

School No.: 582530

Quality Review Report (Translated Version)

Sin Ching Kindergarten

**No. 8, G/F, Fung King House, Lai King Estate, Kwai Chung,
New Territories**

22, 25 & 29 April 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 22, 25 & 29 April 2024

☒ **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 supports the school development. It maintains close contact with the management and allocates resources as necessary while paying regular visits to the school to assist in the daily operation of the school. The management provides teachers with training and organises peer lesson observation to keep abreast of the curriculum development trends and the key development of the school so that teachers can share their teaching experiences through mutual exchange and observation. The management is familiar with the school operations. It sets up task groups according to school affairs and takes account of teachers' experiences and interests when assigning duties to exploit the strengths of teachers. In response to the personnel changes of the teaching team in recent years, the more experienced teachers have been arranged to work with the new recruits to help the latter grasp the teaching requirements. Members of the team are in harmony. They perform the school tasks with concerted efforts.
- 1.2 The school adopts a whole-school approach to implement school self-evaluation. At the end of a school year, the team reviews the effectiveness of the major concerns based on children's performance and stakeholders' views, and then sets the development direction of the next school year. The school has followed up on some of the recommendations of the previous Quality Review, including revising the homework, improving the design and arrangement of exploratory and physical activities, to facilitate the effectiveness of learning and teaching. In this school year, the school regards fostering children's moral development and promoting children's learning through play-based strategies as its major concerns. It deploys strategies in different aspects such as introduction of external support, curriculum design and home-school cooperation. The plans are being implemented steadily.
- 1.3 The school has established a clear identification and referral mechanism. It utilises external resources to let children with special needs receive proper services the soonest. Teachers organise group activities and provide routine in-class assistance

to support non-Chinese speaking children, helping them learn Chinese. The school arranges an adaptation period for newly admitted children and parents are allowed to accompany their children in classes at the beginning of a school year. In this way, children can integrate into school life as soon as possible. For children who are promoting to primary one, the school schedules kindergarten-primary transition activities to assist them in adapting to the new learning stage. The school attaches importance to parent education. It holds different seminars and offers child-rearing information for parents to understand their children's needs and sharpen their parenting skills, hence enhancing their competence in parenting. Teachers communicate closely with parents and inform parents of their children's school life through parents' day, regular face-to-face contacts, phone calls and other channels. The school arranges for parent volunteers to help conduct activities so as to deepen parents' understanding of their children's learning. Parents support and trust the school. Home and school work hand in hand to foster children's happy growth.

2. Learning and Teaching

- 2.1 The school refers to the *Kindergarten Education Curriculum Guide* and external learning resources to devise curriculum. The curriculum content covers all learning areas, addressing the cultivation of attitudes, acquisition of skills and construction of knowledge in children. The school puts much effort into promoting national education. It incorporates the related learning content, such as learning about Chinese virtues, appreciating and experiencing traditional arts, into themes and holds celebrations of traditional Chinese festivals as well as arranging visits to let children understand and experience Chinese culture. The school conducts the national flag raising ceremony on important days to build a sense of national identity in children. Teachers often read with children and tell them stories, creating a reading atmosphere on campus. In tandem, a parent-child reading scheme is launched to nurture children's reading interests and habits. Nevertheless, some homework in Language and Early Childhood Mathematics for K3 children are inappropriate. The school must review and remove such homework to meet children's development at kindergarten stage.
- 2.2 The school arranges interest classes like uniformed groups for some children during lesson time, which impedes children's routine learning and is inappropriate. The school is required to cancel such practice. Children in AM classes do not have

sufficient time to engage in free choice activities. On most Fridays, the school holds activities that focus on individual learning areas, failing to provide children with balanced learning opportunities. The school must revise the daily schedule to ensure that children have ample time to take part in music, physical, art and free choice activities every day.

