

**School No.: 158208**

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

**Sheung Shui Wai Chow Kindergarten (Branch)**

**G/F, Tin Cheung House, Tin Ping Estate, Sheung Shui, New Territories**

**4 January 2024**

**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 With reference to the *Kindergarten Education Curriculum Guide* and the teaching packages, the school plans an integrated curriculum using themes. The curriculum content is comprehensive and covers children's ethical, intellectual, physical, social and aesthetic development. The school attaches importance to the moral development of children. It cultivates children's positive values through sharing of moral picture books, theatres, practical life activities and so forth. Diversified creative activities, such as paper cutting, ink painting and shadow puppet making, are organised to let children experience traditional Chinese art. In tandem, the school holds the national flag raising ceremony on a regular basis to facilitate children to understand the symbols of the country, learn the warranted etiquette and attitudes when playing and singing the national anthem as well as developing a sense of national identity from an early age. Regarding the daily schedule, the school provides children with whole-class, group and individual learning activities while allocating sufficient time for children to participate in music, physical, art and free choice activities every day to foster their balanced development. However, K1 children are required to copy along dotted lines, and some learning content and homework for K3 are too difficult. The school must conduct review in relation to children's development and remove the inappropriate content.
- 1.2 The school creates learning portfolios for children to maintain the assessment information and children's work to serve as evidence of their growth. Teachers continuously observe and analyse children's performance. They also invite parents to provide records of children's behaviour at home for grasping children's living habits. Teachers meet with parents periodically for sharing children's school life with them. In the meantime, they let parents understand and follow up on their child's learning in a timely manner. The school should utilise the information of

the assessment of child learning experiences to review the curriculum so as to inform the curriculum planning effectively.

- 1.3 The school has a neat and clean environment. It makes good use of the lobby space to set up a family corner for encouraging children to play simulated games together. It puts toys on the walls of the corridors for children to play as well. There are interest corners in the classrooms and children can take part in different corner activities according to their preference during free choice activity sessions. The thematic corner is decorated as a restaurant and a recycling bin is placed there to extend the learning content about food and waste separation. Teachers design a wide range of activities, including crumpling paper balls, tearing paper into strips and stacking cups, to foster the development of children's fine motor skills. In the nature corner, children manipulate air rockets, string telephones, etc., to enjoy the pleasure of exploration. Teachers are advised to intervene at an opportune time in light of children's performance, inspire and guide children to consolidate their learning experiences after the activities to extend what they have acquired.
- 1.4 Teachers are amiable and kind. They give clear explanation and instructions, and make use of resources like pictures, real objects and short videos to facilitate teaching and motivate children to learn. Teachers lead children to make colourful natural dyes with fruits and vegetables, discovering the rich colours of nature. Furthermore, teachers allow children to create patterns with the dyes and explore the results of colour-mixing. Children enjoy the activities very much. Teachers and children jointly sing, play musical instruments, perform rhythmic movement and so forth, feeling the brisk or euphonious melodies, and appreciating the beauty of music. Children are arranged to play circuit physical games and learn different body movements, during which they show favourable body coordination.
- 1.5 A curriculum management mechanism is in place in the school. The management

leads teachers to devise the curriculum outline, learning schedule and teaching plans. Teachers of each grade level conduct collaborative lesson planning during regular meetings. After finishing the activities, they are also able to review the activity appropriateness and make suggestions for improvement to revise the curriculum content in an ongoing manner. The school is advised to make further use of peer lesson observation to promote teachers' professional growth and the teaching effectiveness through mutual observation and lesson evaluation.

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

The management is required to lead the teaching team to tap the assessment information of child learning experiences to review and revise the curriculum content. It must also remove the inappropriate K3 homework and cancel the arrangement of asking K1 children to trace along dotted lines so as to meet children's abilities and developmental needs. The school is advised to utilise peer lesson observation to a greater extent for fostering teachers' professional exchange and enhancing the quality of learning and teaching continuously.