

School No.: 216070

Quality Review Report (Translated Version)

Semple Kindergarten

**Portion of G/F, 1/F, Portion of 2/F & 3/F, 10 Willow Street, Tai Kok Tsui,
Kowloon**

27, 28 & 30 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: 27, 28 & 30 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 the school's development. It provides professional advice on administrative affairs and financial management to facilitate the sustainable development of the school. The school team communicates closely and all team members get along well, resulting in smooth daily operations. The school has followed up on the recommendations of the previous Quality Review and adjusted the daily schedule to provide children with balanced learning experiences. The school is also concerned about teachers' professional growth and plans teacher training according to the school's development needs. Through school-based professional exchange activities, team members can observe and learn from each other and gradually enhance the quality of teaching, which is conducive to the smooth implementation of the school's work plan.
- 1.2 The school has established a culture of school self-evaluation (SSE) in which the management leads teachers in reviewing the effectiveness of the task objectives by referring to different assessment information, then collaboratively formulating the development foci for the upcoming year. This school year, the school focuses on children's moral development, and has set developing school-based arts activities as another major concern. The management aptly brings in external professional support. In tandem, they work with teachers to formulate appropriate task objectives, as well as assess the effectiveness of the work plan by making reference to children's performance, thereby planning the targets for the next stage. Through the cyclical process of SSE, the school pragmatically facilitates its continuous development.
- 1.3 The school keeps in close contact with parents through different communication channels to understand and cater for children's diverse needs in a timely manner. It also makes good use of community resources and services to support children and their parents in need. The school cares about the learning of non-Chinese speaking (NCS) children and adopts different teaching strategies according to their needs. It

also provides parent-child Chinese learning classes to enhance their confidence in learning Chinese, prepares English versions of circulars, and renders translation services in home-school activities, jointly helping children integrate into the school. The school is aware of the importance of parent education. It organises diversified parent education and parent-child activities to help parents grasp proper parenting skills. Parents recognise and support the school's development. They are willing to work with the school to nurture children's development, which are the driving force to promote the school's development.

2. Learning and Teaching

- 2.1 By taking into account children's interests and abilities, the school makes use of integrated thematic activities to devise the curriculum. Its content covers different learning areas, and includes the cultivation of children's values and attitudes and the learning of skills and knowledge. The school's original daily schedule was balanced, and children were given sufficient opportunities for music, physical, art and free choice activities every day. However, after resuming face-to-face classes, the school reduced the time for curriculum activities of the K1 class. The school understands that the arrangement was inappropriate, recognises and agrees children's developmental needs should be considered. Thus, it has immediately revised the arrangement and planned an appropriate daily schedule and curriculum activities time for children. For homework, the school designs activities that are appropriate to children's development and interests in order to consolidate and extend their learning. However, some pieces of K3 homework are rather difficult. The school must remove the inappropriate content to ensure that the homework meets children's abilities and needs.
- 2.2 The school adopts continuous observation and record-keeping to assess children's performance. It develops learning portfolios keeping children's assessment information and works, to reflect their learning and developmental progress, allowing parents to master their children's development at different stages. The school scrutinises children's assessment information to inform the curriculum. However, the summative assessment of children is calculated with the mean value of the thematic assessment information, which does not effectively reflect children's learning progress. In addition, grades are used in some assessment items to indicate children's learning performance, which parents might conveniently take to label

children's performance, consequently exerting undue pressure on children. The school must revise the summative assessment, to maintain the purpose of assessment for children's learning.

