

**School No.: 615641**

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

**The Salvation Army So Uk Kindergarten**

**G/F., Larkspur House, So Uk Estate, Sham Shui Po, Kowloon**

**17, 19 October & 18 November 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: 17, 19 October & 18 November 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 has been carrying out its mission of offering education with love to develop children and serving the community since it was founded two years ago. The sponsoring body provides adequate support in various aspects, such as administrative management, curriculum development and child care assistance. The school also maintains close liaison with affiliated schools of the sponsoring body by setting up communication channels to facilitate mutual cooperation and professional exchanges. The school organises working teams as needed where teachers put their heads together to deal with school affairs. It also appoints some teachers as team leaders to unleash their full potential. The management is cooperative, it takes an open attitude to communicate with teachers and gives them proper guidance. In order to build team spirit, the school organises social activities to promote understanding between teachers. It also aptly provides support for the newly recruited teachers by the experienced ones so they can adapt to their work as soon as possible. The teaching team members perform their duties diligently and collaborate well. The management puts effort into fostering team cohesion to promote sustainable development of the school.
- 1.2 The management steers teachers to make use of the views of stakeholders, activities evaluation, child assessment information, etc., to review the various aspects of school work and make suggestions for improvement thereof. The major concerns of the upcoming year are devised by analysing the school context. The school has been regarding developing the school-based curriculum and promoting parent education as its major concerns since its establishment. It deploys strategies from the needs of teachers, children and parents and takes account of the school resources when planning, which are conducive to implementing the relevant work.
- 1.3 The school accepts and caters for children's diverse needs. It provides appropriate support to create an inclusive atmosphere. Teachers observe children's daily performance to identify children's needs at an early stage, and provide them with

referral and follow-up services through an established mechanism. The school cares about parents' needs and keeps in close contact with them through a variety of communication channels. They jointly follow up on and support children's learning and development. The school progressively invites parent volunteers to assist in carrying out activities so that they can understand their children's learning and school development. In the previous school year, the school began the work of setting up a parent-teacher association to unite parents and foster home-school cooperation. In this school year, the school has strengthened parent education. It organises different activities and parent groups in accordance with parents' needs to enhance their parenting skills. The home-school cooperation work carried out by the school is well-planned, with various work tasks implemented orderly. Parents trust the school and are willing to participate in school activities. They join hands with the school to assist in children's growth.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the curriculum framework of the sponsoring body to design a school-based, integrated curriculum according to children's interests and abilities. The curriculum content covers all learning areas and caters for the cultivation of children's values and attitudes, as well as their acquisition of skills and knowledge. Creating a school-based curriculum has been the direction of the school's development in these two school years. Since the last school year, the school has conducted project learning at each grade level. Teachers guide children to pay attention to their surroundings. They also collate information with children together. The topics of project are closely related to children's life experiences to arouse children's curiosity and enhance their exploratory abilities. The school's daily schedule is properly planned. It provides children with a balanced learning experience as they are given adequate opportunities to attend music, physical, art and free choice activities every day. However, some pieces of K3 homework are rather difficult for children, and are beyond their abilities. The school is required to remove those difficult pieces of homework. In tandem, it must avoid arranging mechanical copying exercises and excessive drills on calculation to align with children's development.
- 2.2 The school attaches importance to children's moral development. In conjunction with the moral education project of the sponsoring body, the school designs simple

tasks every month according to the moral theme set beforehand to let children experience and perform good deeds in an interactive learning environment. After the activities, teachers help children keep records and praise children for their good behaviour. Teachers also guide children to set behavioural goals that tie in with the moral themes. To enhance home-school collaboration in fostering children's positive attitudes, the above work has been extended to inviting parents to think about ways to achieve goals with children and record children's performance. Besides, the school provides children with opportunities in understanding the traditional festivals and Chinese custom through festive activities. By holding the national flag raising ceremony, playing the national anthem, etc., the school gives children a basic understanding of our country and cultivates in them a sense of national identity from an early age.

