

**School No.: 562866**

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

**The Salvation Army Kam Tin Nursery School**

**G/F, 103 Kam Tin Road, Yuen Long, New Territories**

**28, 29 November & 1 December 2022**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 28, 29 November & 1 December 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 makes full use of the administrative and curricular support from the sponsoring body to enhance teaching quality continuously and promote the school's steady development. Through mutual visits and collaboration between the teaching team and the affiliated schools of the same sponsoring body, they formulate the curriculum together which facilitates professional exchange. The school has a clear organisational structure. The management assigns duties in light of the abilities and interests of the staff and empowers teachers to serve as leaders of the working teams, guiding the team to implement a variety of work plans. There have been personnel changes in the school in recent years. The management keeps a positive attitude towards creating a culture of team communication and collaboration actively, which has been regarded as the school's major concern for the past two years. It conducts peer lesson observation, training activities and social activities with the aim of building the team's rapport and cohesion in work through increasing collaboration and exchange among teachers.
- 1.2 The school has embedded the rationale of School Self-evaluation (SSE) in its routine work. The management leads the teaching team to jointly evaluate the effectiveness of their work in each area with reference to the information from child assessments and views from stakeholders. The school reviews the SSE results to devise the annual work plans according to its development priorities. The school puts emphasis on children's language development and cultivating children's active learning attitude. Hence, it has regarded strengthening the effectiveness of language learning for children and promoting them to learn through play as the major concerns of last school year and this school year respectively. The school arranges teacher training strategically and adapts the curriculum, home-school coordination etc. The overall planning is appropriate and the plans are delivered in an orderly manner.
- 1.3 A clear mechanism is in place to support children's diverse needs. The school optimises the use of resources of the sponsoring body and external organisations to

provide referral services to children. To facilitate the newly admitted children to adapt to the learning environment, the school invites parents to participate in the adaptation activities with their children. Such approach helps children build a sense of security at the school and participate in school life the soonest. The school values home-school communication and informs parents of the development of their children through parents' day, face-to-face conversations and phone calls. The school actively listens to and follows up on parents' opinions. It also pools parents' strength and forms a network for home-school cooperation. Parents support the school and take part in the school's activities proactively, thereby working together with the school to nurture children's healthy growth.

## **2. Learning and Teaching**

- 2.1 The school devises its school-based curriculum by making reference to the curriculum information of the sponsoring body and adopting learning content that is related to children's interests and life experiences as well as mapping out the learning goals of each learning areas. The comprehensive learning content covers children's development in the aspects of ethics, intellect, physique, social skills and aesthetics. The school sets out various themes and encourages active exploration among children through project learning. Children collect information, play and share, thus cultivating attitudes, developing skills and constructing knowledge. The daily schedule of the school is balanced for children to have sufficient time to engage in music, physical, art and free choice activities. However, part of the learning content in the interface between kindergarten and primary school for K3 is rather difficult. The school is reviewing the relevant content and intends to make revision accordingly. In addition, K1 children are required to write words along dotted lines in some homework exercises. Such practice is inappropriate. The school must remove those parts that are not suitable for K1 and K3 children so as to cater for children's developmental needs.
- 2.2 The school has an explicit mechanism for the assessment of child learning experiences, with the assessment content that ties in with the curriculum objectives. Teachers make reference to the assessment guidelines of the sponsoring body and keep abreast of children's development in all areas through continuous observation and record-keeping. Teachers keep observation records and children's work systematically as evidence of children's learning performance at different stages.

At the end of each school term, teachers inform parents of their children's learning progress and propose concrete and feasible follow-up recommendations based on their children's development, in order to assist parents in grasping methods of supporting their children's development. The management leads the team to collate and analyse children's assessment information so as to have a good understanding of the overall performance of children at all grade levels, serving as evidence of informing activity designs and curriculum planning.

