3 The school uses various channels, such as face-to-face meetings, telephone calls and

circulars to release information and informs parents of their children's learning and development. It organises parenting talks and parent-child activities to enhance parents' understanding of the school curriculum and parenting skills. Teachers care for children with potential special needs. Teachers use appropriate methods with regard to their diverse needs, such as individual support, to help them master the learning content. Teachers maintain close contact with parents and provide referral services for children to receive professional support when needed. The school arranges a progressive timetable for newly admitted children to adapt to school life and enhances the individual care of children by observing their performance and development. The school also organises a variety of bridging activities for K3 children to help them understand the differences between primary schools and kindergartens, and prepare them psychologically for the transition to primary school life.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages, and takes into consideration children's developmental needs and abilities in order to develop an integrated curriculum with themes related to children's life experience. The curriculum covers all learning areas. The school organises visits and experiential activities to enhance children's learning and enrich their life experiences. The school has scheduled sufficient time every day for K1 and K2 children to participate in music, physical, aesthetic and free choice activities to promote their balanced development. However, there is one day every week, K3 children do not have physical activity session. The school should review the arrangements and provide children with a balanced and appropriate daily learning schedule.
- 2.2 The school has a proper mechanism to coordinate and monitor the curriculum. The management discusses the curriculum outlines with the teachers through regular meetings and devises the key learning points, learning activities and learning corners for each level according to the children's life experiences and abilities. The management keeps track of the delivery of the curriculum through lesson observations and review of documents. Peer lesson observations are also arranged for teachers to learn from each other and discuss the effectiveness of teaching strategies in order to enhance their teaching skills. Teachers review the effectiveness of teaching by observing children's performance and make specific suggestions for improvement based on the children's developmental needs.

However, some of the content of K3 homework is inappropriate and the school needs to review and remove those content in order to meet the developmental and learning needs of the children.

- 2.3 The school conducts child assessment through continuous observation and record keeping while devising the assessment content in alignment with the curriculum goals. Teachers summarise children's performance on each learning theme, collate and analyse relevant information to inform curriculum planning. The school develops learning portfolios for the children, to store records of child observations, thematic assessments and child development assessment reports. Teachers summarise children's observation records and assessment forms to provide parents with concrete suggestions on facilitating children's development.
- 2.4 The school's major concern is to foster children's caring and active learning attitudes. Teachers select appropriate picture books for children to learn about caring for others and respect each other through the characters and plots in the stories. Teachers also encourage children to think positively in solving problems so as to develop a positive learning attitude. Teachers provide appropriate materials in classroom corners according to the content of the learning theme and design exploratory activities such as colour mixing and experience with sound transmitters to enhance children's interest in active participation. The school has clear criteria for reward and appreciation. Teachers reward children for good behaviour, which is conducive to reinforcing children's good behaviour. As observed, children had a spirit of exploration and were actively involved in the activities. Children enjoyed carrying out activities with their peers. Whenever difficulties came up, they tried to solve the problems by themselves. The effectiveness of the work plan is observed.
- 2.5 A number of learning areas are set up in the classrooms with a variety of materials, neatly placed and easily accessible to the children. Teachers have designed various activities for children to choose from according to their preferences. Children construct knowledge and learn skills through manipulating the teaching aids. They play with their peers, building models together and sharing materials with one another, thereby facilitating their social development. Teachers observe children's behaviour in play and provide timely assistance. In case of quarrels, teachers intervene to mediate so that children can learn to follow the rules and respect others. Children enjoy the activities and learn through play.
- 2.6 The school makes good use of the venue for physical activities, placing a variety of physical play equipment for children to choose from and arranging children in groups

for skill training. Children enjoy and engage in physical activities. Teachers integrate elements of theme-based learning into the physical activities. For example, children have to distinguish between luminous and non-luminous objects while practising the skill of throwing bean bags, expecting children to revisit the learning content during the activities. However, some children had to take quite a long time in distinguishing objects or answering teachers' questions, which in turn affected children's mastery of the relevant physical skills. The school is advised to review the design of activities so that children can have sufficient opportunities to take part in physical activities that promotes the development of gross and fine motor skills.

- 2.7 Teachers are amiable and sensitive to the needs of the children. They always encourage children to express their ideas and feelings or share their life experiences to facilitate teacher-child interaction. Teachers make good use of real objects and teaching aids to illustrate concepts and help children understand the learning content. They also arrange group conversations to enhance children's oral expression and peer interaction. They understand the developmental and learning needs of children and provide them with appropriate support. Teachers grasp children's understanding on learning through asking questions, but some of the questions are superficial. Teachers are advised to ask follow-up questions to inspire children's thinking.
- 2.8 Children are polite and observe the rules. They listen attentively to teachers, respond positively to questions and are eager to express their views and feelings. They get along well with peers, share materials and toys, enjoy cooperative activities and have good affective and social development. Children are curious and like to explore things around them and learn about object properties through observing and touching. They can put on and take off their own shoes, tidy up after activities, put teaching aids and toys back properly and demonstrate good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has a sound SSE mechanism and put the rationale of SSE into practice in its daily work. The management can further strengthen the role of teachers in SSE, continue to apply success criteria aligned to task objectives, evaluate the progress of the work and adjust strategies in a timely manner, in order to ensure that the plan achieves the desired outcomes.
- 3.2 The school adheres to the child-centred principle to develop a school-based curriculum with comprehensive learning content. However, the school must delete

the inappropriate content of K3 homework. Meanwhile, the school has to review the daily schedule of K3 to ensure that children have sufficient opportunities to do music, physical, art and free choice activities for promoting balanced development. The school can further review the design of physical activities to help children develop good physical fitness.