

School No.: 565016

Focus Inspection Report (Translated Version)

Homantin Yang Memorial Methodist Pre-School

G/F, Unit 1, Ching Man House, Homantin Estate, Kowloon

26 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 makes reference to the teaching packages to select themes that meet children's interests and life experiences to design a curriculum of which the content covers various learning areas. In order to nurture a sense of national identity in children, the school holds the national flag raising ceremony regularly. In tandem, the school strengthens the learning elements of Chinese culture, topics on traditional food, art and famous attractions in China are introduced. The curriculum design is able to take into account the cultivation of children's values and attitudes as well as their acquisition of skills and knowledge in general. However, more weight is put on imparting knowledge on the whole, causing the curriculum to become unbalanced. The school is also required to take note of the integration of the curriculum. It is suggested that the design of the English and Putonghua activities to be in line with the themes so as to enhance the curriculum effectiveness. The school arranges sufficient time for children to participate in music, physical, art and free choice activities every day. In respect of homework, the content of Early Childhood Mathematics of K2 and K3 is too difficult. The school must remove such content.
- 1.2 The school regards strengthening the elements of play in activities as its major concern this school year. It enlists external professional support to train teachers while organising peer lesson observations and teachers' sharing sessions to encourage teachers to observe one another and master the relevant skills. During free choice activities, teachers watch children closely and intervene aptly. They also join in children's games. Teachers make good use of the conclusion sessions to help children consolidate and collate their learning. Nevertheless, the design of the thematic learning activities leans more towards recognising words and sentence structures and the elements of play are inadequate. Moreover, the activity design of the English and Mathematics corners is not interesting. It is necessary for the school

to strengthen the review of learning and teaching as well as the design of interest corners, and increase the elements of play and interaction to further implement the major concern.

- 1.3 The school assesses children's learning through continuous observation. When preparing lesson plans, teachers devise assessment items based on the learning objectives. Yet, both thematic assessments and summative assessments are trivial, with some of the content overlaps, and the assessment criteria are not clear. The management is required to lead teachers to formulate proper assessment items and criteria to reflect children's learning and growth accurately as well as ensuring the objectivity and consistency of the assessments. With the aim of involving parents in assessing children's learning, the school selects some of the learning content and asks parents to conduct assessments for their children at home. Such practice puts both parents and children under pressure. The school must review and revise the content and mode of parental assessments. At present, the school does not analyse the child assessments to provide feedback on curriculum planning. It should follow up on and utilise the assessment information to adjust the curriculum.
- 1.4 The school decorates the corridors and classrooms with children's artwork so that children can observe one another's works. There are plentiful materials in the art corners to encourage children to create. Teachers make decorations for the classrooms according to the themes and they design suitable extended activities for thematic learning corners. Children get along and cooperate with each other. They put forward their own ideas and make suggestions during the activities. Their self-care abilities are good as they assist in putting back the teaching aids and toys after activities.
- 1.5 Teachers care for children and have patience. Children are courteous and take the initiative to greet others. A good teacher-child relationship is built. Teachers

employ pictures and self-made teaching materials to motivate children to learn. Teachers are advised to use appropriate real objects as teaching aids to help children comprehend what they have learnt. During physical activities, teachers arrange different group games for children to foster gross motor development. Music activities consist of different elements like rhythmic movements and music appreciation. Nonetheless, children have to take turns to participate in some activities and may be distracted while waiting. Teachers must adjust the activity arrangements or teaching methods in a timely manner to ensure that all children are able to enjoy the pleasure of music activities.

- 1.6 The school has established a curriculum management mechanism. In each school term, the management draws up the curriculum outline and then teachers share the work of preparing the teaching plans. The management monitors the curriculum implementation through attending meetings, scrutinising documents and observing lessons. Teachers reflect on learning activities every day and discuss the teaching content in curriculum meetings periodically. However, the reflections are mostly descriptions of children's activity performance and lack concrete analysis of the learning effectiveness and explicit suggestions. It is necessary for the management to improve its skills in leading teachers to conduct reflections, thereby enhancing their teaching skills.

2. Recommendations for Fostering Sustainable Development of School

The management is required to strengthen the curriculum management and lead teachers to design a balanced integrated curriculum, incorporate more elements of play and interaction into the interest corners, remove the difficult homework, and plan the content and mode of assessments while making good use of the assessment information to give feedback on the curriculum. The teaching team must enhance the efficacy of teaching

reflection. The team is recommended to review the effectiveness of learning and teaching in a focused manner and make concrete suggestions to facilitate children's learning.