

School No.: 540811

Quality Review Report (Translated Version)

Yan Oi Tong Dan Yang Wing Man Kindergarten

**G/F, Choi Kwai House, Choi Ming Court, Tseung Kwan O,
New Territories**

21, 22 & 26 July 2022

**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 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 school maintains close liaison with the sponsoring body and receives support in administration, teacher training, and other aspects of school operations. With an open attitude, the management is willing to listen to the staff, has a good relationship with the team, and is able to allocate works properly for the teachers to exploit their strengths into play. The management holds regular teacher development days in line with the school's development needs. It encourages teachers to share their teaching experience and training and to put into practice what they have learned in their daily work, including strengthening their skills in setting up environment and designing activities. To facilitate professional exchange and self-reflection among teachers, the school has followed up on the recommendations of the last Quality Review by organising peer lesson observations for teachers to learn from each other.
- 1.2 The school has established a school self-evaluation mechanism in which the management leads a team of teachers to monitor and review the implementation of various tasks through meetings to discuss the future development priorities of the school and to identify major concerns. Considering the school's situation and the basis for the development of the school-based curriculum, the major concerns of this school year are to cultivate children's exploratory spirit and to promote children's language development through reading. Appropriate goals and implementation strategies are formulated from the perspectives of teacher training, curriculum design and parent education. The management leads the team to conduct the work orderly and the plan is progressing smoothly.
- 1.3 The school takes into account the different learning needs of children, sets up a clear identification and referral mechanism, and makes good use of resources from the sponsoring body and external organisations to provide early and appropriate assistance to children in need. The school has established effective communication channels so that teachers can maintain contact with parents to

support them in caring for and teaching their children, both during face-to-face classes and children's learning at home. The school regularly arranges parent-teacher meetings and parenting seminars. Parents are encouraged to participate in order to understand their children's learning performance and development. The parents trust and support the school and they work together with the school to foster children's happy and healthy growth.

2. Learning and Teaching

- 2.1 The school has devised a curriculum outline with reference to the teaching packages and has developed a comprehensive curriculum with selected real-life themes, covering all learning areas and encompassing the nurture of children's values and attitudes as well as the development of their skills and knowledge. The school organises visits and festive activities to enrich the learning experience of the children, and also arranges different activities for them on a daily basis. The children have enough opportunities to participate in musical, physical, art and free choice activities to facilitate their balanced development. However, there is too much copying tasks in K2 and K3 homework, and some of the K3 homework is too difficult. The school should reduce the amount of copying tasks and cancel homework that is inappropriate for children's abilities to meet their developmental needs.
- 2.2 The school has put in place a curriculum management mechanism. The management understands the implementation of the curriculum by attending curriculum meetings, scrutinising curriculum documents, and observing lessons. The teachers at all levels discuss learning activities and environment set up, and cooperate to prepare teaching plans through collaborative lesson planning. After the activities are completed, the teachers reflect and record the results of the review. However, some of the reflections focus on describing the children's performance, with few suggestions for improvement, which is not very useful for feedback on the curriculum. The management also leads the teachers to review the effectiveness of the activities based on the proposed learning objectives and children's performance, make specific suggestions for improvement, and follow up suggestions so as to inform the curriculum effectively and improve the quality of learning and teaching.
- 2.3 The school develops learning portfolios for the children, which include teachers'

observations of children's learning performance and children's self-selected work. The teachers report regularly to parents to keep them informed of their children's learning progress, and make reference to the child assessment records to provide appropriate follow-up or referral on individual children's learning, striving to help children improve their learning difficulties. While the school stores the children's assessment data, teachers still need to raise awareness of curriculum review in order to effectively use and analyse the data as a basis for adapting learning and teaching strategies and curriculum planning.

- 2.4 The school properly plans the use of its premises in a clean and comfortable environment with adequate teaching resources to support the implementation of the curriculum. The school uses the corridors and classroom to display children's work for the children to view and appreciate from one another. The teachers set up the classrooms with different interest corners in accordance with the themes, and the materials in the corners are arranged in an orderly manner so that the children can easily access them. In this school year, the school regards nurturing children's spirit of exploratory spirit as a major concern. The school uses life events and natural phenomena to create contexts for exploratory activities, helping children conduct simple experiments and guiding them to learn through exploration. Observations show that children can discover the relationship between light and shadow when creating the story of shadow show, observe and describe the changes of substances in water during the dissolution experiment. While teachers in general can make use of questioning skills to guide children's thinking, they need to be more observant and involved in the children's exploration in the interest corners, encouraging them to try different things and helping them consolidate what they get from their observations to construct knowledge. After the activities, the teachers are required to make use of the children's performance to evaluate the effectiveness of the interest corner activities and to make appropriate follow-up and adjustment to extend the children's learning.
- 2.5 In this school year, fostering children's language development through reading is another major concern. The teachers are able to use picture books as learning materials and use stories as entry points for thematic activities in curriculum planning to enhance children's learning interest and facilitate their language development. The teachers select interesting storylines to design extension activities and ask children to suggest different solutions to the problems faced by

the characters, and encourage them to share their life experiences related to the stories to enhance the fun of reading. Observations show that teachers were able to use facial expressions and questions to engage the children in listening to the story, and arranged role-play for them to act out the story. The children take the initiative to respond to questions, imitate the dialogue of the characters, understand the story and express their own thoughts, demonstrating their good comprehension and expression skills. In order to enhance children's interest and ability in reading, the school has placed a variety of reading materials in classrooms. However, it is observed that the setting of the reading corners in some classrooms should be improved, including systematic display of books to attract children to read according to their preferences, and more seats for children to read comfortably. Teachers are recommended to encourage and accompany children to read and develop children's reading habits in order to achieve the expected goal of the major concern.

- 2.6 The school's music activities are mainly designed to guide the children's imagination through real-life storytelling situations and the children are able to follow the music beats and perform rhythmic movements. The teachers make good use of the playground to design different physical activities and group games for the children to stretch their bodies and minds. The children are interested and actively engaged in physical activities. The school should also be aware that teachers should do sufficient stretching activities with the children before starting physical activities to reduce the chance of injury during the activities.
- 2.7 The teachers use a variety of pictures and objects to support the theme-based learning, and encourage children in their sensory exploration through observation and touching objects to understand the relationship between nature and daily life. The children have good social development, they getting along well with peers and having fun playing and learning together. They demonstrate good routines and self-care abilities to be familiar with and follow the rules in interest corners, queue up when entering and leaving the activity room, put on and take off their shoes independently, and tidy up their toys and belongings. The children are glad to accomplish simple tasks assigned by the teacher, displaying a sense of responsibility.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management reviews all aspects of the school's work with the teachers, but the team's mastery of self-evaluation still needs to be strengthened. The management should lead the team in the systematic use of children's performance and comprehensive analysis of relevant assessment data to enable focused review of the effectiveness of the programme and take appropriate follow-up.
- 3.2 The management should lead the teachers in effective evaluation of curriculum planning, including reviewing the setting of classroom interest corners and the arrangement of teaching activities, and jointly summarising and collating experiences in order to inherit the learning and teaching experience. The school should also continue to strengthen the use of children assessment data as a basis for adapting learning and teaching strategies and curriculum planning to enhance children's learning effectiveness.
- 3.3 The management can continue to lead teachers in professional exchanges through training activities to enhance teachers' capacity in curriculum design, promote effective learning and teaching, review the school's curriculum content in the light of school-based needs and children's performance, remove inappropriate parts of the homework, and work in unity to nurture the healthy and happy growth of the children. The school can further utilise parent resources to help promote activities and build partnership with parents.