

**School No.: 563366**

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

**Yan Chai Hospital Yau Oi Kindergarten**

**G/F, Oi Fai House, Yau Oi Estate, Tuen Mun, New Territories**

**29 November, 2 & 4 December 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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**Dates of Quality Review: 29 November, 2 & 4 December 2019**

- 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 keeps liaison with the kindergartens under the sponsoring body and collaborates with them to discuss administrative and management affairs. With professional exchange, it gives feedback to the planning of school work. The management has served the school for years. It is familiar with the school's operation and maintains close communication with the teaching staff while supporting teachers' teaching work in a timely manner. Last year, the school re-organised the organisation structure and the duties of each task group so as to align with the development of the support for catering children's needs. By means of delegating authority, teachers can accumulate experience of leading the curriculum and administrative management. The team demonstrates sound team work. Members of the team discharge their respective duties and exploit their potential. The school has followed up the recommendations in the previous Quality Review and organised diversified training for teachers, including joint-school exchange outside Hong Kong and school-based professional development activities to facilitate their professional development. The teaching team is willing to learn and apply what they have learnt to assist the management in promoting the school's sustainable development.
- 1.2 The school has developed the school self-evaluation (SSE) mechanism. Teachers implement the inter-connected self-evaluation processes, viz. planning, implementation and evaluation in their daily work. The team collects and uses the assessment information to review the work effectiveness. Through collaborative discussion, the team gives suggestions for the major concerns of the coming year. The management takes into account of children's needs to decide the focuses of the annual development. Last school year, the major concern was to cultivate children's positive values and help them develop a good living habit. The school strengthened the elements of moral education in different activities in order to reinforce children's good behaviour. The team was able to incorporate relevant strategies into daily teaching activities. The result of the work plan has been

observed. This school year, the school puts more efforts on the planning of setting up of the learning environment with interest corners so as to enhance the effectiveness of children's self-directed learning. Besides, to make good use of children's performance to inform the curriculum, the school starts to refine children's assessment content and the systematic analysis of the assessment information this school year. The school takes into account of children's needs to determine the annual development focuses and gradually implement different work.

- 1.3 The school accepts children's diverse needs. It has set up a mechanism to identify and refer children with special needs. It also capitalises on external resources to provide them with appropriate support. The school values home-school communication. It maintains close liaison with parents through meetings and school newsletters, etc. It also organises tea gatherings to better understand children's performance at home. The school arranges seminars and workshops for parents to help them understand children's development and enhance their parenting skills. A parent volunteer team is also formed to invite parents to assist in implementing activities so that they get to know their children's learning. Parents agree with the school's education rationale and readily assist the school in conducting the activities. Home-school cooperation is in good progress and it is the cornerstone of the school's sustainable development.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages and takes into consideration children's abilities and interests to select and adjust content for setting the curriculum outline. The curriculum is comprehensive which covers all learning areas, the cultivation of children's attitudes as well as the acquisition of skills and knowledge. The school designs an integrated curriculum with themes. It also arranges theme-related visits to broaden children's learning experience. Children have adequate time to participate in music, physical, art and free choice activities every day. The school's daily schedule is planned suitably that can facilitate children's balanced development. However, the amount of copying English alphabets for K2 children is slightly excessive and some of K3 children's homework is considered a bit difficult, which do not meet children's developmental needs. The school must reduce the amount of copying and delete the inappropriate homework content.
- 2.2 The school determines the assessment content according to the curriculum objectives. Teachers adopt continuous observation to assess children's learning performance.

They develop a learning portfolio for every child to keep observation records, children's work, assessment information of each school term, etc., as evidence of children's development. The school meets with parents to inform them of their children's development progress. Teachers conduct thematic assessment for children. They also invite parents to record their children's performance at home so as to understand children's development from different perspectives. Nevertheless, there are only a few thematic assessment items which fail to reflect children's learning progress in full. It is also difficult for teachers to use relevant assessment information as the basis for summarising children's development in different stages. To this end, the school regards enhancing children's learning assessment as the major concern for this school year. Currently, it is gradually revising the themes and the items for summative assessment. Moreover, it is planning to improve the methods to collect and analyse children's learning assessment information. Based on this work plan, teachers are required to devise appropriate assessment content in line with the learning objectives, hence enabling the team to use the assessment information to conduct a focused evaluation on the effectiveness of curriculum implementation and teaching.

