

School No.: 610771

Quality Review Report (Translated Version)

William (Smart) Kindergarten (Whampoa)

Shop G3C(2), G/F., Site 7, Whampoa Garden, Hung Hom, Kowloon

12, 13 & 15 July 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: 12, 13 & 15 July 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 understands the school's operation through executive meetings, and provides appropriate advice on curriculum development and administrative affairs to support the school in implementing the work. The school has a clear management structure and its guidelines are comprehensive which help the staff manage their duties, hence, the daily operation is smooth. The management sets up different functional groups for teaching and school matters, and takes into account teachers' abilities and preferences when allocating duties for them to exploit their strengths. In accordance with the development needs of the school, the management arranges teachers to attend training under the external support programmes. It also organises in-school lesson observation and collaborative lesson planning to facilitate teachers' professional exchange and growth. The school team is stable, and has a sense of belonging to the school. The working atmosphere is harmonious and the team works collaboratively to promote the school's sustainable development.
- 1.2 The school recognises the rationale of school self-evaluation (SSE) and has established an SSE mechanism. The management engages teachers in SSE by reviewing the effectiveness of the school's work together, thereby formulating its annual development plan. To keep pace with the trends of the kindergarten curriculum development, the school strives to increase the element of play in the school-based curriculum, with emphasis on cultivating children's active learning capabilities in the last school year and developing their exploratory abilities in this school year. The school employs appropriate strategies such as introducing external training to enrich teachers' skills in setting up the learning environment and adopting play as its teaching approach. It also adjusts the daily schedule, plans the use of venues and designs corner activities to facilitate the effectiveness of children's learning through play. In recent years, the school has regarded strengthening moral education as its major concern. It has incorporated more

elements of moral education into its curriculum and united home-school cooperation to enhance the effectiveness of work. The school devises suitable strategies for the development plan such that all the tasks are carried out smoothly.

- 1.3 Teachers care for children, respect and accept their diversity. They identify the children in need through daily observation and provide them with timely referral and follow-up services. The school concerns about the adaptation of the newly admitted children. It progressively increases the lesson time at the beginning of school year to help them integrate into school life. Regarding the interface between kindergarten and primary education, teachers introduce primary school life to K3 children through theme-based learning so that children can make preparation for the new stage of learning. Teachers also provide information and guidance about the transition to primary one to parents, helping them choose a suitable primary school for their children. The school communicates well with parents. Parents are invited to be parent volunteers and participate in school activities so as to enable them to understand their children's learning at school. Parent education seminars are also organised for parents to enhance their parenting skills. Parents trust and support the school. They work together with the school to foster the healthy growth of children.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and uses themes to design an integrated curriculum. The curriculum content covers all learning areas. Teachers choose interesting picture book stories to design teaching content, complementing with visits and experiential activities to strengthen children's learning motivation and interest. In recent years, the school has stepped up its efforts to promote moral education. Moral elements have been purposefully incorporated into story-sharing activities and games for guiding children to learn to express emotions and respect others. The school has also designed parent-child booklets for parents to record and appreciate their children's performance at home, with the aim of encouraging children to practise good behaviours in daily life and developing positive characters. The daily schedule of the school is properly planned to provide children with adequate opportunities to engage in music, physical and art activities, facilitating their balanced development. Children are also offered sufficient time for taking part in free

choice activities to fully experience the fun of learning through play. However, regarding the homework design, the school requires K1 children to hold a pencil to write in the second school term. This arrangement does not meet children's abilities and developmental needs. The school must review and follow up to cancel the inappropriate content of homework.

- 2.2 Teachers formulate the assessment content according to the focuses of thematic learning, and they assess children's performance through continuous observation. Learning portfolios are developed for children to systematically store information such as evaluation forms, activity observation records and children's work. As for the summative assessment, the previous Quality Review recommended that the school should make improvements to the assessment methods and contents. Yet, the current items of the summative assessment still cannot effectively reflect children's developmental characteristics and performance at different stages. The school should revise the assessment items. It should also clarify the purposes of involving parents and children in assessment and adjust the related arrangements, in order to grasp and illustrate children's development progress accurately. Besides, while the school is able to follow up on individual children's learning based on the assessment information, it may consolidate and make use of the data to inform teaching and enhance the curriculum.
- 2.3 The management leads teachers to devise the curriculum for each grade level. It understands the implementation of the curriculum through conducting classroom walkthroughs, attending curriculum meetings and scrutinising documents. Teachers carry out teaching reflection regularly and they generally manage to describe children's performance in different activities. They set out success criteria for each activity, with a view to examining the extent to which the teaching objectives have been achieved. However, most of the success criteria set out are the same as the learning objectives, and they are unable to help teachers review the effectiveness of activities from different perspectives. It is advisable for the management to guide teachers in discussing the effectiveness of activities and areas for improvement in teaching from the aspects of activity design, teaching strategies and children's learning performance, in order to improve learning and teaching in an ongoing manner.
- 2.4 Teachers make good use of the space of the school premises to set up role-play, exploratory and reading corners for children to take turns to engage in activities. They also thoughtfully design theme-based corners in the classrooms with rich

