

School No.: 526665

Quality Review Report (Translated Version)

**S.K.H. Crown of Thorns Church
Kwai Chung Kindergarten**

**Unit 4, G/F, Chun Kwai House, Kwai Chung Estate,
Kwai Chung, New Territories**

30, 31 May & 2 June 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: 30, 31 May & 2 June 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 leadership team cares about and support the school's development, keeping abreast of the school's development and needs through regular meetings and providing timely professional advice. The management provides appropriate and effective support to teachers, assigns duties according to their experience and ability, and arranges appropriate training activities for school-based development and teachers' individual needs, which is conducive to promoting the professional growth of the teaching team. The school fosters an open and harmonious working atmosphere, with two-way communication with staff through multiple channels, where team members share and express their views openly. The school has established a stable teaching team that works together for the sustainable development of the school.
- 1.2 The school puts in place a self-evaluation (SSE) mechanism where the team meets regularly to review the implementation of their work and formulate an annual school plan collaboratively at the end of the term. In alignment with the trend of curriculum development, the school has adopted learning through play as its major concern in the past two school years. Training has been provided to enhance teachers' skills in using play as a teaching strategy and to improve the environment to facilitate children's learning. In this school year, the school continues to review and revise its play activities and continues to implement the rationale of SSE, which is desirable. In addition, the school has also adopted the promotion of children's moral education as its major concern in the last year and this school year to facilitate children's whole person development. The school introduces external professional support to enhance teacher training and parent education, and also encourages children's good behaviour through a variety of learning activities including parent-child tasks. The school formulates the plan from the perspectives of teacher training, activity design and parent education, which is conducive to enhancing its effectiveness.
- 1.3 The school cares about the diverse needs of children. It puts in place a clear

mechanism for identifying children with special needs and makes good use of different resources to enable children to receive appropriate support and assistance. It has established effective channels to maintain close communication with parents and keep them informed of their children's learning at school in a timely manner. Parents understand and support the school through the school newsletter and parent meetings. The school places great emphasis on parent education, and has been arranging various seminars and workshops for parents to enhance their competence in parenting. Parents participate eagerly in volunteer work at school to assist the implementation of various school activities, giving full play to the spirit of home-school cooperation. They support and cooperate with the school's efforts, including actively assisting the school in promoting home learning activities to extend children's learning during suspension of face-to-face classes. The school works closely with parents to nurture children's joyful growth.

2. Learning and Teaching

- 2.1 The school's integrated curriculum is designed with real-life themes and covers all learning areas, taking into account the nurture of children's attitudes as well as their acquisition of skills and knowledge. The curriculum is comprehensive. Each theme is planned in regard to foundation learning and project approach. Teachers in each class observe the children's performance during the foundation learning stage. They discuss with the children to draw up topics of interest, and lead the children to conduct studies, thereby encouraging the children to explore together and enriches their learning experience. Yet, the school does not arrange music and physical activities for the children every day, leading to the imbalanced daily schedule. It should make improvements to facilitate the all-round development of the children. The school arranges a session in construction play with activities similar to free choice activities in purpose and nature. It should further review the schedule arrangement and deploy activity materials flexibly so that children can have a wider variety of activities and items to choose from when conducting free choice activities. Some of the K3 homework are difficult or inappropriate, and the school must improve the homework design to meet the developmental and learning needs of children.
- 2.2 The school has established a curriculum management mechanism whereby the management keeps track of and monitors the implementation of the curriculum and provides timely guidance through participation in meetings, review of teaching

documents and classroom walkthroughs. The management leads the teachers in collaborative lesson planning to discuss the key learning points, activity design and environment setup of the theme, etc. Based on the discussion, teachers take turns to write lesson plans, which are then submitted to the management for endorsement. The teachers record children's learning and behaviour on a daily basis and reflect on teaching and learning to enhance the effectiveness of learning and teaching.

