

**School No.: 156779**

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

**Po Leung Kuk Ng Tor Tai Kindergarten**

**G38 Commercial Complex, Sui Wo Court, Shatin, N.T.**

**11, 13 & 15 July 2022**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2022)**

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**Dates of Quality Review: 11, 13 & 15 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 school maintains close liaison with the sponsoring body (SSB). The leadership team supports the school in aspects including administration and curriculum through regular meetings, scrutiny of documents, visits to the school to lead the school to keep up with the times. The school also regularly conducts professional exchanges and collaboration with other schools under the same SSB, organises joint-school parent-child activities and cross-school lesson observation to facilitate sharing and learning among teachers, thus creating synergy effect. The school attaches great importance to teacher training by organising various types of workshops and seminars, as well as arranging teaching sharing sessions and peer lesson observation to broaden teachers' horizons and enhance their professional competence. The management is open-minded and willing to share their views and make decisions with teachers, and allocates teachers' work according to their abilities, expertise and wills, so as to empower them and unleash their potential. The teaching team works together and communicates in a frank manner to create a harmonious working culture, which helps promote the school's sustainable development.
- 1.2 The school has established a school self-evaluation (SSE) mechanism, with an SSE team led by the management to review the effectiveness of each area of work and collaborate to formulate an appropriate development direction, taking into account different factors such as school context, opportunities and children's performance. Workshops are organised from time to time to enhance teachers' understanding of SSE and their ability to examine the effectiveness of their work. The school has regarded facilitating children to learn through play and their language, social and emotional development as the major concerns in recent years, based on the SSE results and the needs of different stakeholders. The school has established specific strategies and success criteria based on the objectives of major concerns, and regularly reviewed the effectiveness of its work, effectively implementing the rationale of the SSE cycle of planning, implementation and evaluation to facilitate

the school's continuous improvement.

- 1.3 The school cares for the diversity of children and has established the identification, referral and support mechanism to assist children and parents at different levels. The school arranges relevant training for teachers and maintains communication with parents and professional teams to provide appropriate guidance for children. The school places emphasis on parent education and makes good use of institutional and external resources to organise a wide range of activities, including seminars, workshops and parent-child activities, to enhance parenting and facilitate parent-child relationships. The school has set up the parent-teacher association to make good use of parent resources to assist the school in organising activities and to build up a collaborative partnership with parents, so as to effectively strengthen the connection and co-operation between the school and the home to nurture the growth of children.

## **2. Learning and Teaching**

- 2.1 The school designs an integrated curriculum with reference to the teaching packages, using real-life themes to link various learning areas, and the content is comprehensive and balanced to suit children's interests, abilities and life experiences. Teachers use drama to carry out teaching activities, with teachers and students acting out the vivid and interesting story content, and conducting extended learning through discussion and games, effectively enhancing children's learning interest and participation. Teachers arrange mixed-age play days and field trips to facilitate interaction among children and enrich their learning experiences, allowing them to learn about the things around them through exploration. The daily schedule of the school is arranged in an appropriate manner and children have ample opportunities to participate in music, physical, art and free choice activities on a daily basis to experience the fun of different activities. In terms of homework, some of the K3 homework are rather difficult, such as sentence restructuring, use of punctuation and word identification. The school should review the design of homework and delete inappropriate parts to suit children's abilities and learning needs.
- 2.2 Teachers use continuous observation and record-keeping to conduct assessment of child learning experiences to understand children's learning performance and developmental progress. The school has developed clear assessment criteria to help teachers conduct assessment in an objective and consistent manner. Teachers create

learning portfolios for children, compiling assessment forms, observation records, artwork, etc., with formative and summative assessment information to serve as evidence of children's growth. In response to different needs of children with special needs and non-Chinese speaking children, teachers arrange proper adaptations on assessment to grasp children's abilities and take appropriate follow-up actions. Children conduct self-reflection in each school term to understand their progress and learn to appreciate themselves. In addition, parents complete a checklist to record their children's performance at home and living habits so that teachers understand children's growth from a different perspective. Teachers make good use of children's assessment data, collating and analysing it to inform curriculum planning and facilitate children's learning.

