

School No.: 536768

Focus Inspection Report (Translated Version)

Karlam Kindergarten (Tuen Mun Branch)

**Entrance of G/F and Whole of 1/F, Honley Court,
94-110 Tuen Mun Heung Sze Wui Road, Tuen Mun, New Territories**

14 November 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 With reference to the teaching packages, the school organises its curriculum using themes. The curriculum content is in line with children's interests and covers all learning areas, encompasses the cultivation of children's values and attitudes, as well as the acquisition of skills and knowledge. The school attaches importance to children's moral education. Through sharing stories, organising politeness ambassador scheme, community visits and other activities, the school guides children to care about people and things around them while facilitating them to build positive values like kindness and courteousness towards others. In addition, visits and experiential activities are arranged and children are encouraged to read to broaden their horizons. The school holds festive activities and culture week, and designs learning activities closely related to children's life experiences to let them understand Chinese art and culture while developing their sense of national identity from an early age. The daily schedule is balanced so that children are given ample opportunities to participate in free choice, music, physical and art activities every day. However, regarding homework, the amount of copying for K2 children is considered too much and some of the K3 homework is too difficult. The school must reduce the amount of repeated copying of K2 and remove the inappropriate homework.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to cancel the weekly dictation of K2 and K3. It creates learning portfolios for children to maintain the observation records and their artworks, which serve as evidence of children's growth. Teachers assess children by continuous observation. They meet with parents every school term to keep parents informed of their children's learning and development. The teaching team formulates assessment items that are in consonance with the curriculum content and devises specific assessment criteria so that children's learning performance can be objectively and accurately reflected

by the assessments. The management could lead the team to consolidate and analyse the assessment information to evaluate the effectiveness of learning and teaching, with a view to informing the curriculum planning.

1.3 Teachers set up different interest corners in the classrooms. The materials in the interest corners are plentiful and the design of some teaching aids is manipulative. Yet, the majority of the activities in the learning corners are related to matching, which overemphasises knowledge and lacks exploratory elements. Moreover, the design of wall activities fails to attract children's participation. The school is advised to review the activity content of the learning corners to design interesting games in which children can arouse their curiosity and inquisitiveness through observation, tests and discoveries.

1.4 Teachers pay attention to learner diversity. They cater for children's diverse needs through strategies like individual guidance and seating arrangements. Teachers care for and respect children. They listen attentively to children's thoughts and views as well as asking questions to stimulate children's further thinking and communication, thus promoting teacher-child and child-child interaction. During music activities, teachers guide children to feel the melodies and change in rhythms through imagination while allowing children to design movements to express their ideas. Children are engaged in the activities. Teachers map out gross motor activities according to children's mental and physical development. Children move their bodies during the physical games to develop their body coordination. Nonetheless, the activities' waiting time is rather long, affecting the learning effectiveness. Teachers are suggested to review the activity arrangements to ensure that children have adequate opportunities to participate in the activities.

1.5 A curriculum management mechanism is in place in the school. The management leads teachers to draw up teaching plans. It gets a grasp of the curriculum

implementation through attending meetings, scrutinising teaching documents and conducting classroom walkthroughs. Some teachers are able to evaluate the appropriateness of the teaching plans and activity design based on children's learning performance. However, they are advised to analyse and follow up on the reasons for not yet achieving the learning objectives. The management may further steer teachers to review the teaching strategies, learning content and so forth based on children's performance in different activities to inform the planning of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The management must strengthen its professional leadership to lead teachers to reflect on the activity effectiveness from multiple perspectives such as activity design, teaching strategies and children's performance. It should improve the design of corner activities and utilise the child assessment information to inform the curriculum. The school is also required to remove the inappropriate homework and reduce the amount of repeated copying to meet children's development and needs.