- 2.3 The school has established a mechanism for curriculum coordination, monitoring and review. Through conducting regular lesson walkthroughs, scrutinising activity plans and holding teaching meetings, the management leads the team to review on the effectiveness of teaching. It also aptly reminds teachers and makes suggestions of improvements for exploiting its function of leading and monitoring the curriculum. Prior to the launch of each project theme, the teaching team will conduct collaborative lesson planning. Members from each grade level take turns to introduce the ideas of learning activities and share their experience in conducting activities. Teachers possess reflection abilities and conclude their experience at the end of each week and when a project theme is completed. In general, teachers grasp through observation the area of children's learning that need improvement, and some teachers are able to analyse the reasons behind and make follow-up actions accordingly, which is conducive to increase the learning effectiveness of children.
- 2.4 The school regards promoting children's learning through play as the major concern this school year. Teachers conduct collaborative lesson planning to design various activities and set up interest corners purposely based on the project theme. Children are encouraged to take the initiative to manipulate and explore, hence stimulating their motivation in learning. Following up on questions raised by children during the activities and tying in with their interested topics, teachers arrange a wide range of teaching aids and materials in the interest corners for guiding children to acquire different skills and knowledge by further exploration. As observed, children concentrated on adjusting the distance between puppets and the light source to observe how shadows change on the screen curtain. Some children made their own paper aeroplanes and balloon rockets to explore the power of wind. During the concluding sessions, teachers guided children to revisit their play experiences through questioning in a flexible way. Teachers facilitate children to gain new knowledge and skills by consolidating their work and describing the process of exploration, thereby enhancing the effectiveness of learning through play. Besides,

the school also organises seminars to share with parents videos of children's play to help them understand their children's progress in learning through play, which strengthen parents' knowledge in it. Overall speaking, the school devises the task objectives in the right direction, and implements the work plans from various aspects. The effectiveness is expected to be seen.

- 2.5 The campus is bright, tidy and clean, providing a comfortable environment. Teachers plan and decorate the activity space meticulously. With plentiful teaching resources, it is beneficial for teachers to carry out activities. Teachers make good use of the campus space to exhibit children's work that align with the themes for children's mutual observation and appreciation. Chinese culture corners are set up for displaying the map of China, the national flag and regional flag to cultivate in children a sense of national identity. In the last school year, the school regarded promoting children's language development as the major concern where teachers were arranged to participate in training for improving their skills in designing and conducting language activities. As observed, teachers let children recognise the book titles and author names by shared reading. Teachers also made good use of questioning to steer children to predict the storylines by observing the book covers. Children responded enthusiastically, demonstrating their good expression and comprehension abilities. Meanwhile, teachers provide children with more opportunities in reading and applying languages through the set-up of the interest corners. For instance, they furnish the exploratory corners with pictorial instructions and record sheets. Children follow the instructions to accomplish the experiments on their own, such that they learn about recording their observations and findings in words and symbols. The school organises parent-child reading scheme. Parents actively take part in the scheme and work together with their children to write down their reading reflections or the interesting plots. The school joins hands with parents to assist in nurturing children's interests in reading. In summary, the effort has yielded positive results.
- 2.6 The school makes flexible use of the lobby and outdoor playground to schedule music, physical and learning activities for all classes. Children have ample activity space to interact with peers. Teachers utilise optimally the facilities in the physical play areas to design activities that develop children's gross motor and coordination skills. They also encourage children to unleash their creativity together with peers and design various kinds of physical play by using the diversified play materials. Teachers are required to guide children to conduct relaxation activity after the

activities in order to help them cool down from exercises. During the music activities, teachers lead children to sing and perform rhythmic movements, feeling the changes in tempo. Children also manipulate musical instruments along with the songs to feel the joy of music. However, some of the activities have quite a number of learning goals, and the management must guide teachers to review and revise music activities based on children's needs and development, thereby boosting the effectiveness of the activity.

- 2.7 Teachers are well-prepared for teaching. They put much effort into designing learning activities that stimulate children's exploration and use questioning techniques to guide children to think while encouraging them to express their ideas. Children are engaged in all kinds of learning activities. They like asking questions and make attempt to solve problems together when encountering difficulties. Children enjoy creating and possess rich imagination as they proactively design different pieces of work with recycled materials. They comply with the rules during play activities, demonstrating good routines and self-care abilities. After the activities, they tidy up things on their own. Children learn in a focused and proactive manner and are willing to communicate and cooperate with teachers and peers.

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

- 3.1 The curriculum management mechanism of the school is well-established. The management plays the role of a curriculum supervisor to guide the team to strengthen the effectiveness of learning and teaching continuously through practising and digging into the gains of the curriculum evaluation. Building on this foundation, the school is advised to lead teachers to devise appropriate learning foci and refine the arrangement of music activities. It is also necessary to examine and follow up on the homework arrangement for K1 and for K3 on kindergarten-primary interface so as to meet children's learning and developmental needs.
- 3.2 The school maps out the annual plans that tie in with the school context. The work strategies they devised are implemented progressively. In respect of fostering a culture of communication and collaboration within the team, the management could take further steps to review the effectiveness of relevant activities, and adjust the nature and arrangement of the activities, thus enhancing the professional competencies of the team.