

School No.: 565628

Focus Inspection Report (Translated Version)

Castar Kindergarten (Lei Muk Shue)

G/F, Chui Shue House, Lei Muk Shue Estate, Kwai Chung, New Territories

19 April 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 devises learning themes according to children's life experiences and abilities. The curriculum, which is designed with an integrated approach and covers all learning areas, is conducive to the cultivation of positive attitudes and acquisition of skills and knowledge in children. The school values children's moral development. By using themes such as politeness, tidiness and good deeds and choosing relevant storybooks, the school puts forth positive behaviour and attitudes from the stories and characters therein. The school enhances children's understanding of Chinese culture through traditional festivities. For instance, it organises parent-child activities on Mid-Autumn Festival and during Lunar New Year with an aim of bringing up the concept that Chinese people value family reunions. In tandem, the school incorporates activities like paper cutting and shadow play into the learning themes so that children can experience Chinese art and culture. Moreover, national flag raising ceremony is held on special days to strengthen children's sense of national identity. The school arranges active and quiet activities alternately in the daily schedule. Children have ample opportunities to take part in music, physical, art and free choice activities to facilitate their balanced development. However, some homework content of K3 is rather difficult and fails to accommodate children's abilities and developmental needs. The school must remove those homework.
- 1.2 The school assesses children's performance through continuous observation and keeps a record of children's learning and development. At the end of a school term, teachers conclude children's performance and report to parents, hence helping parents keep abreast of children's pace of development and needs. Information such as assessment reports, teachers' observation records and children's work are kept in the learning portfolios, serving as evidence of children's development. The

school makes reference to the assessment information of children for adjusting the curriculum.

- 1.3 The school optimises the space to display children's work along the corridors. A reading corner with a wide range of books has been set up where the environment is cosy and calm. Teachers encourage children to read before class begins in order to develop children's reading interest. The classrooms are bright and neat. Teachers design corner activities related to learning themes. The activities are diversified and can be chosen by children of their own preference. As observed, children drew and made mini crafts in art and craft corners to demonstrate their creativity. Children manipulated teaching aids of different levels of complexity, extending what they had learnt. Children interacted with peers, such as playing the roles of customer and cashier in a bakery in an imaginative play corner and exploring the phenomenon of light and shadow in an exploratory corner, demonstrating good social development.
- 1.4 Teachers are conscientious in teaching. They make good use of real objects and pictures to support teaching, helping children grasp the learning content. Some teachers raise questions appropriately to guide children to think. Children respond earnestly to show their interest in learning. Teachers care for and embrace children's diversity, and are also competent to take care of the needs of individual children. Children love music activities. They sing and perform rhythmic movements along music, engaging in the activities through scenarios. Regarding physical activities, teachers guide children to participate in group activities and allow children to choose physical equipment to play with. Teachers encourage children to try different activities, helping children immerse themselves in physical games and develop an exercise habit.
- 1.5 The school has established a sound mechanism for curriculum management. The management and teachers discuss learning foci and design corner activities through

meetings. The management keeps track of the implementation of curriculum and makes timely recommendations through scrutinising teaching reflection and conducting classroom walkthroughs. It leads teachers to review teaching reflection and suggestions for improvement while mapping out the curriculum for next school year using assessment information, which is effective in informing curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The curriculum of the school is comprehensive and balanced. However, the management should lead teachers to review K3 homework and remove the difficult homework with a view to catering for children's abilities and developmental needs.