

**School No.: 325643**

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

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

**G/F, Chung Yuen House, Block 8 Chuk Yuen North Estate Phase V,  
Kowloon**

**17, 18 & 21 May 2021**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2021)**

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**Dates of Quality Review: 17, 18 & 21 May 2021**

**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 good use of the resources provided by the sponsoring body to promote curriculum development, support for children, teacher training, etc. Regular meetings among the school management committee representatives, the management, teachers and parent representatives are conducted to understand the views of various stakeholders on school-based policies and development so as to formulate the right direction for development. In accordance with the needs of the school and teachers, the management arranges teachers to participate in different training activities such as workshops and visits to peer schools, thus raising their professional capacity. The organisational structure of the school is clear. The management handles the administrative affairs in an orderly manner. It is willing to listen to and accept the opinions of staff. With an open attitude, the management creates a harmonious working atmosphere. The teaching team is stable with good rapport. The teaching team members support and encourage each other to promote continuous development of the school with concerted efforts.
- 1.2 The school has followed up the recommendations of the previous Quality Review to revise the daily schedule to provide music activities for children every day. The school supports the rationale of school self-evaluation (SSE). An SSE mechanism has been established and is implemented in daily work to review work effectiveness continuously. The management leads teachers to analyse relevant SSE information and review different areas of work while discussing the annual development plans. The school has regarded enhancing children's social skills and emotional expression abilities, and strengthening the element of free exploration in play as its major concerns in recent two years. The school makes use of external support programmes to implement the work gradually. It has deployed strategies from the perspectives of teacher training, children's needs, parent education, etc. The relevant work has been implemented as planned.
- 1.3 The school is able to plan and monitor tasks related to school culture and support for

children properly according to its school-based needs. Teachers identify children's needs at an early stage through observing children's daily behaviour and performance, so as to provide referral service as well as suitable support for children with special needs. The school sets up different channels to maintain close liaison with parents. It puts emphasis on parent education. Through seminars, video clips, parent-child activities, etc., it helps parents understand the growth needs of children and learn about parenting practices. The parent-teacher association collects and reflects the views of parents as well as working with the school to organise activities. Thus, the connection and communication between parents and the school is facilitated and a co-operative partnership is established. Parents trust and support the school. They actively participate in school activities and work together with the school to nurture children's growth.

## **2. Learning and Teaching**

- 2.1 The school designs an integrated curriculum using themes related to children's life experiences and interests. It also revises the curriculum in a gradual manner with reference to previous learning and teaching experiences. The curriculum is comprehensive that covers all learning areas. It attaches importance to the cultivation of children's positive values and attitudes while involving the learning of knowledge and skills. The school arranges diversified activities for children, including festive activities, visits and experiential activities, to enrich children's learning experiences. With respect to moral education, the school helps children understand proper behaviour through stories. It also encourages children to be polite to others and keen to serve others. Through practising in daily life, good morals are cultivated. The school arranges adequate opportunities for children to participate in music, physical and art activities in order to foster their balanced development. The school also arranges free choice activity sessions to promote children's self-directed learning.
- 2.2 The school has formulated clear assessment policy for children's learning experiences. The assessment content aligns with the curriculum objectives. The school develops learning portfolios for children to keep their observation records and assessment information properly as evidence of their growth. The school has revised the content of the assessment form of children's development this school year, thereby better reflecting children's development. Teachers assess children's

learning performance through continuous observation and make summaries regularly. They are able to provide concrete descriptions on children's progress in different perspectives and make suggestions for children's improvement. They also report to parents to help them understand their children's progress in a timely manner, so as to follow up children's learning together. The school organises children's assessment information and makes reference to them when reviewing the curriculum.

