

School No.: 315656

Quality Review Report (Translated Version)

Ling Yan School

1/F., Andes Plaza, 323 Queen's Road West, Hong Kong

24, 25 & 27 April 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 24, 25 & 27 April 2023

- 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 team is passionate about teaching. Under the leadership of the management, the team strives to improve the school-based curriculum and enhance the quality of learning and teaching, which in turn drives the steady development of the school and realises the school mission of child-centredness. The management keeps an open mind in listening to teachers' views. It also arranges appropriate training activities based on teachers' development needs and the school's major tasks to boost teachers' professional expertise and skills. The school has clear and detailed guidelines and a proper filing system to facilitate the smooth daily operation, while helping the newly recruited teachers understand and adapt to the work requirements the soonest. In addition, the new recruits receive adequate support from the guidance of the management as well as the close collaboration and communication with peers.
- 1.2 Since the previous Quality Review, the school has followed up on the recommendations about self-evaluation and learning and teaching. In accordance with the review findings of various tasks, it sets development priorities that correspond to children's needs. Meanwhile, it puts much effort into adapting the curriculum content, formulating concrete teaching objectives and improving environment set-up and corner activity design, with a view to elevating the effectiveness of learning and teaching. In light of the needs of non-Chinese speaking (NCS) children, the school is determined to facilitate NCS children in learning Chinese and considers it as its major concern this school year. This development plan ties in with the school context. Another key task of the school is to promote children to learn about Chinese culture so as to cultivate a sense of national identity in them and foster their moral development. The school enlists external resources to enhance teachers' professional competence and parents' participation. Besides, diversified learning activities are designed. The work is implemented in various aspects, hence helping children understand and appreciate

Chinese culture and nurturing their good character effectively.

- 1.3 The school cares for children. It establishes a clear and systematic mechanism to assist teachers in identifying and referring children with needs. It also takes follow-up action in a timely manner to enable children to receive appropriate support as soon as possible. Teachers always reach out to parents proactively to understand the situation of their children and families, giving them effective and feasible suggestions. The school maintains a close liaison with a number of primary schools in the district. Through exchange meetings, they get a grasp of the curriculum modes of one another to collaboratively plan and carry out kindergarten-primary transition activities. The school organises lesson observations for parents to know about their children's learning. It also explains to them the curriculum content and daily arrangements. Parents take part in school activities and volunteer work enthusiastically. Home and school have built a solid and harmonious partnership with mutual trust.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and teaching packages to devise a curriculum with an integrated design by using themes. It adjusts the curriculum content constantly to cover all learning areas comprehensively and takes into account the nurture of attitudes, construction of knowledge and acquisition of skills in children. However, the school is still required to review and remove the excessively difficult learning content and homework for K3 to meet children's abilities and needs. Project activities are arranged every year for encouraging children to explore things that interest them in daily life. There are also outdoor visits to extend classroom learning and enrich children's learning experiences. The school allocates sufficient time for children to engage in music, physical, art and free choice activities every day to foster their balanced development.
- 2.2 The school has formulated a policy on the assessment of child learning experiences. It adopts continuous observations to record children's learning and substantiates children's growth through thematic learning assessments, analysis of children's work, summative assessments, etc. The school may set more specific criteria for the assessment items to enable teachers to evaluate children's performance objectively. The school aptly shares with parents the learning progress of children

to keep them informed of their children's development.

