

**School No.: 523429**

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

**Ho Lap Kindergarten  
(Sponsored by Sik Sik Yuen)**

**Wing B & C, G/F, Lok Shun House, Tsz Lok Estate, Tsz Wan Shan,  
Wong Tai Sin, Kowloon**

**24, 25 & 27 October 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: 24, 25 & 27 October 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 supports the development of the school. It provides guidance and assistance on the administrative matter. The school attaches importance to the professional development of teachers. It organises joint school teachers' development days, visits and teaching sharing activities with the affiliated schools to enhance the professional capacity of teachers. The school also arranges peer lesson observations and sharing sessions for teachers with foci on environment set-up and teaching strategies. The management is willing to listen to and accept the views of staff, building a culture of collaborative discussions. Members of the teaching team are cooperative, they support one another in teaching and administrative work to facilitate the smooth operation of the school.
- 1.2 The school has followed up the recommendations of the previous Quality Review pragmatically to refine the arrangement of physical activities and teaching skills in leading music activities, thus enhancing the learning effectiveness of children. Besides, the management leads the team to grasp the rationale of school self-evaluation (SSE). They comprehend the school context through review and analysis. In recent years, the school set enhancing the exploratory spirit of children, and strengthening children's understanding of Chinese culture through art activities as the major concerns. The school adopts various strategies in formulating work plans. It implements the major concerns from different dimensions like teacher training, adaptation of teaching activities and parent education, which is conducive to enhancing the effectiveness of the plans.
- 1.3 The school cares for the diversity of children. It has established an effective mechanism to identify children with special needs at an early stage, and makes good use of resources to provide appropriate services for children with different backgrounds and needs. In order to strengthen the communication with non-Chinese speaking (NCS) parents, the school sets up an electronic messaging application for answering their queries on children's learning and disseminating learning contents, thereby helping NCS parents to support their children's learning.

The school specially invites NCS parents to set up a distinctive face painting stall on the School Open Day. Such volunteer work not only builds their sense of belonging to the school, but also enables other parents and children to learn more about the cultural background and custom of NCS families.

- 1.4 The school maintains close communication with parents by making good use of various channels. It invites parents to participate in parent activities on Fridays, such as teachers' sharing on experiences in teaching children, and school visits for parents to understand children's learning in a timely manner. The school actively promotes parent education. It arranges seminars about dealing with children's emotions and paired reading workshops for parents to master parenting skills. The school also holds fun and relaxing activities like parent-child sports day, picnic, and cinema day through which parents build positive relationships with their children. The school regards parents as important partners. Through the parent-teacher association, it explains to parents the operation and development direction of the school, and discusses the main points of parent activities with them. Parents are moved by the school to join the volunteer activities. They assist children in entering the school in the mornings, sort out the books from book crossing and serve as reading parents. The school capitalises on the effort of parents to carry out various activities. Parents join hands with the school to promote the healthy growth of children.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide*, the curriculum guide of the school sponsoring body and the teaching packages, and chooses themes that children are interested in to design its curriculum. The curriculum is in line with children's daily life experience. It is comprehensive and covers various learning areas which nurtures children's positive values and attitudes, as well as enhancing children's skills and knowledge. The school always organises outdoor visits, drama appreciation, experiential activities, etc., so as to enrich children's learning experience. The arrangement of daily schedule is appropriate, so the children have sufficient time to participate in music, physical, art and free choice activities every day. The school provides children with diversified learning which is conducive to their balanced development. Nonetheless, some of the learning contents and homework of K3 language and early childhood mathematics are rather difficult. The school must review the design of the curriculum and

homework, and remove those difficult parts to meet the developmental needs and abilities of children.

- 2.2 The school has put in place a clear mechanism to assess children's learning performance by continuous observation and record. It sets explicit guidelines for the assessment items such that teachers can assess children objectively and consistently. The school also develops learning portfolios for each child to maintain assessment information, records of observation, children's work, etc., which are comprehensive. Teachers contact and meet parents timely to keep them informed of their children's learning and development process. They give parents recommendations on supporting the growth and development of children as well. The management leads teachers to analyse the assessment data, which forms the basis of curriculum evaluation.
- 2.3 The school has established a mechanism for coordinating, monitoring and reviewing curriculum. Through attending curriculum meetings, scrutinising teaching plans and observing lessons, the management gets a grasp of the curriculum implementation and gives teachers guidance and suggestions. Teachers reflect on their teaching regularly. They evaluate the teaching arrangements based on children's performance. They also adapt the teaching strategies and learning contents of the next theme to accommodate the abilities and learning needs of children. At the end of the school term, the management leads teachers to make use of the information of child learning assessments, teaching reflections, activity reflection records, etc., to review the curriculum. They then refine the progress and content of the curriculum as needed.
- 2.4 In recent years, the school has been committed to enhancing the exploratory spirit of children, and regards this as the major concern. The school incorporates simple experiments and exploratory corner activities into each theme to arouse children's interest in exploration. During the period of suspension of face-to-face classes, the school holds parent-child workshops to help parents understand the daily life phenomena that are associated with nature and the skills of conducting experiential activities with children. The school also distributes material kits to enable parents and children to explore together. Under the school's thoughtful arrangements, children master simple exploratory skills and enrich their experience as well as their parent-child relationships. In addition, teachers design various exploratory activities meticulously in accord with the abilities and interests of children. They let children play in the interest corners during free choice activity sessions. As

