

School No.: 535583

Focus Inspection Report (Translated Version)

Baptist Church Shining Grace Kindergarten

**Kindergarten No. 2, 3/F., Ancillary Facilities Block, Tin Wah Estate,
Tin Shui Wai, Yuen Long, New Territories**

6 June 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 The school selects themes that are in line with children's life experiences and interests to design a comprehensive curriculum, addressing the cultivation of children's values and attitudes as well as their acquisition of skills and knowledge. Regarding national education, the school introduces the Chinese culture week and arranges shadow play, guzheng performances, and handicrafts making like paper cutting and spring couplets, for children to understand Chinese art and culture. During Tribute to Parents Day, children play games such as pitch-pot, spinning tops and Cuju with parents to enjoy the fun of folk games. In tandem, children give self-made bonsais to parents to show filial piety. The school provides children with ample opportunities to participate in music, physical, art and free choice activities every day to foster their balanced development. Moreover, various types of visits and experiential activities are organised for children to learn about community facilities and enrich their learning experiences. However, the school must cancel the arrangements of asking K1 children to hold a pencil and copy, and remove the excessively difficult homework content of K3 to meet children's developmental needs.
- 1.2 Teachers observe and record children's developmental progress continuously. They keep various types of assessment information in the learning portfolios to serve as evidence of children's growth. In this school year, the school pilots using thematic assessment forms instead of photos to demonstrate children's learning results in K1. It states in detail the content of each assessment to help parents have a better picture of their children's learning performance in different areas. Drawing on the experiences of this year, the school is advised to put such practice forward to other grade levels in a step-by-step manner. Besides, the school may revise those items that are too general in the summative assessment so as to reflect the different abilities

and developmental levels of children more accurately and allow teachers to utilise the relevant assessment information to inform curriculum planning.

1.3 There is a wide range of corner activities in classrooms. The set-up of the imaginative play corners is interesting and attractive to initiate children's association. For instance, children play the role of a farmer harvesting vegetables and collecting eggs, imitate taking care of animals in a pet shop or simulate having lessons in primary school. Thus, they consolidate and extend their thematic learning through play. Children assemble patterns, construct buildings and means of transport using various types of building blocks. They are keen to try different assembling techniques. Children also enjoy engaging in paper cutting, making three-dimensional artworks with eco-friendly materials or drawing greeting cards, unleashing their creativity in the art and craft corners. Teachers may enrich the materials and set-up of the exploratory corners to let children gain new knowledge through observation, comparison and so forth while inspiring children's curiosity about their surroundings. In addition to closely observing children's writing activities, teachers may pay more attention to children's play in other interest corners so that timely guidance or assistance can be provided to enhance children's learning effectiveness.

1.4 Teachers are amiable and friendly. They guide children with patience and cater for their diverse needs. During thematic activities, teachers facilitate children's understanding of the learning content through stories, pictures, etc. Meanwhile, teachers provide more opportunities for children to interact with one another and engage in classroom activities through play, group discussion and other means. Children show their interest in learning and are willing to share their thoughts as well as listening carefully to what their peers shared. In music activities, teachers lead children to sing and dance to the melodies. They also teach children to play musical

instruments as accompaniment, sharing the joy of music experiences with one another. In the spacious indoor play area, children are divided into groups to learn basic movement skills and carry out group and self-selected physical activities. Yet, teachers are required to review the design of some of the games to reduce children's waiting time so that children can have sufficient exercise opportunities to foster their gross motor development.

1.5 In this school year, the management leads teachers to have collaborative lesson planning. Teachers share effective teaching strategies and experiences as well as exchanging expertise with one another in order to promote the curriculum development with concerted efforts. The management keeps track of the curriculum implementation and gives proper guidance to teachers by conducting classroom walkthroughs, attending meetings and scrutinising teaching documents. It also formulates reflective questions to assist teachers in evaluating teaching from multiple perspectives. In view of children's performance, teachers make feasible suggestions and take follow-up actions accordingly, which is conducive to enhancing the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school strives to improve its curriculum to foster children's whole-person development, but it must cancel the arrangements of asking K1 children to hold a pencil and copy while removing the excessively difficult homework content of K3 to meet children's learning needs. It is also necessary for the school to revise the items of summative assessments to clearly present the different abilities and developmental levels of children. Teachers are required to enrich the set-up of exploratory corners and observe children's play in various interest corners so as to enhance children's learning effectiveness through timely guidance and assistance.