

School No.: 156205

Quality Review Report (Translated Version)

Lok King Kindergarten

**G/F., Southern End of Lok King House, Lai King Estate, Kwai Chung,
New Territories**

9, 10 & 12 May 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: 9, 10 & 12 May 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 receives the support and care of the leadership team to maintain the facilities and beautify its environment continuously. Taking into account the school context and teachers' needs, the school arranges different training activities for teachers and expects members of the teaching team to put their learning into practice to enhance the teaching effectiveness. There is quite a number of personnel changes in the school in this school year. The management and senior teachers give guidance and support to the newly recruited teachers so that the new recruits can grasp the daily work and teaching duties the soonest. The management keeps an open mind when communicating with teachers and encourages them to share and collaborate together, hence striving to create a caring campus atmosphere. The old and new team members cope with the working styles of one another successfully. There is harmony in the workplace and team members work as one to promote school improvement.
- 1.2 The school has been regarding moral education as the major concern for consecutive years and the effectiveness is evident. In this school year, as the physical development of children is unsatisfactory, the school considers fostering children's physical development as its major concern. It facilitates the development of gross motor skills in children through improving the set-up and facilities of the venues as well as designing different activities. The plan has achieved accomplishments. Besides, another major concern of the school is promoting learning through play. Teachers make good use of the space inside and outside the classrooms to set up an array of games to motivate children to play of their own accord, thus learning through play. The plan is in full swing and bringing in good results.
- 1.3 The school caters for learner diversity. It has developed an explicit identification and referral mechanism and solicits external resources to let children in need receive appropriate support. Proper adaptation activities are arranged for the newly admitted children to enable them to integrate into school life in a step-by-step

manner. The school offers adequate support to the non-Chinese speaking (NCS) children. It adopts various strategies to help NCS children and their families, including organising group learning, adjusting the learning content of Chinese and providing notices and homework assignment in English. All these are conducive to building the confidence of NCS children in learning Chinese. The school values home-school connection. It communicates with parents through different channels and arranges lesson observation for parents to know about and understand their children's learning. The school utilises resources from parents to promote home-school cooperation. It understands parents' interests, expertise and willingness to be volunteers at the beginning of the school year so that it can invite and arrange for suitable parents to take part in the activities subsequently. The parent-teacher association also renders opinions and assistance to the school's large-scale activities. Parents support and trust the school. They join hands with the school to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school has followed up on the recommendations of the previous Quality Review. It has revised the curriculum and daily schedule which includes providing sufficient time for children to participate in music, physical, art and free choice activities every day. The school employs themes to devise its curriculum, with learning content covering the six learning areas. The curriculum is comprehensive and in line with children's life experiences, development and needs. A curriculum planning mechanism is in place in the school. The management draws up the curriculum outline and leads teachers of each grade level to conduct collaborative lesson planning. However, the design of some of the K3 homework fails to meet children's developmental and learning needs. The school must cancel such design. The school devotes resources to promote reading. Apart from setting up comfortable reading corners to attract children to read during free choice activity sessions, the school also places theme-related books in the classrooms to deepen children's understanding of the themes. Moreover, a book lending scheme is launched to encourage parent-child reading and help cultivate a reading habit in children. National education is of great importance to the school. It arranges flag guard instructor training and activities of Chinese art and culture for teachers. In tandem, various learning activities, such as introduction to Chinese food culture, paper cutting

and mask painting, are organised for children to learn about traditional Chinese culture and develop a sense of belonging towards the country as well as a sense of national identity.

- 2.2 As children seldom go out and play due to the epidemic, their physical development leaves much to be desired. Therefore, the school purposefully arranges for children to play circuit games every day when they have arrived at school. Teachers place physical equipment around the school for children to tap, grab and release objects, jump and roll. Teachers give guidance and assistance to children to ensure that the activities are carried out safely. As observed, children played enthusiastically. They were invigorated after the activities. In addition, teachers let children exercise their gross motor muscles through play during physical activities while children can choose the facilities on their own to play climbing-frame, slide, etc. The plan is effective.
- 2.3 Teachers document children's learning and development through continuous observation. They create learning portfolios for children to maintain thematic assessment forms and observation records to demonstrate children's learning performance in different areas and their activities at school. At the end of a school term, teachers provide comprehensive assessment reports for parents, facilitating them to fully grasp the growth of their children. The school is advised to utilise the child assessment information to review the effectiveness of teaching or major concerns, so as to inform the curriculum planning and formulate its development direction.
- 2.4 The school premises are clean and comfortable, with decorations suiting children's taste. The school makes good use of its space to set up interesting corner activities that tie in with the major concern of promoting learning through play, such as eyesight challenges, sensory wall touch and creative pegboard. Furthermore, it changes the activity design based on children's performance to keep the activities attractive. During free choice activity sessions, children can choose the corner activities inside or outside the classrooms. They can also pick the physical facilities of the playground like slide, suspension rope ladder and climbing frame. Besides, according to the learning needs, teachers place fish tanks in the classrooms for children to observe and admire. In the exploratory corners, there are cue cards of the hand shadow games, light torches and shadow screens for children to explore light and shadow through manipulation. Children love free choice activities that there is always a full house in the art area. Children select what they want from

diversified materials to unleash their creativity, creating a wide range of works. Some teachers tape children's performance during free choice activities and play the video in the review sessions to help children share their experiences and show their works.

- 2.5 To keep pace with the major concern of promoting learning through play, teachers try their best to incorporate the elements of play when designing activities. For instance, they arrange different music games for children in accordance with the scenes described in the songs, including imitating insects searching for flowers and chasing mosquito props. It is observed that children focused on following teachers' oral instructions and the activities were conducted with music playing only. The connection between the activities and music was weak. Teachers are recommended to improve their skills in designing music activities to strengthen the music elements thereof. Meanwhile, teachers are suggested to consider carefully children's prior experiences when leading thematic learning activities. They may think more from children's perspectives to design activities that are within children's capability in order to enhance the learning effectiveness.
- 2.6 Teachers care about children and accept their diverse needs. They encourage children to help and care for one another. Children are kind and friendly. They are polite and like to take up the role of a courteous ambassador to greet others proactively. Children follow the classroom routines and are willing to play with peers. They possess self-care abilities as they wet the towels and wipe their faces by themselves after naptime, and follow the rules to place their shoes neatly after taking them off. Children take the initiative to talk to teachers while discussing and solving problems with peers. They get along well with others, showing good social development.
- 2.7 The school has established a curriculum management mechanism. The management gets a grasp of the curriculum implementation through attending meetings, scrutinising documents and observing lessons. Teachers prepare teaching reflection every week. They evaluate the teaching effectiveness together upon completion of a theme. Teachers may conduct evaluation in different aspects, such as the extent to which the learning objectives are achieved, the set-up of the environment and the teaching skills, so as to understand children's learning performance and inform the curriculum planning.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has regarded moral education as its major concern in consecutive years. It may consider to regularise the effective measures and incorporate them into its daily work once the major concerns have achieved the expected targets. When mapping out the development of the next school year, the school is advised to look at different aspects, including analysing the views of the stakeholders, to formulate major concerns according to the development priority, with a view to meeting its needs.
- 3.2 The management is required to lead teachers to utilise the child assessment information and improve teachers' skills in making teaching reflection so as to inform the curriculum. Teachers may design suitable thematic learning activities that correspond to children's experiences and strengthen their skills in organising music activities to enhance the learning effectiveness. The school must remove the inappropriate homework of K3 to ensure that children's learning suits their developmental needs.