

School No.: 158747

Quality Review Report (Translated Version)

Tin King Estate Baptist Lui Kwok Pat Fong Kindergarten

G/F, Units 1-10, Siu Pong Court, Tuen Mun, New Territories

21, 22 & 26 May 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 21, 22 & 26 May 2025

☒ **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 keeps abreast of and monitors the school operation by visiting the school, attending meetings, etc., and gives timely advice on administrative affairs, use of resources and other aspects. The school has an explicit organisational structure and keeps various guidelines for its staff to grasp the work requirements, leading to smooth daily operation. The management members have worked together for years and built rapport. They assign tasks in light of the experience and abilities of teachers. The school attaches importance to the professional growth of the team. It arranges training that keeps pace with the school-based development needs and encourages teachers to share experiences and apply what they have learnt in daily teaching, enhancing the professional competence of the team in a step-by-step manner. The team upholds the belief of nurturing children with love to promote the school's sustainable development.

1.2 The school recognises the rationale of school self-evaluation (SSE). The management leads teachers in reviewing daily teaching and work arrangements, and jointly discusses the development direction for the next stage mainly through end-of-term meetings. The school has regarded fostering learning through play as its major concern in the recent two school years. Last school year, the school strived to refine the interest corner design and strengthen teachers' abilities in designing games through participation in external support programmes, hence facilitating children to learn through play. This school year, the school continues to enrich the interest

corner design and implement the relevant work. Meanwhile, the school takes nurturing children's environmental awareness as another major concern. It carries out the work of planning visits and experiential activities to gradually increase the children's concern for environmental protection.

- 1.3 The school caters to children's diverse needs and provides identification and referral services to children with special needs. Teachers and professionals maintain close contact with parents and they facilitate children's development and learning with concerted efforts. The school arranges an adaptation week for newly admitted children and designs progressive lesson times for them to adapt to the new environment. Regarding the interface between kindergarten and primary education, the school sets a theme related to primary school admission and arranges primary school visits for K3 children to gain an initial understanding of primary school's learning mode and environment, therefore getting emotionally prepared for promoting to primary one. The school holds talks and workshops according to parents' needs with a view to deepening their knowledge of the school-based curriculum and parenting methods. The parent-teacher association has been formed for years to facilitate the collection of parents' views and launch a wide range of activities, acting as a communication bridge between parents and schools. Parents recognise and support the school development. The school and parents support the healthy growth of children together.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and uses real-life themes to devise a curriculum covering all learning areas. Teachers arrange off-campus activities that tie in with themes. For instance, children go to a farm to learn about the process of planting, and take different modes of public transport to visit

community facilities. With hands on experience, children are enabled to deepen their understanding of the learning content. The school puts emphasis on children's moral development. It cultivates the character of cherishing everything and caring in children through story sharing and experiential activities. Children are arranged to serve as politeness ambassadors and helpers, encouraged to practise good behaviour in daily life. The school designs activities that dovetail with the themes and festival celebrations for children to learn about Chinese culture. They also participate in the national flag raising ceremony to learn to respect the national flag and anthem, developing a sense of national identity.

2.2 Children are given ample opportunities for daily music and art activities. However, there is no physical activity session on Fridays. As for the physical activities on Mondays to Thursdays, they are designed and conducted by external coaches and fail to keep track of children's interests and developmental needs. The school is required to revise the relevant daily schedule and activity content so that children can have sufficient opportunities to stretch their bodies while grasping physical activity skills in light of their pace of development. Besides, the school arranges for some of the children to participate in designated activities during the free choice sessions, resulting in reduced time for free choice activities. The school must improve this arrangement to provide children with adequate opportunities to choose from different corner activities of their own accord every day. The daily schedule of primary one adaptation activities is subject-based and such an arrangement is inappropriate. The school must ensure that the daily schedule meets the developmental needs of kindergarten children. With respect to homework, the school is required to remove the difficult homework content of K3 while replacing the mechanical copying and calculation drills with simple, real-life learning tasks to suit children's development.

2.3 Teachers assess children's performance through continuous observation. They

create learning portfolios for children to keep thematic assessment forms, observation records and so forth to present children's performance in different learning areas. That said, the assessment items for the learning area of Nature and Living in thematic assessments place undue emphasis on children's acquisition of knowledge, failing to reflect the cultivation of attitudes and learning of skills. The management is required to lead the teaching team to revise the assessment content based on the learning objectives and the development of children. Subsequently, the school is advised to inform the curriculum using the child assessment information, thus enhancing learning and teaching effectiveness.

