

School No.: 157864

Quality Review Report (Translated Version)

Lok Sin Tong Stephen Leung Kindergarten

G/F, Fai Shing House, May Shing Court, Shatin, New Territories

21, 22 & 25 June 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

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: 21, 22 & 25 June 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 school maintains close ties with the affiliated kindergartens of the same sponsoring body. It often organises joint-school professional development activities for teachers to obtain the latest education information and to achieve the purpose of sharing resources, which is conducive to team building and forging consensus on the school's development. The management upholds the same education mission and is willing to listen to the views of teachers. It is able to provide timely support to teachers and plan training activities according to the development needs of the school with a view to strengthening the team's professional competence progressively. The team members have serious working attitudes and collaborate with each other to promote the school's sustainable development with tireless efforts.
- 1.2 The school follows up on the recommendations of the previous Quality Review to discuss the progress of school work by adopting the whole-school approach and apply the concept of school self-evaluation in the routine work. The team can evaluate work performance with an evidence-based approach by referring to various evaluation information. It adjusts the strategies and the implementation schedule of school work continuously according to the review findings. In the past two school years, the school has identified its major concern as promoting learning through play in order to enhance the effectiveness of children's learning. By strengthening teacher training, conducting collaborative lesson preparation and post-lesson observation, teachers explore appropriate and feasible implementation strategies together. With the accumulation of experience and repeated attempts, the effectiveness of the work plan has been shown. The school ties in with the development direction of the curriculum to foster children's positive values through the use of picture book stories. It also synergises with parents to put forward the work plan. The school plan includes clear objectives and success criteria. The school can review the results in a timely manner and adjust the arrangement of the plan, so as to promote the school's improvement through self-evaluation.

1.3 The school accepts and cares for children's diverse needs. It has a clear identification and referral mechanism and can make use of external support services to provide appropriate care for children with needs. The school maintains close liaison with parents. Teachers communicate with parents through various channels to let them know children's situation at school in a timely manner. The school attaches importance to home-school cooperation. It organises talks and parent-child activities for parents and invites them to be parent volunteers in order to let them understand the development direction of the school and learning situation of their children. Parents support and work collaboratively with the school to foster the healthy growth of children.

2. Learning and Teaching

2.1 The school designs an integrated curriculum using themes related to children's life experience after making reference to the teaching packages. The curriculum, which is holistic and appropriate, covers all learning areas. The school arranges visits and experiential activities for children to acquire diversified learning experiences. The school arranges active and quiet learning activities alternately for whole class, groups and individuals every day and provides sufficient time for children to take part in music, physical, art and free choice activities. However, the school does not provide a balanced daily schedule for children to have adequate opportunities to participate in music, physical, art and free choice activities during primary one transition activities. It should revise the schedule accordingly.

2.2 The contents of the assessment of children's learning experiences align with the learning objectives. Teachers assess children through continuous observation and record-keeping. They summarise children's development progress at the end of the school term so as to inform parents of their children's performance in different learning areas. Yet the summative assessment presents children's learning performance using an average score which is unable to reflect their learning progress comprehensively. The school is advised to revise such arrangements. Teachers organise and analyse children's assessment information, which is conducive to understanding children's individual needs and providing feedback to the curriculum planning and teaching design. It serves the purpose of assessment for children's learning.

2.3 The school has established a mechanism to coordinate and monitor the curriculum.

The management leads teachers to formulate a clear direction on curriculum development in light of children's needs and curriculum development trend. By means of conducting classroom walkthrough and scrutinising teaching plans, the management understands the teaching and learning situations in details as well as the effectiveness of the curriculum implementation. It also performs the roles of monitoring and supporting by providing in-class assistance and conducting frequent lesson observation so as to give practical and appropriate suggestions in teaching for the team to improve continuously. The members of the curriculum team are able to demonstrate their leadership to ensure that the learning contents are designed properly by teachers of each grade level. They review the learning progress in a timely manner and strengthen the interface between the curriculum of each grade level. Teachers conduct teaching reflection conscientiously. They can review the effectiveness of activities with reference to children's performance and give suggestions on the direction of improvement and practical strategies, hence enhancing the effectiveness of learning and teaching in an ongoing manner.

- 2.4 To keep pace with trends in kindergarten education development, the school has regarded promoting learning through play as its major concern in recent years in order to enhance the effectiveness of children's learning. It arranges sufficient time for children to engage in free choice activities and puts much efforts into setting up an inspiring environment for learning, such as dividing the classroom into different learning zones and decorating the lobby according to themes. Children engage in play activities in different learning zones during free choice activity sessions every day. From observation, children are free to choose activities according to their preference and manipulate teaching aids in a focused manner under a relaxing atmosphere during free choice activities. Children acquire life skills through play. They enjoy role-playing with peers and sharing with teachers their discovery in the exploratory corner. Children develop skills in self-care, coordination and communication through play, and their self-directed learning attitude is also fostered gradually. Teachers also provide activities of different levels for children to choose from in order to cater for their different developmental paces. During physical activities, teachers guide and encourage children to design different physical activities on their own by introducing diversified materials. They take part in children's play and provide timely support to address their needs. On this basis, teachers are advised to strengthen their skills in questioning and providing guidance when following up on children's responses, thereby further consolidating and

extending children's play experience.

- 2.5 The school puts emphasis on children's moral development. It includes the elements of moral education to the design of teaching programmes purposefully. In the past two years, the school has instilled positive values in children by making use of picture books. The school strengthens the training for teachers to learn the ways of using picture books in designing activities and adopting relevant teaching skills. Teachers can apply what they have learnt to guide children to extend the stories of the picture books with their imagination. They also lead children to create moral stories in order to stimulate their creative thinking and nurture their positive values. The school sets up various moral values award schemes and channels the efforts of parents to promote children's moral education. Teachers always provide positive feedback to children and can specifically praise children, which encourages children to keep up with their good behaviour. From observation, children are willing to follow instructions, eager to participate and respond. They encourage and help each other when necessary, building a harmonious school atmosphere effectively.
- 2.6 The school can make good use of the school environment to display children's artworks and activity photos to facilitate their learning to appreciate each other. Teachers prepare lessons conscientiously. They use role-play and real-life scenarios to arouse children's interest and motivate their learning. They also apply classroom management skills effectively and give clear instructions so as to implement the daily routines persistently which can help children learn to comply with rules as well as foster their self-discipline. Teachers are patient towards children and listen to their views attentively. From observation, children are enthusiastic in learning. They are friendly and willing to respond and share their opinions.
- 2.7 Teachers design interesting music games for children. Children perform rhythmic movements and respond to the melodies through imagination and role-playing. Teachers encourage children to express their emotion through body movement and guide them to feel and appreciate music through diversified activities. In the art creation corner, teachers play soft music to create a relaxing atmosphere for art-making. A wide range of materials is also available to facilitate children to express their creativity. Children are interested in the activities. They draw as well as create art and craft work attentively. They are eager to show their work to peers, demonstrating good social development.

3. Recommendations for Enhancing Self-improvement of School

The school team actively seeks advancement to promote the sustainable development of the school with concerted efforts. With the accumulation of experience, the management should lead teachers to reflect on the effectiveness of their questioning and guidance skills, continue to synergize the professional efforts of the team and explore strategies to inspire children, thereby enhancing the effectiveness of children's learning through free exploration continuously. Besides, the school should revise the daily schedule of primary one transition activities and improve the format of summative assessment to ensure that the assessment can reflect children's development progress comprehensively.