observed, children like to participate in the exploratory activities. They conduct testings, comparisons and get the findings through manipulation. K1 children observe items rolling down a slope, K2 children compare the difference in spinning between different spinning tops, and K3 children test and keep records on how to clean the mark of an oil based pen. Teachers must observe children's performance during activities and intervene timely to stimulate children's further thinking and exploration. They should also help children to organise and summarise what they have learnt so as to consolidate and extend learning. The school may integrate the learning contents of Nature and Living in response to themes and children's needs, and continue to refine the school curriculum to elevate the effectiveness of learning and teaching.

- 2.5 Strengthening the support for NCS children was another major concern of the school in the previous school year. The school has set up Cantonese learning groups for NCS children. Through play, teachers teach NCS children the frequently-used oral instructions and the names of daily necessities. They help NCS children become familiar with the classroom routines as soon as possible, and adjust the content of the Chinese homework according to the abilities of NCS children. Stroke orders and the meaning of Chinese words are marked clearly on the homework booklets, so as to help NCS children write Chinese characters and comprehend the meaning of the Chinese words. The school adapts the assessment items with regard to the abilities of NCS children to build their confidence in using Chinese. It is observed that NCS children get along with teachers and peers. They are attentive in class, able to understand teachers' instructions and interested in learning and writing Chinese characters.
- 2.6 The school puts emphasis on children's understanding of Chinese culture. In the previous school year, it held a cultural week to let children know the "yum cha" culture and traditional Chinese table manners through eating "dim sum" and "yum cha" activities. Children experience Chinese culture by participating in diversified activities, such as attempting the Chinese paper-cut art with teachers, learning the "kung fu" exercise and making "tanghulu". The school set the Lunar New Year as another learning theme, and children conduct project learning under this theme. They learn about the custom, food, celebration, etc., of the Lunar New Year. In this school year, the school takes the art activities as a starting point and infuses elements of traditional Chinese art into the curriculum. It introduces children to blue-and-white porcelain. Through art creation, children savour the beauty of traditional

Chinese art. As the plan is at an initial stage, its effectiveness is yet to be seen.

- 2.7 The school makes good use of the corridor walls. It decorates them as sensory walls, whiteboard walls and sets up interactive games for children to explore their senses, to draw and to play. Teachers display children's work on the campus to facilitate their mutual appreciation. Different types of materials are provided and children engage in role-plays and cooperative games in the interest corners according to their preference. They learn through play joyfully.
- 2.8 Teachers are amiable and always praise children for their positive behaviours. During physical activities, teachers provide ample opportunities for children to develop their gross motor skills. Children demonstrate good body coordination skills. In music activities, teachers lead children to sing and play rhythmic movement games, and children are engaged in the activities. Teachers may encourage children to use their bodies to express and create more frequently, and to enjoy the fun of music. Teachers cater for the diversity of children. They deploy various strategies in class, such as homework adaptation, peer collaboration and individual guidance to support children with different learning needs. Teachers design activities with different levels of difficulty so that children can try to overcome the challenges and build self-confidence. Children are eager to take part in different kinds of learning activities. They follow the rules and are self-disciplined. Their affective development is good and they love to learn and play together. During play, children show affection and actively help each other. After the activities, they tidy up on their own initiative. Children can take off and put on their shoes, showing good self-care abilities.

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

The school is keen on promoting its continuous development through SSE, yet it must review the curriculum to integrate the learning contents of Nature and Living and refine the overall curriculum planning. The school is also required to review the design of homework and remove the parts that are too difficult to meet the developmental needs of children. In recent years, the school has strengthened the element of exploration in play to elevate the exploratory spirit of children, and it has gained much experience in this respect. On this foundation, the school may integrate the relevant experience in tandem with themes and children's needs. It could also discuss with teachers about their roles in free choice activities to enhance their skills in intervening timely and helping children summarise learning experiences so as to consolidate and extend children's learning.