

**School No.: 564508**

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

**Yuen Long Rhenish Nursery**

**Shop 111, 1/F, Tin Yiu Plaza, Tin Yiu Estate,  
Tin Shui Wai, Yuen Long, New Territories**

**15, 16 & 18 June 2021**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2021)**

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**Dates of Quality Review: 15, 16 & 18 June 2021**

- 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 has a clear administrative structure. Through attending regular meetings and scrutinising school reports, the school management committee understands the effectiveness of the school work. It also provides appropriate administrative support with a view to taking forward the sustainable development of the school. By keeping abreast of the development trend of kindergarten education, the management proactively refines the school-based curriculum which aligns with child-centredness in order to foster children's whole-person development. The school attaches great importance to the professional growth of teachers. Apart from introducing external support programmes and planning school-based training, it also encourages teachers to pursue further studies and conduct peer observation to enhance their professional capacity. The teaching team works with solidarity and keeps pace with the times to contribute to the advancement of the school.
- 1.2 A sound school self-evaluation (SSE) mechanism is in place to review the school's current situation through various channels such as questionnaires, staff meetings and the assessment information of child learning experiences so that the school can formulate major concerns which suit the school situation and children's developmental needs. In recent years, the school has regarded enhancing teachers' skills in designing and conducting play and art activities with the aim of facilitating children's exploration ability and creativity as its major concerns. With clear objectives and appropriate strategies, the school plans can cater for the school-based curriculum development and children's needs. The school is able to conduct evaluation based on its success criteria to review children's performance and effectiveness of its work in a timely manner. It also makes suggestions for improvement to inform the planning of the next school year, with a view to enhancing the quality of education continuously.
- 1.3 The school has followed up the recommendations of the previous Quality Review to strengthen home-school cooperation. The school regards parents as partners and

proactively promotes parent education to help them grasp parenting skills. It also facilitates the connection among parents strategically by optimising parent resources to organise activities together and set up parent volunteer groups. During suspension of face-to-face classes, the school adjusted various strategies flexibly. It kept contact with parents and supported children's learning and emotional needs through different channels such as phone calls and an online platform. The school upholds the spirit of education for all to accept the diverse needs of children and render them with appropriate support. An effective identification and referral mechanism is in place so that teachers can promptly identify children with special needs through daily observation to understand their behaviour and performance according to the established procedures. The school is able to make good use of external resources to provide children with professional support from multi-disciplines, catering for their developmental and learning needs as well as creating a caring and inclusive culture. Teachers share the techniques of catering for children's individual needs with parents in a timely manner and discuss the strategies of taking care of children with them as well. The school and parents work together to foster the healthy growth of children.

## **2. Learning and Teaching**

- 2.1 The school plans the curriculum outline for each grade level in accordance with the mission of the sponsoring body and the *Kindergarten Education Curriculum Guide*. It adopts real-life themes to design an integrated curriculum which covers all learning areas to facilitate children's development in the domains of ethics, intellect, physique, social skills and aesthetics. The school sets up a curriculum team to review the teaching content of each grade level and strengthen the interface between the curriculum of different grade levels in order to cater for the learning needs and developmental characteristics of children. It also aims to foster children's learning interest and enhance their learning effectiveness. Teachers design diversified teaching activities with picture books in light of children's interests to relate to children's daily life and enrich their learning experiences. The school arranges the daily schedule properly so that children have sufficient time to engage in music, physical, art and free choice activities every day, enjoying the fun of different activities.
- 2.2 The school has established an explicit policy which is comprehensively planned with

clear assessment objectives and criteria on the assessment of child learning experiences. Teachers adopt the approach of continuous observation and recordkeeping to assess children. They also develop learning portfolios for children to compile assessment information including thematic assessment, learning activity records, etc. The assessment items align with the curriculum objectives as well as the physical and psychological development of children. The content of various assessment information is comprehensive and the record is clear. With a view to providing parents with a better understanding of the needs of their children, teachers write development reports for children which summarise their performance in various aspects in each school term and inform parents of the learning and development situation of children in a timely manner. Teachers provide tips on facilitating children's growth for parents to follow up at home. The school invites parents to complete the observation record at home and provide feedback on the assessment information, hence teachers can fully understand the learning progress and development stage of children. Teachers can make good use of the assessment information to evaluate the effectiveness of learning and teaching, and then inform curriculum planning to achieve the outcome of assessment for learning.