- 2.3 The management demonstrates its leadership in curriculum management by steering teachers to devise the teaching plans and design the environment set-up of all grade levels. It understands the curriculum implementation through attending meetings, scrutinising teaching documents and observing lessons, and gives teachers appropriate guidance and suggestions. The school organises peer lesson observations for teachers to learn from each other and exchange teaching experiences, thus improving teaching strategies in an ongoing manner. After teaching activities, teachers record children's performance and progress in lessons for continuous reflections. Some of the teachers are able to provide concrete suggestions for improvement and follow up accordingly to enhance the effectiveness of learning and teaching.
- 2.4 The school is keen to promote Chinese culture and regards this as the major concern. It holds a national flag raising ceremony and plays and sings the national anthem every week and on special days to cultivate a sense of national identity in children from an early age. Children are able to observe the relevant etiquette during the ceremony. They look at the national flag with respectful attention and sing the national anthem, showing their respect for the country. Photos of ancient Chinese architecture, children's ink wash paintings and so forth are displayed on campus to add a touch of Chinese culture therein. The school introduces to children the custom of traditional Chinese festivals such as year-end clean-up, Lunar New Year fair and lion dance in learning activities. Furthermore, it lets children try out papercutting and create Peking opera masks to deepen their understanding of Chinese culture and apprehend the beauty of traditional Chinese art. Activities like stilt walking and shuttlecock kicking are arranged in physical activities for children to experience first-hand the fun of playing Chinese folk games. In this school year, the school has purchased books about Chinese culture. Teachers share with children moral stories and guide them to learn traditional Chinese virtues including respect for one's elders and filial piety to parents. The topics of the relevant activities are of great variety and connect with the school-based curriculum naturally so that children are immersed in Chinese culture from a young age, cultivating their sense of belonging to the country. As observed, children respect teachers and follow the rules. They speak politely and listen to teachers' instructions attentively. They always take the initiative to help peers as well, demonstrating that they have developed good character.

- 2.5 The school cares about the needs of NCS children and considers supporting them to learn Chinese as another development focus. Teachers make good use of the interesting learning and teaching resources to arouse NCS children's interest in learning Chinese. They help NCS children learn about the names of classroom items, daily language, etc., and grasp the classroom routines and flow of activities. When leading activities, teachers employ storybooks and flash cards as teaching materials, and adjust speaking pace, combined with body language when needed to enable NCS children to understand the meaning of words. Teachers also provide individual assistance to NCS children so as to evaluate and follow up on their mastery of the learning content. Moreover, teachers make Chinese booklets according to the learning themes to equip NCS children to learn the theme-related vocabulary. There are prompts for pronunciation and stroke orders in the booklets to facilitate NCS parents to help their children learn Chinese at home. It is observed that NCS children are able to communicate with Chinese speaking children in simple Cantonese. They often play together and get along well.
- 2.6 Teachers utilise the space in the lobby wisely to design interest corners that correspond to the learning themes. For instance, a toy pillar box and bus model made from cardboard boxes are placed in the imaginative play corners for children to simulate mailing or bus riding, thereby learning to cooperate with and serve others. There are new installations on the walls of the campus for graffiti and games where children can draw on and play with. Models of the community facilities nearby are made for children to know about such facilities when playing games. In the art and craft corners, teachers provide a wide range of materials, such as buttons, flowers and bottle caps, to encourage children to create. In the exploratory corners, children compare how toy cars slide down from different gradients of slopes or explore the ways to stand a piece of paper on a table by folding or curling. They observe intently and make numerous attempts, hence cultivating curiosity and problem solving skills.
- 2.7 Teachers are kind and patient. They always praise children for their virtuous behaviour. Teachers prepare teaching materials in accordance with the themes and use books, information gathered by children and so forth to aid teaching, thus stimulating children's learning interest. During lessons, teachers ask questions to understand children's thoughts, or design simple games to increase children's participation and teacher-child interactions. Both NCS and Chinese speaking children respond to teachers' questions actively, developing their language

comprehension and expression abilities gradually. In physical activities, children have ample opportunities for gross motor movement. Teachers provide suitable physical equipment and materials for children to create ways of play freely. Children put hula hoops and paper bricks on the floor to construct the pathways of circuit games or create hopscotch courts. Their ideas are full of creativity. Teachers exploit an array of strategies like visual cues, peer assistance and individual guidance to support children with different learning needs effectively.

3. Recommendations for Enhancing Self-improvement of School

The school adopts a whole-school approach to conduct self-evaluation. It may set more explicit success criteria that correspond to the objectives of the plans and make good use of information like child learning assessments, teaching reflections and activity review records to grasp the effectiveness of the major tasks in a systematic and focused manner, and serve as a reference for planning the development direction of the coming year. The school must also examine the learning content and homework arrangement of K3 and remove those that are excessively difficult to meet children's developmental and learning needs.