- 2.3 The school has a clear mechanism for curriculum management. The management leads teachers to devise curriculum outline, conduct collaborative lesson planning, design learning activities, and set up interest corners. They monitor the curriculum implementation through in-class collaboration, attending meetings and scrutinising teaching documents, providing teachers with timely suggestions. Teachers have developed the habit of making teaching reflections. Some teachers review the activities and the use of teaching strategies in accordance with children's performance and raise concrete suggestions for improvement to inform curriculum planning, alongside learning and teaching strategies.
- 2.4 The school has strived to improve the spatial planning of the campus. It decorates the venue for children's activities conscientiously, including making use of the corridors to display children's works and activity photos, allowing children to appreciate and share their experiences with each other. The school understands the importance of children's self-directed exploration. It motivates children to explore on their own by setting up the environment and providing materials, as well as teachers and children playing together. From observation, children were actively engaged in free choice activities. They chose to visit different corners freely for learning activities, and tried to use materials for creative and imaginative play, showing the spirit of active learning. The school is advised to review in more detail the design of the corners and activities, and include cooperative games in the corners, so that children can interact with their peers to foster their social development and nurture collaborative spirit. Meanwhile, it should also review the set-up of imaginative play corners. Sufficient materials should be provided for children to have ample opportunities to role-play and interact, providing them with more favourable moments for verbal communication and expressing feelings, and developing their various aspects of abilities.
- 2.5 In this school year, the school sets developing school-based music activities as the major concern. By strengthening teachers' professional competence through training and refining teaching activities, the school helps children develop their creativity, imagination and communication skills. It is observed that teachers are good at using voices and movements to draw children's attention in the activities. Teachers create scenarios for different music games, perform rhythmic movements

or play musical instruments with beats which help children exercise their imagination. Children are engaged in activities in which they express their emotions through limb movements. The atmosphere is relaxing, and children enjoy it. Besides, teachers unleash children's creativity by engaging them in a wide range of art and craft activities and providing an effective learning environment with sufficient art and craft materials. In such a context, children dedicatedly create artworks with their own characters.

- 2.6 The school has regarded cultivating children's positive values as another major concern this school year. It makes good use of resources to organise storytelling and sharing activities to bring out positive messages such as friendliness and mutual support, as well as being optimistic and active. Regarding home-school collaboration, the school organises workshops for parents and parent-child activities to nurture the growth of children. As observed, teachers often praised children. Children got along in harmony. The learning atmosphere is positive and joyful.
- 2.7 Teachers incorporate theme-related contexts into the design of physical activities to make them more interesting and provide a variety of activities for children to choose from. Children have an adequate amount of physical exercise. Teachers are able to design challenging physical activities to suit the training foci and encourage children to make attempts. However, teachers are required to be aware that physical activities should be preceded by sufficient stretching to reduce the risk of injury to children.
- 2.8 Teachers are amiable and care for children. They are good at using different intonations and facial expressions in the telling, which can stimulate children's learning interests. Teachers carefully observe children's participation in the activities and provide timely guidance. The teacher-child interaction is good. Teachers respect children by listening to their thoughts and opinions attentively. Yet, teachers can ask follow-up questions, so as to guide children to think further or facilitate interaction among them.
- 2.9 Children enjoy going to school and are engaged in activities. They are willing to try different activities and solve problems on their own. Children are disciplined with courtesy. They learn prudently and are eager to speak up and express their thoughts, demonstrating good abilities in language comprehension and expression. They often take the initiative to show appreciation towards peers and teachers. At the end of the activities, children spontaneously clean up the materials, and are able to tidy their clothes by themselves after going to the toilet, displaying good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management has gradually promoted curriculum development. They should strengthen the role of curriculum leadership, including leading teachers to share their teaching and successful experiences through professional sharing and training activities, as well as review the effectiveness of teaching against teaching objectives and children's performance. At the same time, they should consider children's learning and developmental needs, to improve the design of corners and the arrangement of learning activities.
- 3.2 Moreover, the school is required to take into account the children's abilities and learning needs to review the arrangement of homework and remove the inappropriate tasks in the K3 level. It should revise the daily schedule and provide sufficient opportunities for children to participate in music and physical activities every day. In tandem, it has to refine the children's assessment modes to uphold the principle of facilitating children's learning.