

School No.: 316504

Focus Inspection Report (Translated Version)

A-ONE Kindergarten

G/F, Kam Hon House, Choi Hung Estate, Choi Hung, Kowloon

4 May 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 devise the curriculum outline. To tie in with the life experiences of children, the school designs its integrated theme-based curriculum, with content covering all learning areas and accommodating the cultivation of values and attitudes and the acquisition of skills and knowledge. The school provides opportunities for children to know about the Chinese custom, experience traditional festivities as well as attending the national flag raising ceremonies, etc., so as to deepen children's understanding of Chinese culture and nurture their sense of belonging towards the country. Children have ample time to take part in art and free choice activities every day. However, the arrangement of the daily schedule must be adjusted so that children can have adequate opportunities for daily music and physical activities. Besides, K1 children are asked to do the homework of writing along dotted lines, and some learning content and homework of the Early Childhood Mathematics for K3 children are relatively difficult. The school is required to remove the inappropriate parts with a view to catering for the developmental needs of children.
- 1.2 The school creates learning portfolios for children to keep thematic learning assessments, observation records and other information. Apart from letting parents understand how well their children did in each theme, the school also concludes children's performance and meets with parents at the end of the school term to keep parents informed of their children's development. The management reviews children's learning, including by evaluating the acquired information to keep track of the developmental pace of children and by providing adaptation on homework for less able children, in order to take care of children's learning needs. The school mainly assesses children's learning through continuous observation. It is suggested that teachers adhere to the above assessment method to keep abreast of children's

performance in Putonghua and English activities and consider developing their interest and confidence in language learning as the direction of the assessment.

- 1.3 The school environment is clean and tidy. Teachers utilise the space in the classrooms and corridors to display children's work for children's mutual appreciation. There is a variety of materials placed in the interest corners of the classrooms where children can choose and join in corner activities of their own accord, showing their engagement. As observed, children loved participating in and were particularly attentive in artwork activities. They picked books in the reading corner voluntarily and then read intently. In the imaginative play corner, children took part in role-play and interacted with peers joyfully.
- 1.4 Teachers are friendly and care for children. Teachers and children have established a good relationship. Teachers give clear instructions and use real objects and pictures to facilitate their teaching, which is conducive to enhancing children's learning interest. For instance, in a thematic activity about shadows, teachers assign children to act as different animals behind curtains and other children use their imagination to figure out which animals are being role-played. Children are enthusiastic and keen to be involved in the activity. Besides, the activity routines have been established that children are willing to play and get along well with their peers. In addition to observing and providing timely intervention and guidance during the activities, teachers help children collate and summarise experiences after the activities. Children are led to connect their acquired knowledge from the sharing by K3 children. K2 children are given opportunities to talk about the corner activities for strengthening their expression abilities. The school attaches importance to the language development of non-Chinese speaking (NCS) children. By means of individual guidance and group learning activities, the school provides more opportunities for NCS children to express themselves in Chinese. As

observed, NCS children were generally able to understand teachers' instructions and were pleased to share their views in Cantonese, being engaged in various learning activities.

- 1.5 The management leads teachers of all grade levels to devise the curriculum outline and teaching plans. Through scrutinising curriculum documents, observing lessons and conducting classroom walkthroughs, the management comprehends the implementation of the curriculum. Teachers reflect on the teaching activities of each theme regularly, but they mainly focus on documenting children's learning performance with limited specific suggestions for improvement. The management is advised to guide teachers to analyse the learning effectiveness according to children's performance, learning objectives and so forth to inform the curriculum implementation and planning, thus further enhancing the quality of teaching.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 The school is required to adjust the arrangement of daily schedule for children to have sufficient opportunities in carrying out music and physical activities every day. Furthermore, the school must remove the K1 homework of writing along dotted lines as well as the inappropriate learning content and homework of K3 in Early Childhood Mathematics with a view to meeting children's developmental needs. Additionally, the school may adhere to the assessment rationale of continuous observation to reflect children's learning.
- 2.2 Teachers conduct teaching reflection on a regular basis. The management is recommended to lead teachers to analyse the learning effectiveness in light of the performance of children, learning objectives, etc., to strengthen the reflective abilities of teachers, thereby boosting the teaching effectiveness to a further extent and informing curriculum.