

**School No.: 566373**

# **Quality Review Report (Translated Version)**

**The Neighbourhood Advice-Action Council  
Yuen Long Day Nursery**

**G/F (Entrance) & 1/F, Orion Court, 23 Mau Tan Street,  
Yuen Long, New Territories**

**3, 4 & 6 December 2018**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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## Dates of Quality Review: 3, 4 & 6 December 2018

- 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 provides support for the school and assists in implementing the administrative and curriculum work. The school has a clear organisation structure with authorities and responsibilities well defined. The management is familiar with the school's operation and willing to consider the views of staff. Staff members cooperate with one another while discharging their duties properly. The school has followed up the recommendation of the previous Quality Review by arranging training for teachers in a step-by-step manner. Teachers are provided with opportunities to share experiences with one another, thereby facilitating their professional development.
- 1.2 The school integrates the school self-evaluation (SSE) into its routine work. The management leads teachers to collect and analyse the views of stakeholders so as to review the work effectiveness in different areas and formulate the annual work plan together. In recent years, the school has regarded enhancing children's interest and ability in active exploration as its major concern. The management works with teachers to conduct spatial planning, adjust daily schedule, design corner activities, etc., to improve the learning environment and enhance children's interest and ability in exploration gradually. The school introduces picture book teaching for teachers initially and provides them with relevant training strategically. The work plan has been implemented smoothly.
- 1.3 The school sets up a mechanism to identify children with special needs and provide them with referral services in a timely manner. It makes use of external resources to provide appropriate support for children with diverse needs. The school has actively invited parents to be volunteers in recent years to assist in carrying out activities by capitalising on their expertise. A wide range of parent education activities is also organised to enhance parents' understanding of child development and proper ways of parenting. Parents support the school and are willing to participate in the activities, which lays a good foundation for home-school cooperation.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages in designing its curriculum outline and adopts an integrated approach with themes that covers all learning areas. The school attaches great importance to moral development. It selects moral education content in accordance with themes to help cultivate in children positive values. Visits and festive activities are organised for children to have diversified learning experiences. Yet, some learning content for K3 children is slightly difficult. K3 children are required to take dictation as part of their primary one simulation activities. The school should review the appropriateness of the learning content for K3 children in light of their abilities. The aforesaid dictation practice must be cancelled to meet children's developmental needs at kindergarten stage. The school arranges active and quiet activities alternately in the daily schedule. Children have sufficient time to engage in physical and art activities every day alongside whole-class, group and individual learning opportunities. However, some K1 children are not arranged for music activities daily and the time for free choice activities is insufficient in some of the K1 and K2 classes, leading to an imbalance in the daily schedule. The school should improve the arrangement as soon as possible, so as to provide a balanced curriculum for children for facilitating their all-round development.
- 2.2 The school assesses children's learning performance through continuous observation. The assessment objectives are aligned with the principle of children's all-round development. The assessment methods and approaches are proper while taking into account the curriculum content which covers children's attitudes, skills and knowledge. The school develops learning portfolios for children which include observation records, assessment information, artworks, etc. Parents' feedback and observation of their children's performance in self-care and daily routines are stated in the thematic assessment reports to show children's development from various perspectives. The school summarises the assessment information every school term and meets with parents so that they can grasp the learning progress of their children. The school makes use of children's assessment information to inform curriculum planning with a view to improving the effectiveness of learning and teaching.
- 2.3 The school's development focus for this school year is to provide teachers with an overview of picture book teaching. The strategy is arranging teacher training and leading them to have professional sharing and pedagogical observation in affiliated schools. The school tries out picture book teaching for one of the learning themes

in K1 classes. Teachers choose suitable picture books as learning materials and use the story content to design the integrated curriculum. The school expects to promote the picture book teaching to all grade levels in the coming three years in a progressive manner. From lesson observation, teachers guide children to observe pictures during storytelling and ask children about the plots. Children are interested in the story and listen attentively. Nevertheless, when that unit is over, teachers do not have opportunities to apply picture books to design integrated activities, and hence affecting the effectiveness of the work plan.