2.3 The school has set up an effective curriculum management mechanism. The management leads teachers to conduct collaborative lesson planning to design activities which meet children's interests, abilities and life experiences according to the learning themes. Taking into account children's learning needs, teachers review the progress of curriculum regularly and adjust the learning content flexibly. The school sets up various functional groups to plan and review the curriculum design, teaching resources and environment set-up. By means of attending meetings, conducting lesson observation and scrutinising teaching documents, the management monitors the implementation of the curriculum and gives concrete advice to help teachers improve their teaching skills. Teachers reflect on the effectiveness of teaching, arrangements of activities and environment set-up in a serious manner. They also exchange teaching suggestions with peers in order to enhance teaching quality continuously. The school puts great efforts in promoting teachers' professional development. It encourages teachers to review their training needs and hence devise follow-up strategies such as pursuit of further studies, enrolment in professional development courses and reading books in a bid to enhance teaching competency.

2.4 The school has considered promoting children to learn through play as its major

concern in recent years and strived to enhance teachers' teaching skills and the environment set-up. By means of training, implementation and follow-up, teachers are able to strengthen the element of play in different activities and design interesting activities. As such, children are provided with more opportunities to participate, explore and express which in turn enhance their learning interest and effectiveness. Teachers ask open-ended questions and give timely guidance to encourage children to express their thoughts and share their feelings. Children are keen to express with plenty of ideas. Teachers put much effort to enhance the set-up of the exploratory corner and the imaginative play corner to create an environment in line with children's life experiences. There are diversified and sufficient materials for children to design different ways to play through interaction and cooperation with teachers and peers, enjoying the fun of play and exploration together. After play, teachers lead children to revisit the learning process and encourage them to share their experiences and feelings so as to enhance the learning effectiveness. In order to evaluate the effectiveness of the implementation of major concerns in a more focused manner, the school arranges lesson observation for the management and teachers in each school term, and makes feasible suggestions for improvement to enhance the teaching skills of teachers.

- 2.5 The school arranges appropriate training activities and regards enhancing teachers' skills in conducting art activities, and promoting children's creativity and appreciation as another major concern. The school revises the daily schedule in this school year to allocate more time for art activities every day. From lesson observation, teachers arrange diversified activities, including watercolour cooperative painting, scratch painting and collage with different shapes. They also provide a wide range of materials to enrich children's creative experiences. Teachers play soft music so that children can concentrate on their creation in a quiet and relaxing atmosphere. Teachers arrange children to appreciate peers' works and learn to encourage each other. Teachers make optimal use of the school's space to display children's activity photos as well as their two-dimensional and three-dimensional artworks which are conducive to building up their confidence and sense of belonging. Apart from discussing and sharing teaching experiences among teachers in meetings, the school also arranges art activities as the focus of lesson observation. This not only allows teachers to continuously review the effectiveness of learning and teaching, but also promotes learning among teachers so as to adjust and improve the activity design in an ongoing manner.

- 2.6 As regards the enhancement of the learning environment, the school flexibly uses the school premises and allocates suitable space for children to participate in theme-based learning, physical activities and free choice activities in small groups attentively. Teachers set up the learning environment based on themes. They set up different interest corners with diversified teaching materials, toys and tools for training fine motor skills for children to choose to play during free choice activities. The materials provided suit children's interests and abilities. Children are familiar with the boundaries, rules and ways to play of different interest corners, showing that the activity routines have been established.
- 2.7 Teachers are serious towards teaching and their explanations are clear. They make use of real objects, pictures and self-made teaching materials to deepen children's understanding of the learning content and promote children's learning. Teachers are kind, patient and caring. They provide individual guidance in light of children's needs. Children respect their teachers, observe rules and show courtesy. They also get along well with each other. From lesson observation, teachers arrange a variety of physical activities such as skills training, group games, and circuit games to foster children's interest of doing exercises and facilitate their gross motor development and body coordination. When engaging in physical activities, children are enthusiastic, energetic and eager to try. Teachers carefully design music activities. Through music appreciation, singing and rhythmic movement, children's aesthetic sense and creativity are cultivated. Children enjoy singing and love to take part in different music activities. They demonstrate their rhythmic sense when playing musical instruments.

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

The school has established an effective SSE mechanism to review the school situation and children's needs holistically in order to devise appropriate major concerns and strengthen the effectiveness of work continuously in the aspects of administrative management, curriculum development and support for parents and children. The management may continue to demonstrate its role of professional leadership to lead teachers to review their teaching skills, observe and share experiences with each other, with a view to further enhancing the effectiveness of teaching and promoting children's learning and development.