- 2.4 The school has established a curriculum management mechanism. The management steers teachers to map out a curriculum outline and conduct collaborative lesson planning with teachers before the commencement of a theme to discuss the content of activities and environment setup. By walking through classrooms daily and scrutinising teaching documents, the management gets hold of the curriculum implementation and renders suggestions and support when needed. Teachers conduct regular reflection and review their teaching effectiveness in accordance with children's performance. Yet, their reflection is yet to accurately correspond to the learning objectives. Teachers are recommended to sharpen their reflection abilities and respond to the proposals of the reviews to form the basis for future planning and curriculum adjustment.
- 2.5 This school year, the school regards increasing children's environmental awareness as its major concern. It organises a great variety of activities, such as the coastal park visits, planting experience and used clothes recycling, for children to learn to treasure resources in daily life to protect the environment and nurture warranted attitudes and habits. In the meantime, children bring waste products to school and make use of them to create artworks and simple musical instruments. Hence,

children learn to recycle and reuse, practising the idea of conserving resources. The plan has achieved the expected results. On the above basis, the school could naturally incorporate environmental protection into the curriculum for children to keep consolidating what they have learnt in authentic situations, thereby developing proper attitudes towards life continuously.

- 2.6 The school has been promoting learning through play as its major concern over the past two school years. It has encouraged children to explore actively through play. The team brings in external support and shares the experience in designing the interest corners in classrooms with the peer schools. To tie in with themes, teachers set up manipulative and interactive corner activities in classrooms with diversified materials for children to choose based on their preference or ability. In the imaginative play corners, children play the role of a weather reporter to imitate the broadcast of storm news when a typhoon is approaching. Alternatively, children imagine driving, going forward or pausing according to traffic light, thus perceiving life through play. Children make detergent using lemon juice and tea leaves. They are surprised that the detergent outperforms water when scrubbing and removing stains on coins. Children are eager to make attempts while developing observation skills, willingness to try and compare through exploration. Furthermore, children unleash their creativity in constructive and artistic activities. They enjoy inviting their peers and teachers to play board games or share the playing methods of the teaching aids together, resulting in a good learning atmosphere. Teachers get hold of children's participation in activities from the corner activity log sheets, and enrich the materials in the corners based on children's preferences so as to attract them to manipulate. To increase the effectiveness of the plans, teachers are advised to follow up on the performance of children in the corner activities and take this as evidence to improve the environment setup, thus enhancing the effectiveness of

learning through play in children. In tandem, teachers may observe what children have gained or the context could be shared during games, and then encourage children to conclude their experience in the review sessions after play, thereby facilitating learning.

- 2.7 Teachers are well prepared for teaching. They utilise stories, pictures and real objects flexibly to arouse children's learning motivation. Music activities comprise various elements such as singing, musical instruments manipulation and song appreciation. Children are engaged in the activities and love expressing their feelings through singing. They tap the instruments along the beat, enjoying the fun of music activities. The school arranges physical play for children. That said, teachers are required to guide children to perform proper warm up and relaxation activities to develop good exercise practices. At the same time, teachers should provide clear demonstrations, adjust the pace of teaching in light of children's performance and give timely guidance and support to assist children in grasping the relevant motor skills. The school is also recommended to pay attention to the location of the physical facilities to ensure children can learn in a safe environment.
- 2.8 Children are interested in the learning activities and willing to share their life experiences. They often communicate and interact with teachers as well, possessing good language comprehension and expression abilities. Children have built adequate routines and self-care abilities. They know to queue and wait for their turns when switching to other venues, and take the initiative to tidy things up after the corner games. Children understand how to show concern about people's needs and help one another as well as praising their peers, therefore demonstrating good affective and social development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is advised to steer the team to collate and analyse the SSE results to keep track of the school context precisely for planning the work objectives and details of implementation of next school year. By stipulating explicit and concrete success criteria, the school can accurately get hold of the extent to which the work objectives have been achieved, thus informing the planning of the next stage.
- 3.2 The management could strengthen the curriculum leadership and guide teachers to review and adjust the arrangement and content of the physical activities in accordance with the goals of the curriculum. The management could also sharpen teachers' reflection abilities and review on how the learning objectives are accomplished as well as the teaching arrangement according to children's learning performance. It then evaluates the effectiveness of learning and teaching profoundly and analyses the causes of the issues from different perspectives, devising corresponding strategies for improvement and taking follow-up actions. The teaching team has to examine and adjust the content of the thematic assessments to reflect children's learning performance in a comprehensive manner. Child assessment information should be utilised to inform the curriculum as well. Meanwhile, the school must provide a balanced daily schedule for children, remove the repeated copying exercises and the difficult part of homework for K3 while revising the planning of the primary one adaptation activities to meet children's learning and developmental needs.