

School No.: 519090

Focus Inspection Report (Translated Version)

**Chinese Christian Worker's Fellowship
Limited, King Shing Kindergarten**

G/F., Foon King House, King Shing Court, Fanling, New Territories

13 March 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 makes reference to teaching packages and selects themes that suit children's life experiences and interests to organise its curriculum. The curriculum content covers all learning areas to foster children's comprehensive development. The daily schedule is balanced that children are given sufficient time for engaging in music, physical, art and free choice activities every day. However, the kindergarten-primary transition activities of last school year were carried out in a subject-based approach. The school indicates that it is reviewing and following up on the relevant arrangements to adhere to the rationale of kindergarten integrated curriculum. Besides, some learning and homework content of K3 is rather difficult. The school must remove those inappropriate parts to meet children's developmental needs.
- 1.2 Teachers devise assessment content and criteria according to the thematic learning objectives. They assess children's performance in different learning areas through continuous observation. The school creates learning portfolios for children to keep information of thematic assessments as well as children's artworks and observation records made by parents, which serve as evidence of children's growth. Teachers distribute the portfolios to parents in a timely manner to keep parents informed of their child's learning. The team discusses and analyses the assessment information to grasp children's development and uses it as a reference to inform curriculum.
- 1.3 The school environment is clean and bright. Teachers utilise the lobby and classrooms to set up different interest corners and provide diversified learning activities and materials for children to choose from them. The school attaches importance to cultivate children's interest in reading. The reading zone in the lobby is comfortably furnished and attractive, placed with a large collection of books. Children take the initiative to read in the zone and share stories with peers as well,

enjoying the fun of reading. Moreover, teachers decorate an imaginative play corner as a restaurant and provide props for children to play the roles of diners ordering food or chefs preparing dishes, during which they chat and laugh with each other, showing good affective and social development. Suitable materials are available in the exploratory corners of classrooms for prompting children to conduct simple experiments such as observing how items of different shapes roll and comparing various ways to melt ice cubes. Yet, there are limited types of materials in the art corners and teachers are advised to offer more art materials to stimulate children to create art freely.

1.4 The teaching team is nice and amiable and has a good relationship with children. Teachers are caring, patient and cater for children's needs. Teachers render individual support and guidance during activities while observing and joining in children's play to encourage children to express feelings and views through interaction, hence enhancing the learning efficacy. In music activities, children role-play to the background music in scenarios created by teachers, but some activities lack variety and are repetitive. The school must review and improve the activity design and arrangements to spice up the activities with a view to increasing children's interest in learning.

1.5 The school has established a curriculum management mechanism. The management keeps track of and monitors the curriculum implementation by attending meetings, scrutinising documents, conducting classroom walkthroughs and so forth. The school revises the curriculum in light of its context and major concerns, including adding understanding Chinese culture and fostering affective development to the learning objectives of activities. Teachers conduct teaching reflection regularly. Some of them are able to reflect on the activity effectiveness against children's learning. The management could lead teachers to exchange their

views with one another, review the activity design and teaching techniques in a focused manner based on the learning objectives, and make specific suggestions for improvement so as to enhance the efficacy of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school has created an inclusive campus atmosphere for children of different backgrounds and needs to learn happily. However, the school must revise the daily schedule during the kindergarten-primary transition activities, and review and remove the rather difficult learning content and homework of K3 in order to meet children's developmental needs. Besides, the management is required to lead teachers to examine and improve the arrangements of music activities to promote children's learning effectiveness.