- 2.4 In recent years, the school has set enhancing children's interest and ability in active exploration as one of the major concerns. It makes reference to the past experiences of soliciting external professional support to strengthen the exploratory elements in the environment. The management guides teachers to transform three classrooms into play areas with learning themes and set up imaginative play corner, book corner, exploratory corner and so forth. During free choice activities, children can choose to engage in their favourite activities in the play corners. As observed, teachers have made great efforts in designing the imaginative play corner in which post office, clinic, hair salon, etc., are found. Children engage in role play with peers, for example, they imitate a postman to deliver letters. Some children pretend to be a doctor to treat patients or a hairdresser to provide hair styling services for customers. Children enjoy the activities. However, these three classrooms are mainly for imaginative play and the elements of exploration are inadequate. Hence, it is unfavourable for children to explore actively. The school should steer teachers to strengthen the environment set-up and add various materials with exploratory functions so as to stimulate children's exploratory interest and ability.
- 2.5 The school also arranges another three classrooms for children to have meals and participate in music activities as well as group learning in order to provide more activity space for children. That said, the setting of these three classrooms is not diversified and only a small amount of books are prepared. The management should guide teachers to conduct an overall planning for the set-up of the three classrooms so as to create an inspiring learning environment. Also, the set-up should be changed from time to time depending on the needs of curriculum with the aim of arousing children's interest in learning.
- 2.6 The school establishes a mechanism of curriculum coordination and monitoring. The management leads teachers to conduct collaborative lesson planning by grade levels and discuss the arrangements of teaching plans, activities, corner design, etc.,

in reference to the previous reflections. A culture of professional exchange is created progressively. The management grasps the implementation of the curriculum and gives teachers feedback when necessary by conducting classroom walkthroughs, lesson observation, scrutinising curriculum documents and so forth. Teachers often reflect on their teaching and review the effectiveness upon completion of a learning theme. Yet, the reflections only focus on describing the process of the activities but fail to make suggestions according to the teaching objectives or children's performance. The reflections on providing appropriate feedback is hardly observed. The management should reinforce professional leadership and lead teachers to review their teaching effectiveness from children's performance while exploring effective means to enhance the quality of learning and teaching.

2.7 Teachers display children's activity photos and artworks on the walls along the corridors, enabling children to review what they have learnt and appreciate one another. Teachers use teaching aids such as pictures, real objects, etc., to help children understand related concepts. They also guide children to share their ideas by questioning. Nevertheless, some teachers explain for too long. The activities are not fun-filled enough to sustain children's learning interests. Teachers may make the activities more interesting by interacting with children more often and offering them sufficient time to think and respond. Teachers are able to utilise venues properly to arrange skills training in light of children's abilities and physical development. They also let children select the facilities freely. Children have sufficient time and opportunities to participate in activities. They comply with the rules of games. They are agile and energetic. Children help tidy up after activities on their own initiative, demonstrating good self-care abilities. Teachers arrange for children various music activities such as singing, music appreciation, rhythmic movements, etc. Teachers are suggested to guide children to imagine and create with the music they listen so as to enjoy the fun of music activities.

2.8 Teachers take note of children's individual differences. They share with one another the skills of catering for children. Teachers provide individual counselling in light of the needs of children. Games are designed with different levels of complexity in some interest corners to meet the abilities of different children. Children get along well in harmony and help one another. The learning atmosphere is joyful and relaxing.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school has established a SSE culture and provided relevant training for teachers to grasp the distribution of work and procedure of conducting SSE. The management could further guide teachers to map out a detailed work plan, including precise task objectives, appropriate strategies and success criteria, with a view to achieving the expected targets and evaluating the effectiveness of the work plan.
- 3.2 The management should reinforce professional leadership to steer teachers to review their teaching effectiveness from children's performance, so as to refine the curriculum design continuously. The school should arrange a balanced daily schedule to provide children with sufficient time for music and free choice activities. Also, the content of the primary one simulation activity in K3 classes should be revised, and the dictation practice must be cancelled. Furthermore, it is necessary for the school to enrich the environment and the materials in the interest corners. The school should adopt appropriate teaching strategies so as to motivate children to learn and arouse their interest in learning.