

**School No.: 534790**

# **Focus Inspection Report (Translated Version)**

## **Castar Kindergarten**

**Kindergarten No. 1, 3/F, Ancillary Facilities Block,  
Tin Wah Estate, Tin Shui Wai, Yuen Long, New Territories**

**15 December 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**

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## **1. School Performance**

- 1.1 The school uses real-life themes to design its integrated curriculum which covers various learning areas for cultivating children's values and attitudes as well as developing their skills and constructing their knowledge. The school attaches great importance to nurturing children's virtues. It pushes forward parent-child reading in accord with the picture books of moral education and encourages children to learn good virtues from the characters and plots in the stories. Meanwhile, the school arranges promotional activities and award schemes of values education, thus leading children to practise what they have learnt. The school organises mixed-age activities that offer children opportunities to get along with peers of different ages so that they learn to care about others and enhance their communication and collaboration skills. In general, the activities of half-day classes are scheduled properly. The school is required to increase the time of music activities for whole-day classes to ensure the balance of the daily schedule. Moreover, the school must remove the excessively difficult homework content for K3 in the second school term to meet children's developmental needs.
- 1.2 The school has formulated clear assessment guidelines. It creates learning portfolios for children to maintain assessment reports, observation records and so forth in a systematic manner. Teachers assess children's performance in the themes through continuous observation and keep parents informed of their child's learning regularly. However, the school is required to revise its practice of using the average grades of each thematic assessment as the results of the summative assessments at the end of a school term, with a view to presenting children's development at different stages effectively.
- 1.3 The school is devoted to setting up the environment and exhibiting children's work, infusing the campus with joy and children's delight. There are plentiful and

diversified materials in the lobby. Teachers design the imaginative play corners, exploratory corners, etc., in the classrooms based on themes. During free choice activity sessions, children can choose their favourite activities. For instance, in the imaginative play corners which are decorated with photos of hot pot buffet in a real-world setting, children choose different food models and imitate cooking to unleash their imagination. In the exploratory corners, they discover various types of shadows earnestly by using a shadow puppetry screen and a torch to extend what they have learnt in the themes. The school sets a reading corner for every classroom apart from its reading zone, which gives children easy access to Chinese and English books, thereby developing their interest in reading.

- 1.4 Teachers make use of real objects to facilitate teaching so as to let children have a clear picture of the characteristics of things by touching and observing them. Children are active in sharing their life experiences. Teachers ask follow-up questions wisely to help children gradually explain their ideas or guide them to make further explorations on the teaching content that interests them. Children are energetic. They take the initiative to take part in physical activities with peers. Teachers keep track of the performance and learning pace of children while giving appropriate clues or adjusting the level of difficulty of the activities to cater for learner diversity. Teachers create festival contexts to introduce the music games so that children can throw themselves into the fun-filled activities to play musical instruments according to the rhythms and sing along with rhythmic movements. Teachers join in children's games at an opportune time and guide them to connect their experience in the games with daily life. In the review sessions, teachers invite children to talk about the interest corners they have participated in and how they felt after completing the activities. Teachers are advised to seize the moments when children encounter challenges or make discoveries during games, then encourage

them to share the process in order to extend children's play experiences.

- 1.5 The school has established an explicit curriculum management mechanism to map out the concise teaching schedules. The management attends meetings to discuss and review the activity design with teachers together. It also comprehends the implementation of curriculum and provides timely support to the teaching team through lesson observations and document scrutiny. Teachers evaluate the teaching effectiveness on a regular basis, conduct reflection and render suggestions on improving teaching in light of children's performance. At the end of a year, the team reviews the child assessment information and refers to the teaching reflection to revise the curriculum content. The management may lead the team to optimise the content of the teaching schedules for a better curriculum planning.

## **2. Recommendations for Fostering Sustainable Development of School**

The school puts effort into designing the learning activities. It must improve the content of the teaching schedules and remove the excessively difficult K3 homework in the second school term. The school must revise its practice of using the average grades of each thematic assessment as the results of the summative assessments at the end of a school term to foster the sustainable development of the school curriculum.