- 2.3 Teachers assess children by continuous observation. They present children's learning progress in various learning areas through theme-based assessment, observation records, etc., and comment on children's performance at the end of the school term. On the basis of the assessment items formulated by the curriculum team of the sponsoring body, and in consonance with the school's curriculum content and teaching plans, the school sets forth the objectives, items and criteria for the assessment of child learning experiences. It collates the assessment information systematically which is served as a reference for refining the curriculum. Teachers regularly report the children's development so that both teachers and parents can follow up on children's needs in a timely manner. Nonetheless, the school uses grades to indicate children's performance which hinders parents from comprehending children's learning accurately. The school must improve such arrangement and uphold the principles of assessment for learning.
- 2.4 The school has established a curriculum management mechanism. The management demonstrates its leadership by steering teachers in devising the curriculum of all grade levels, conducting collaborative lesson planning and organising learning activities. Through participating in meetings, scrutinising teaching documents and carrying out in-class collaboration, the management grasps and monitors the implementation of curriculum as well as giving feedback to enhance the effectiveness of learning and teaching. The management further elevates the teaching effectiveness by organising peer lesson observation for teachers to learn from one another. Teachers have established the habit of conducting teaching reflections regularly. Most of them are able to make suggestions like adjusting the

teaching content and the designs of teaching aids to improve children's learning effectiveness in light of children's abilities and learning performance. The teaching team also collects reflections and reviews and uses the information as reference for curriculum planning and collaborative lesson planning of the next school year, thereby promoting curriculum development.

- 2.5 The campus is spacious and bright. Teachers display children's work and activity photos properly to facilitate children's mutual appreciation and to learn from each other. Teachers also post children's handwritten slogans to remind children to observe the rules and behave decently, hence fostering their moral development. Last school year, project learning was implemented at all grade levels so that teachers could design diversified learning activities based on children's interests and abilities. The school understands the importance of multi-sensory learning in children and regards this as the major concern of curriculum development this school year. It arranges training for teachers and conducts observations and exchanges with the affiliated schools under the sponsoring body to enhance teachers' ability in designing sensory learning activities. Teachers put into practice what they have learnt in training and set up various learning corners that are in accord with the project learning themes. The activity designs are in tandem with children's interests and abilities which encourage them to explore daily life with different senses. The school also puts emphasis on cultivating children's reading habits in recent years. Besides morning reading sessions and book lending services, there are plenty of theme-related reading materials in the classrooms for children to read. Yet, some settings for displaying the reading materials in the classrooms fail to attract children to read, and there is room for improvement in the design of reading corner. The school may also pay attention to children's participation in the reading corners and enhance the effectiveness of corner activities by reviewing such activities and adjusting corner designs.
- 2.6 Teachers make use of pictures, teaching aids, etc., to assist in teaching. They design different games for children to learn through hands-on experience and to arouse their interest in learning. Teachers observe children's performance during the activities, and provide timely guidance and assistance. Teachers also ask questions to guide children to share their play experiences, preferences and feelings. Teachers are advised to grasp the meaningful scenarios during children's play and guide them to think with follow-up questions and interaction, thus further inspiring children's learning. Teachers let children select from a great variety of physical activities.

The challenging activities stimulate children's interest in participating and facilitate their gross motor skills. However, children are prone to running into each other when playing in the venue. Teachers are recommended to pay attention to the placement of physical equipment to ensure that children's activities are carried out in a safe environment.

- 2.7 Children are interested in joining learning activities. They are eager to share their life experiences and interact with teachers frequently, displaying good language comprehension and expression abilities. Children participate in the activities attentively and enthusiastically. They are willing to face different challenges and solve problems on their own. When they succeed in doing so, they show excitement and beam with confidence. They plan briefly before attending corner activities while tidying up the things used and putting on their shoes after the activities, showing good self-care abilities. Children are self-disciplined as they comply with activity rules and wait in line patiently. They are courteous and take the initiative to greet others. They care for their peers as well, demonstrating good social development.

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

- 3.1 The management makes every effort to lead teachers to implement the school self-evaluation (SSE) work. Through appointing teachers as working team members, reflecting on teaching and so on, the effectiveness of planning and conducting reflections have been developed gradually. Based upon such foundation, the school could continue to make use of the school-based training and on-site sharing to further strengthen teachers' understanding of the SSE. It may also enhance teachers' participation in formulating the major concerns and evaluating the effectiveness of the plans jointly so as to foster the school development with concerted effort.
- 3.2 The school promotes curriculum development in an orderly manner. The management is recommended to further review and adjust the design of reading corner and physical activity arrangements with reference to the feedback on curriculum evaluation and the teaching reflections to enhance teaching effectiveness. In addition, the school must refine the homework arrangement of K3 to remove the repetitive copying exercises and the inappropriate part, thereby meeting children's abilities and needs. In tandem, it is required to improve the design of child assessment to reflect children's performance in various learning areas precisely.