- 2.3 The school environment is clean and tidy and teachers make good use of classrooms and corridors to display children's artwork and photos of their activities for children to appreciate and share with one another. A small stage in the lobby gives children the opportunity to speak and perform in front of others, and hence building their confidence. The reading area in the lobby is a self-contained corner and comfortable, providing a large number of books to promote children's interest in reading. The school has made good use of the physical activity area by setting up a number of physical facilities such as slides and tricycles to allow the children to stretch their muscles. The teachers design different corner activities in the curriculum according to the children's interests and abilities, and there are plenty of teaching aids, toys and materials to help children develop an active learning attitude.
- 2.4 The school is committed to promoting children's learning through play and has continued to review and refine the design of play activities following the completion of the relevant development plan over the past two years. In this school year, the school has introduced a weekly play session to enhance the children's opportunities for free exploration. The school utilises the lobby space to set up as venue for activities with a wide range of play facilities and materials. The children can choose their own playmates and create their own ways of play, or use materials to express their thoughts. The school is full of children's laughter. During the session, teachers observe children's learning and participate in children's play, encouraging children to make more attempts. However, teachers may ask further questions to inspire children's learning and to enhance the effectiveness of activity review so as to improve the benefits of learning. The major concern of the school in these two school years is to promote children's moral development. Teachers encourage children to do good deeds every day, and work with parents to help children put into practice good behaviour in their daily lives. As observed, the children were polite and respectful. They took the initiative to greet others, always smiled and were willing to accept simple learning tasks given by the teachers, such as being group leaders and sending caring greetings to those around them. The school has designed

learning activities for children's affective and moral development, but the activities are not linked to the teaching themes. The school has to integrate the curriculum and incorporate the relevant moral education elements into the original curriculum to enhance children's learning effectiveness.

- 2.5 Teachers are caring and friendly. They use real objects, pictures and teaching aids to support children's learning. They include play elements to encourage exploration, and often ask children questions to enhance teacher-child and child-child interaction. Teachers are patient with the children, listen carefully to what they say, respect their wishes, cater for their different emotions and reinforce their good behaviour with positive words in a timely manner. They cater for the diversity of children's learning through a variety of strategies such as individual guidance, homework adaptation and encouraging peer support.
- 2.6 Children get along well with their peers, take turns to use objects during activities and behave in a friendly manner. Some of them even take the initiative to help their peers. They demonstrate good affective and social development. Children are active and keen to respond to teachers' questions. They share their ideas and feelings with teachers and peers, and enjoy the fun of learning. They proactively ask questions, and are willing to try and learn new things, showing their curiosity. Independently or together with peers, children actively participate in the activities of the learning corners, including exploring the properties of objects, practising small motor skills with teaching aids, using building blocks to construct pieces of work, or creating artwork, displaying their engagement in the activities.
- 2.7 The school has set out clear assessment items and criteria for children's learning in alignment with the curriculum objectives. Teachers assess children's performance in each learning area through continuous observation and recording, and summarise children's development milestones at the end of the school year to share with parents the children's learning progress. The school has developed learning portfolios for the children to record information on the children's thematic assessments, observations and children's work, as evidence of children's growth. The teaching team reviews the teaching design and informs the curriculum planning with reference to the children assessment information.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established an SSE culture, put into practice the concept of SSE in regular work, and continuously reviewed and refined the work in all domains. In

recent years, the school has continuously promoted the development of curriculum, and is committed to promoting children's learning through play and cultivating children's good morals. The school could further consolidate the content and activity arrangement of curriculum, so that children could enjoy a comprehensive and coherent learning experience and enhance their learning efficiency.

- 3.2 The school must improve their daily schedule to ensure that children have sufficient opportunities to engage in music, physical, aesthetic and free choice activities every day, so as to facilitate their balanced development. The school must also conduct a comprehensive review of the homework design to remove inappropriate contents and types, so as to ensure that the homework can meet the abilities and needs of children and extend their interest in learning. In addition, the school is required to improve the scheduling of activities for the interface between kindergarten and primary education to provide a balanced schedule for children and to cancel the primary one mock interviews to avoid adding unnecessary stress to children and parents.