- 2.3 The school puts in place a clear curriculum management and monitoring mechanism. The management leads teachers to discuss the objectives of thematic learning and teaching plans of each grade level. The management understands teaching practices through attending curriculum meetings, scrutinising relevant documents, conducting lesson observations, etc., and gives suggestions for improvement. Teachers conduct teaching reflection regularly to review children's understanding of the learning content. The management may continue to lead teachers to have an in-depth discussion on the reasons why the intended teaching objectives are not achieved, and to consider various improvement measures to enhance the effectiveness of learning and teaching. Besides, some homework for K3 children is rather difficult and the design of some parent-child homework does not take children's abilities into account. The school should rectify such arrangement and cancel inappropriate homework, so as to meet children's developmental needs.
- 2.4 The school strives to enhance children's social skills and emotional expression abilities. It arranges training for teachers to grasp relevant rationale and skills. Teachers design thematic and corner activities to help K2 and K3 children understand their own emotions and enhance their social skills. They identify children in need through continuous observation and strengthen support for them. Besides, the school arranges workshops for parents to help them understand how to facilitate their children's emotional and social development. From observation, teachers apply what they have learnt to teach and guide children how to express their emotions and deal with difficulties. Children are willing to share their feelings. They respect others and get along in harmony with peers. When children are engaged in activities, they try to use different ways to solve problems and are willing to accept others' opinions. In general, the expected outcomes of the work plan have been achieved.
- 2.5 The school makes good use of the premises to arrange activities and display many artworks of children, which allows children to appreciate and learn from each other. Teachers design different corner activities for children to select and play freely. They also try to involve children in the process of activity design. The content of

activities is in line with the themes to attract children to manipulate and can also extend their learning. From observation, children enjoy participating in corner activities and play with peers joyfully. There are abundant and diversified materials in the art and creative corner for children to use freely. Children are engaged in collage and drawing to unleash their creativity. Children pretend to be farmers, animals, pet groomers, etc., in the imaginative play corner, demonstrating their imagination and good expression ability. The school may improve the design of the reading corner in the classroom such as displaying books in an orderly manner so as to attract children to enter the corner and read. Teachers design teaching aids to train children's fine motor skills, consolidate their mathematical concepts and language through manipulation. However, the variety of teaching aids for children is rather limited. Further improvement on the arrangement is required. More diversified teaching aids should be provided to sustain children's learning interest.

- 2.6 The school puts effort to strengthen the element of free exploration in play to arouse children's learning interest. The school deploys relevant strategies to enhance teachers' skills in designing and conducting activities. It also encourages them to apply what they have learnt, such as providing different materials for children to explore and improving the design of exploratory activities, to enhance children's learning interest. From observation, the design of some activities in the exploratory corner is interesting which can stimulate children's curiosity. Children take the initiative to test and discover, such as observing the changes of an image in the water. Teachers observe children's performance and provide guidance. They try to adopt a less dominating role to provide more opportunities for children to participate in activity design and respect their ways of play. In addition, teachers extend such experiences to the design of physical activities. They arrange diversified physical activities and provide different equipment as well as materials for children to choose and play. Children are encouraged to create ways of play. They are interested in the activities and eager to try. However, some children choose rather quiet activities, resulting in inadequate amount of physical exercise. The school may improve the activity design to allow children to have adequate opportunities to develop gross motor skills.
- 2.7 Teachers are kind and friendly. They listen to children patiently. Teachers have serious teaching attitudes and good preparation for lessons. They, in general, explain clearly. They make good use of games, real-life contexts, etc., as an introduction to enhance children's learning interest and attract them to engage in

activities. Teachers arrange diversified music activities for children, including singing, rhythmic movement and music games, to enrich children's musical experiences. Children are willing to participate. They move their bodies, sing along and feel the rhythm of music. They also create movements to express ideas and unleash their creativity. Teachers love and care about children. They accept children's diverse needs to provide individual guidance and adjust children's homework in a timely manner. Besides, teachers arrange children to have sharing after activities. Teachers may use questioning flexibly in accordance with children's discovery in the activities to guide them to make more attempts and inspire their learning.

- 2.8 Children enjoy school life. They are courteous and take the initiative to greet and thank people. Children are attentive when they learn and play. They are willing to respond to teachers' questions and express their opinions. Children have good self-care abilities. They tidy up toys and personal belongings by themselves. They offer help and cooperate with each other, showing good social development.

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

- 3.1 The school supports the rationale of SSE, and it has established an SSE mechanism. It formulates development plans using the whole-school approach. However, in formulating the plans, the management should lead the team to set clear task objectives and corresponding concrete success criteria, so as to assess the effectiveness of the plans in a more focused manner.
- 3.2 The school makes continuous improvement in the domain of learning and teaching. The management should reinforce its leadership to lead the team to rectify the content of homework and delete inappropriate homework, in order to meet children's developmental needs. With respect to curriculum review, the management may continue to lead teachers to have an in-depth discussion on the reasons why the teaching objectives are not achieved and make suggestions on different improvement measures, with a view to enhancing the effectiveness of learning and teaching.