

School No.: 523089

Focus Inspection Report (Translated Version)

**Aberdeen Baptist Church
Pak Kwong Kindergarten**

Extension Block at 11 Aberdeen Reservoir Road, Aberdeen, Hong Kong

31 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 teaching packages, the school selects real-life themes to formulate an integrated curriculum. The curriculum content covers all learning areas, taking into account the cultivation of values and attitudes as well as the acquisition of skills and knowledge. To extend children's learning, the school arranges outdoor visits. For instance, it schedules children to visit a nearby water reservoir, aligning with the theme of water to understand the water resources of Hong Kong. It also holds festive activities to let children experience traditional custom and learn about Chinese culture. The school makes every Friday a special activity day and organises different games to arouse children's interest in learning. However, the relevant arrangements lead to insufficient time for art and music activities for some grade levels. The school must review and improve the daily schedule of Fridays to provide children with a balanced learning experience every day. Moreover, some K3 homework during the kindergarten-primary transition activities is rather difficult. The school is required to examine and remove the inappropriate content to meet children's development.
- 1.2 The school devises assessment items according to the learning objectives and sets specific assessment criteria for different goals. This helps teachers assess children's learning performance in an effective and objective manner. Teachers adopt continuous observation to assess children and create learning portfolios to systematically maintain thematic assessments, observation records, analysis of works and other information. They summarise children's development at the end of a school term and make appropriate suggestions for follow-ups to help parents understand their child's needs and provide the necessary support. The school incorporates parents' observations and views into the learning portfolios of this school year to reflect the development of children in different aspects, serving as

evidence of their growth. The school may consolidate and analyse the child assessment information to inform curriculum planning.

- 1.3 The school is spacious with adequate teaching equipment, which is conducive to implementing various activities. Teachers decorate classrooms based on themes and provide teaching aids of different levels of complexity as well as a wide range of materials to cater for children's diverse needs. The learning aids are orderly placed in each zone for children's easy access. Children take the initiative to tidy up after activities to keep the classrooms clean, showing good self-care abilities. The learning corners are manipulative, igniting children's imaginations. Children participate in imaginative play together. Some of them play the roles of customer and salesperson of a pet shop, some construct a pool with paper bricks and others imitate sharks swimming while singing and performing rhythmic movements. All of them are engaged in the activities. Children also enjoy carrying out art activities with different materials such as using paper cupcake liners to create three-dimensional flowers and making scratch art with bamboo sticks. Their artworks are full of creativity. Children's works are prominently displayed in classrooms for their mutual learning and appreciation. During activities, teachers observe children's play and give timely guidance and assistance to children. Some teachers adjust the activity arrangements in response to children's needs, including changing the tools and materials that children use, to help them achieve the learning objectives.
- 1.4 Teachers are conscientious in teaching and articulate clearly. They make good use of questions to stimulate children's thinking and expression while encouraging children to listen attentively to their peers' ideas and to respect one another. During physical activities, teachers observe children's performance and facilitate their grasp of physical movements through demonstration and prompts. Furthermore, teachers employ strategies such as posing questions and steering children to draw connections

with life experiences, guiding them in creating games. As observed, children created different group games using beanbags and introduced the ways of play with self-confidence. Teachers care for children and give them proper compliments to reinforce their good behaviour.

- 1.5 The school has established a mechanism for curriculum coordination, supervision and evaluation. The management leads teachers to plan the curriculum and discuss the learning objectives, teaching plans and assessment content through collaborative lesson planning. In tandem, the management keeps track of the curriculum implementation and provides timely guidance to teachers by scrutinising documents, conducting classroom walkthroughs and so forth. Teachers undertake reviews corresponding to the learning objectives and make specific suggestions for improving the teaching strategies and content of the activities.

2. Recommendations for Fostering Sustainable Development of School

The school is required to review and revise the daily schedule of the special activity day and remove the rather difficult part of the K3 homework in the second school term in order to meet children's developmental needs. Besides, the school may consolidate and analyse the child assessment information to inform curriculum planning.