

School No.: 156612

Focus Inspection Report (Translated Version)

Moe Kindergarten

**Shop A-1 Within E5-E73, Blocks 11-14, Tsuen Wan Centre Shopping
Arcade, Phase II, No. 86 Tsuen King Circuit, Tsuen Wan, New Territories**

2 June 2023

**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

1. School Performance

- 1.1 The school makes reference to the teaching packages to design an integrated curriculum using real-life themes. The curriculum content covers all learning areas and takes into account the cultivation of children's attitudes and their acquisition of skills and knowledge. The school attaches great importance to the diversity of children. Teachers adapt the content of the learning activities in accord with children's interests and needs while designing manipulative teaching aids to let children explore and construct knowledge with different senses. In tandem, the school pays attention to children's moral development. It enables children to learn morals through stories and encourages them to practise good behaviour in daily life. The school arranges festive activities for children so that they can strengthen their understanding of traditional Chinese custom and culture. By attending the national flag raising ceremonies, children build the respect warranted towards the national flag and national anthem, thereby cultivating a sense of national identity at an early age.
- 1.2 In view of the recommendations of the previous Quality Review, the school has arranged sufficient opportunities of art and free choice activities for children daily. Yet, the arrangement of having music and physical activities on alternate Fridays respectively is inappropriate. During the primary one simulated activities, the school's daily schedule is arranged based on subjects and the school does not offer opportunities to K3 children for taking part in music, physical, art and free choice activities. The school is required to revise the daily schedule to ensure that children have a balanced learning experience every day. In terms of homework, some pieces of K3 homework are excessively difficult. The school must review and remove the inappropriate content.
- 1.3 The school assesses children through continuous observation. In the learning

portfolios, children's works, thematic assessment reports, observation records and so forth are kept. At the end of the school term, teachers conclude children's learning performance in all learning areas. Teachers regularly report to parents so that both of them can follow up on and support children's learning and development collaboratively. The teaching team formulates the assessment items and devises concrete assessment criteria in accordance with the curriculum content such that the assessment can reflect children's learning performance objectively and accurately. The management may lead the team to collate and analyse the assessment information for serving as reference to review teaching, thus informing the curriculum planning.

- 1.4 The school makes good use of its campus to provide all the children with manipulative and exploratory materials and facilities, allowing them to play in interest corners together. Children choose their playmates and design the way of game, nurturing a spirit of proactive learning as well as facilitating communication and interaction. As observed, children were engaged in the activities, some of them helped younger peers get to know and understand signs in a simulated vehicle compartment, while some others from different grade levels jointly made bridges with building blocks of different shapes, demonstrating cooperation while constructing knowledge. Classrooms are decorated in line with the learning themes. Daily-life materials, toys and teaching aids are provided in light of children's development so that children with different abilities can learn through sensory play, which is effective in accommodating their individual needs.
- 1.5 Teachers are kind. They care about children and cater for children's diversity. Teachers also give individual guidance and adapt the homework when needed so that children can learn at their own pace. Children have chances to express their views and participate in the group learning activities, fostering interaction among them.

Children are obedient and polite. They have fun in the free choice activities and get along with peers, showing good affective and social development.

- 1.6 The school has established a mechanism of curriculum coordination, monitoring and evaluation. The management leads teachers to devise teaching plans and understands the implementation of the curriculum by attending meetings, scrutinising teaching documents and providing in-class collaboration. Teachers have developed the habit of making regular teaching reflections. Some teachers are able to evaluate the teaching effectiveness in view of children's learning performance, raise suggestions for improvement and adjust their teaching arrangements at an opportune time. The management is recommended to steer the team to consolidate children's performance in activities of various learning areas for understanding their overall development in a comprehensive manner in order to inform the curriculum planning, thereby promoting the curriculum development to a further extent.

2. Recommendations for Fostering Sustainable Development of School

The school must review its curriculum planning and adjust the daily schedule for providing balanced learning activities to children. The school is also required to revise the design of the homework and remove the inappropriate parts. The management may guide teachers to use the child assessment information properly to review the teaching effectiveness, hence informing the curriculum planning.