- 2.3 The school has a curriculum coordination, monitoring and review mechanism in place. The management leads the school's curriculum group to coordinate the curriculum of each grade level, it understands the curriculum implementation through classroom walkthroughs, scrutinising curriculum documents and attending meetings while giving suggestions for improvement to teachers. The school arranges teachers to share and exchange their teaching experience at meetings. It facilitates teachers' professional development by means of professional training and peer lesson observation. Teachers review the effectiveness of activities according to the teaching objectives and children's performance, and then give suggestions for improvement. However, some suggestions fail to address the causes of undermining children's learning effectiveness. The team may conduct reflection more often from the aspects of teaching content and strategies to improve continuously so as to enhance the effectiveness of learning and teaching.
- 2.4 The school was placing more emphasis on the cultivation of children's good morals and regarded it as the major concern last school year. It made use of effective strategies to implement the work plan and added the moral learning focus in alignment with children's abilities in each theme. In addition to purchasing moral-related story books, the management leads teachers to design learning activities for

children to learn good behaviour through participating in activities and reading stories. The school also increases children's free choice activity time and designs fun-filled, interactive games for children to learn communication and cooperation with people through play. From observation, children are polite, self-disciplined and obedient. They share their life experiences and listen to peers attentively. They cooperate with one another to decide the playing methods and get along well. The effectiveness of the work plan has been observed.

2.5 The school strives to improve the learning environment this school year so as to consolidate and extend children's learning while enhancing the effectiveness of children's self-directed learning. The school purchases storage cabinets to store teaching materials so that there is more space in the classrooms for children's activities. Teachers tie in with learning themes to arrange activities meticulously. They design play that can increase opportunities of exploration, discussion and collaboration for children. They make good use of the space to design interesting learning activities on the walls while providing diversified materials for children to use. From observation, children enjoy taking part in art activities. They create with different materials and their works are creative. They take part in imaginative or constructive play with peers. Moreover, they manipulate teaching aids or engage in fine motor training activities to enjoy the fun of learning through play. Teachers participate in the activities and guide children with diverse needs in a timely manner. After activities, they revisit the learning experience with children. Children are able to record their completed activities on their own and take the initiative to clean up learning materials after activities, showing good self-care abilities.

2.6 Teachers are well-prepared for their teaching. Their instructions are clear. They give children appropriate praise and encouragement. They also grasp good skills in managing the order in the classrooms and routine training. When teachers are conducting activities, their explanation is attractive and they make good use of questioning to guide children to think and express their opinions. However, some activities are ineffective in achieving the learning objectives. Teachers may adjust the teaching content and strategies as necessary so as to relate more to children's life experience and enhance the teaching effectiveness. Teachers cater for children's diverse needs. In light of children's different learning paces, they provide more individual guidance and adjust homework so that children can receive appropriate care. They also design free choice learning activities with different levels to help children extend their learning.

2.7 The music activities designed by teachers can give children the opportunities to get in touch with different music elements. Children unleash their imagination and create through fun-filled games. They follow teachers to recite the songs joyfully and move their bodies to express their feelings, enjoying the fun of music. Teachers design physical play with clear objectives, and provide materials for children to explore and design the playing methods. The physical play includes skills training and a range of free choice activities such as cycling and stilt walking, which facilitate children's gross motor coordination abilities. Teachers observe children's performance during activities carefully and provide them with timely guidance as necessary, which is conducive to enhancing the learning effectiveness of children.

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

The school team has good collaboration. Based on children's developmental needs, it improves the school-based curriculum and teaching design continuously. The team is suggested to design the teaching content and strategies according to children's life experience while enhancing the teaching effectiveness by means of teaching reflection and professional sharing. As the school revises the content of learning assessment, the team may continue to better use the relevant assessment information in conducting teaching reviews and informing the curriculum planning, so as to further enhance the effectiveness of assessment for teaching. Besides, the school must delete those inappropriate homework for K3 children and reduce the writing amount for K2 children in order to meet children's abilities and learning needs.