- 2.3 The teaching team devises assessment items and criteria based on the learning objectives while adopting continuous observation to assess children's learning performance. The child assessment information is properly kept in learning portfolios which serve as evidence of children's growth. Teachers meet with parents regularly to facilitate parents to understand their children's learning and have knowledge of specific ways to foster their children's development. However, the school regularly invites parents to assess children's performance in thematic learning, which is beyond the role and capability of parents. The school needs to review such arrangement. Moreover, the school may further collate and analyse the assessment information as reference to inform the curriculum.
- 2.4 The school has put in place a mechanism for curriculum coordination, monitoring and evaluation. The management leads teachers to prepare the curriculum outline, design teaching activities and set up learning environment. It keeps track of the implementation of activities by attending meetings, scrutinising documents and providing in-class assistance. Teachers reflect on their teaching every day to review the effectiveness of learning and teaching. The themes of the curriculum are the same in all classes, but as observed, some of the learning content was similar across the three grade levels. The management is advised to lead the teaching team to devise more suitable learning content and activities for the themes of each grade level in response to children's development and needs in order to strengthen the curriculum planning.
- 2.5 The school regards fostering children's moral development as its major concern of this school year. Teachers select suitable books to share with children to let children learn about proper values and attitudes. They also give timely compliments to children in daily lessons to reinforce children's good behaviour. Furthermore, the school employs logbooks to prompt children to apply their acquired knowledge in daily life, such as using polite languages and treasuring food. The school collaborates with external organisations to design moral education activities and arranges external support officers to conduct activities together with teachers at school on some Fridays, nurturing children's attitudes of loving others and cherishing

everything. The school is advised to combine the relevant learning content with thematic learning so as to adhere to the rationale of kindergarten integrated curriculum.

- 2.6 The school allocates the campus space flexibly in organising different learning activities. Teachers make use of the corridors and classrooms to display children's works and activity photos so that children can appreciate one another and revisit their learning. Another major concern of this school year is promoting children's learning through play-based strategies. Teachers provide children with various items to design physical games. As observed, children imitated the physical movements of teachers and peers, modified these movements or even created new games, showing excitement. On the other hand, teachers improved the setup of interest corners to encourage children to make props for a simulated restaurant in the role-play corner. Children made food models in art corners to decorate the restaurant. They pretended to be diners and chefs of the restaurant to order food and cook while working together to create a menu, hence increasing the opportunities for interaction. The effectiveness of the major concern is gradually seen. Nonetheless, there are mostly language and numeracy games in other interest corners of the classrooms. The teaching team may set up more diversified and fun-filled interest corners to further promote learning through play for children.
- 2.7 Teachers are kind and amiable. They care for children, cater for children's diverse needs and provide individual guidance and support during activities. Teachers facilitate teaching with real objects and pictures to motivate children to learn by observing and touching real objects. Yet, some activities are rather teacher-directed. Teachers are advised to allow children to share their experiences and express their views more often, and then give proper responses with a view to enhancing the learning effectiveness. After free choice activities, some teachers invite children to describe briefly the activities that they have participated in. Teachers may ask children to share the creative ideas about their works and the course of play so as to help children collate and consolidate their learning, thereby inspiring their thinking. Children are engaged in physical activities and have an adequate amount of exercise. However, it is necessary for teachers to enhance their awareness of child safety as well as providing appropriate safety measures in alignment with the activity design and the environment. During music activities, children sing, identify the dynamics of music and beat time with musical instruments. Teachers are recommended to add more variations to music activities and combine

more music elements so that children can enjoy the fun of music through different experiences. Besides, the school assigns a dedicated teacher responsible for the music activities of all grade levels, which reduces the opportunities for other teachers to design and conduct music activities. The school may enhance the relevant professional capacity of teachers through training, collaboration, exchange activities and so forth to facilitate the implementation and development of its curriculum.

- 2.8 Children are obedient and courteous. They follow teachers' instructions to carry out activities attentively. They are familiar with the routines of free choice activities and able to choose and complete the activities according to their interests. Children cooperate with peers when playing together, showing good affective and social development. They have favourable self-care abilities as they take good care of their personal belongings, help put away items after activities and keep clean when eating. Some children have inappropriate pencil grip. Teachers could provide suitable fine motor exercises and individual guidance to equip children with pre-writing skills and cultivate a good writing habit in them.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school team formulates major concerns according to the school context and children's needs to promote the school development. The school is advised to set clear work objectives and specific success criteria to further facilitate the team's implementation and evaluation of the work effectiveness.
- 3.2 The management is required to strengthen its curriculum leadership and steer teachers to improve the overall curriculum planning as well as the activity design, along with setting up more diversified and interesting corner activities, to facilitate children's learning. In addition to removing the inappropriate homework content, the school must cancel the arrangement of providing interest classes in the hours of school work. It is also necessary for the school to give sufficient opportunities for children to participate in music, physical, art and free choice activities every day so as to foster their balanced development. The school could consolidate and analyse the assessment information to inform the curriculum. Moreover, the teaching team is required to provide proper safety measures for children in view of the design of physical activities and the environment.