2.3 The school has established a mechanism for curriculum co-ordination, monitoring and review. The management leads teachers to develop the curriculum outline for each grade level according to the school's mission in curriculum and the developmental stages of children. Teachers take turns to devise lesson plans that clearly set out the teaching objectives, the flow of activities and the teaching resources required for each activity, providing clear teaching guidelines for their peers. The management effectively monitor the implementation of the curriculum through scrutinising curriculum documents, collaborating with teachers on lesson planning and observing classroom activities. In addition to peer lesson observation, the school has arranged teachers to conduct teaching demonstrations during lesson planning meetings for each topic from the second school term of the school year. Teachers choose a teaching activity and simulate the teaching. The management and other teachers give their comments and suggestions to improve the design of activities and enhance teachers' teaching skills. They also visit each other's classrooms and interest corners to learn from each other and to enhance their ability to create a conducive learning environment. The school has established an atmosphere of open and honest communication, where teachers encourage each other and facilitate professional growth. Teachers conduct regular reviews of the curriculum, and the management is advised to strengthen teachers' reflective skills and guide them to make focused evaluations on the objectives of activities, teaching strategies and children's performance, and to make specific recommendations for follow-up in order to enhance learning and teaching effectiveness.

2.4 In recent years, the school has taken facilitating children to learn through play as its major concern. Teachers participate in external support programmes to enhance the

effectiveness of curriculum planning and teaching through collaborative lesson planning, lesson observation and review. Teachers organise mixed-age play days for children, designing fun games that encourage active exploration and enhance children's expression skills through interaction with their peers. The school organises parents' meetings to introduce the importance of play to children's holistic development, and distributes parent-child play materials for parents to play with their children at home to facilitate parent-child relationship. Another major concern of the school is to promote children's language, social and emotional development, making use of external resources and involving teachers and parents in training to extend children's learning to their homes. Teachers also strengthen their teaching skills and enhance the effectiveness of the plan through peer lesson observation. Through a variety of activities, children gain a better understanding of emotions and learn how to manage them.

- 2.5 The school has a spacious independent premises with a reading room as well as indoor and outdoor physical play areas. Teachers are flexible in allocating space in the school building to arrange a variety of learning activities for children. They set up a number of thematic interest corners in the classrooms to reinforce and extend children's learning. Teachers make teaching aids that are manipulative in an attentive manner, and enrich the interest corners with children's artwork to enhance their motivation to participate in the activities. They design teaching aids of different levels to cater for the diversity of children's abilities and learning needs. In line with the major concern to promote children's language development, teachers enhance the book corners by adding quality reading materials and placing booklets consisting of stories created by children and their parents for children to read, while teachers also read to children to enhance their interest in reading and language skills. During free choice activities, children can participate in the activities in the interest corners according to their preferences. They concentrate on drawing in the art corner, build different objects with blocks in the construction corner, or play simulation games with their friends in the role-play corner to promote imaginative, language and social development. Some teachers still need to be aware of their role as participants in play and should encourage more free exploration in children, while gradually reducing adults' dominance and restrictions in children's ways to play.
- 2.6 Teachers are serious about teaching, design classroom activities with care, and make good use of real objects, self-made teaching aids and pictures to support teaching, enhancing children's knowledge and understanding of the themes. Teachers make

good use of questioning to facilitate children's thinking. They also invite children to express their views and share their experiences and feelings. Moreover, teachers summarise the daily learning points with children or review the learning experiences to help children consolidate their learning. They are encouraged to further strengthen their classroom management skills and to use effective teaching strategies to guide children to listen attentively to instructions and follow the rules of the activities so that children can benefit the most from the teaching activities.

- 2.7 Children enjoy school life and are willing to participate in learning activities, showing their learning interest and curiosity. Children are eager to respond to teachers' questions and are able to express their thoughts and feelings clearly, with good language comprehension and expression skills. Children are friendly, kind and polite. They have good relationships with their teachers and peers. Children have good self-care abilities and a spirit of service. They can clean their own hands, put on and take off their shoes, and help teachers tidy up teaching aids, etc.

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

The school is committed to developing school-based curriculum and encouraging professional exchanges among teachers to enhance teaching standards. To further enhance the effectiveness of learning and teaching, the management has to lead teachers to conduct focused reviews on the objectives of the activities, teaching strategies and children's performance, and to make concrete and feasible suggestions for improvement in order to inform curriculum planning. Teachers also need to strengthen classroom management skills to guide children to listen attentively and follow the rules. In addition, the school should review the design of K3 homework and delete inappropriate parts to suit children's abilities and learning needs.