and manipulative materials provided to create an environment conducive to learning. Children follow the rules and participate freely in the corner activities according to their own interests, during which they are attentive and engaged. In the artwork corner, children use different kinds of beans to make collages patiently, unleashing their imagination and creativity. Children take the initiative to go to the book corner. They read attentively and are happy to share with friends their feelings after reading. Teachers walk through to observe and take part in children's play, providing timely encouragement and guidance. They also lead children to review the activities and share their findings and solutions to problems with peers, with a view to extend their learning experiences and consolidate what they have learnt.

- 2.5 In recent years, the school has been actively promoting children's learning through play. It focused on enhancing children's active learning abilities and learning interests in the last school year. The school increased the opportunities for children to participate in play by adjusting the time for free choice activities and making use of the venue flexibly. Teachers planned the role-play corner meticulously and provided some basic materials related to the themes. They encouraged children to discuss, decorate the environment and design games together. During free choice activities sessions, children of each class participate in the activities on a rotation basis to jointly enrich the set-up of the role-play corner and design playing methods of games by using various materials. The above arrangement fully facilitates the inspiration among children and raises the fun and level of play effectively. As observed, children in one of the classes put a scarecrow to the imaginative farms, which triggers an in-depth discussion on the appearance and function of the scarecrow by children of another class. Children roll colour papers into strips as fishing rods and tap the curved chenille stems to the ends of the rods as fishing hooks. They then invite their friends to play fishing game, demonstrating their rich creative ideas and imagination. The activities effectively reinforce children's motivation and interest to learn proactively. In this school year, the school further enriches the elements of exploratory in play to foster children's learning motivation and inquisitive mind. Children enjoy exploring with different senses, such as observing the relationship between light and shadow as well as the changes of mixing colours in the exploratory corner of the classroom, showing their curiosity towards things. Teachers respect children's ways of play. They observe children's performance

and provide guidance in a timely manner. Teachers use open-ended questions to guide children to think, analyse and predict, thus cultivating their exploratory spirit. Building on this solid foundation, teachers may design more games with different levels of complexity so that children of different grade levels can make choice of activities based on their abilities and strengthen the learning effectiveness.

2.6 Teachers are serious towards teaching and well-prepared for lessons. They make use of teaching aids such as real objects and pictures as well as interesting activities to raise children's interest in learning. They are amiable and friendly, and often offer specific recognition and encouragement to children. Teachers also give appropriate attention and assistance to children with learning needs, such as using individual guidance and peer support as strategies to facilitate their learning. They attach importance to children's participation in activities, and provide ample opportunities for children to discuss, collaborate and report back. Children are willing to ask questions and express their thoughts. The classroom interaction and learning atmosphere are good. Teachers organise physical skills training according to children's abilities and design a variety of competitive games. During the activities, children are confident, energetic and are happy to propose and try out challenging methods to play. They possess good body coordination abilities. When conducting music activities, teachers arrange breathing exercises and singing. However, some of the content stresses on reviewing the knowledge related to the themes while the music elements are inadequate. Teachers should guide children to learn the rhythm and melody of the songs, and encourage them to express their feelings and ideas using different methods so as to enhance the effectiveness of music activities.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school draws up the annual development plan through SSE and devises suitable strategies to facilitate the implementation of the plan. When reviewing the effectiveness of the major concerns, the management must lead the team to suggest concrete recommendations for improvement in response to the review findings, so that follow-up measures can be formulated to promote the school's continuous development.

3.2 The school is committed to promoting steady curriculum development that is in line with the trends of kindergarten education. To further enhance the quality of

learning and teaching, the management is advised to strengthen its role of curriculum leadership by reinforcing teachers' abilities to evaluate teaching and proactively following up on the areas for improvement, including cancelling the inappropriate homework to meet children's developmental abilities and needs, revising the arrangements for summative assessment to accurately assess children's learning progress and development, and making good use of the information of assessment of child learning experience to inform curriculum planning.