

**School No.: 152978**

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

**Cheung Chau Sacred Heart Kindergarten**

**Tung Wan, Cheung Chau, New Territories**

**21 February 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 Making reference to the teaching packages, the school devises an integrated curriculum using themes. The curriculum content aligns with children's development and needs. Having regard to the major concern of promoting Chinese culture, the school organises traditional festive celebrations and visits the Cheung Chau Cinema Multicultural Park for giving children opportunities to create artworks with Chinese characteristics so as to deepen their understanding of Chinese culture. Children are given sufficient time to participate in art and physical activities every day. That said, there is inadequate time for music and free choice activities in some classes and the daily schedule of these classes must be revised. The amount of copying tasks for K2 and K3 classes is slightly too much and some pieces of language homework in K3 are too difficult as well. The management must review and revise accordingly.
- 1.2 The school has a policy on the assessment of child learning experiences. Teachers conduct assessments through continuous observation while inviting parents to observe children's performance at home including how children take care of themselves and get along with others, hence understanding their development from another perspective. Teachers distribute child development reports at the end of every school term and meet parents face-to-face to keep parents informed of children's learning. However, the thematic assessments are classified according to subjects with too much emphasis on knowledge that they fail to reflect children's learning and development holistically. The school is required to rectify the content and design of the thematic assessments.
- 1.3 The free-standing school premises have a tidy and clean school environment and adequate lighting. There are outdoor activity venues for children to carry out physical activities. Various types of plants are grown in the outdoor playground

where children love to observe plants and small insects, which is conducive to cultivating children's interest in exploring the nature. Teachers display children's artworks along the corridors and in classrooms for children's mutual observation and learning. The interest corners of the classrooms tie in with themes and are furnished with manipulative teaching aids and play materials to attract children to learn, role-play, and explore, deepening the impression of the thematic content on them. When free choice activities are in progress, teachers mostly provide children with instructions and assistance. Teachers may join in children's play as needed and guide them to share and revisit their play experiences after activities to help children consolidate the acquired knowledge. The school invites parents to play parent-child games with their children using the borrowed teaching aids, building an atmosphere of learning through play with home-school collaboration.

1.4 Teachers are kind. They always praise children's good behaviour and from time to time encourage children to appreciate one another, thus creating a positive culture. Teachers design activities like climbing and leaping for the physical activity sessions to facilitate children's body coordination. When performing rhythmic movements and having music games, children like to act out the lyrics, enjoying the fun of the music activities. However, the management is recommended to lead teachers to have thorough preparation on the arrangement of teaching materials, activity rundown and others to make the activities run smoother and engage children in participation.

1.5 Children are keen to raise questions and curious about their surroundings. They always share their life experiences actively, possessing good verbal expression abilities. Children are devoted to the corner activities to play and get along well with their peers in an enthusiastic and friendly manner, demonstrating good social development. After activities, children tidy up the teaching aids used

spontaneously, showing self-discipline.

- 1.6 The school has established a curriculum coordination and monitoring mechanism. Through meetings, scrutiny of documents and classroom walkthroughs, the management keeps track of the curriculum implementation and gives advice. The management lets teachers share the thematic learning content and design of interest corners of each grade level through regular meetings. It provides guidance and support to teachers for improving their teaching as well. Teachers reflect on activity arrangements. Upon this foundation, the management may steer teachers to evaluate the teaching effectiveness according to the learning objectives and performance of children to inform curriculum planning, thereby further boosting the effectiveness of learning and teaching.

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

- 2.1 The school must adjust its daily schedule to ensure that children have sufficient time for music and free choice activities every day. It is also necessary for the school to revise the thematic assessment content, refine the homework design, reduce the amount of copying tasks as well as removing the inappropriate part of homework in order to cater for children's developmental needs.
- 2.2 The management should strengthen its role of curriculum leadership and guide teachers to enhance the efficacy of teaching preparations and reflections for promoting the quality of teaching continuously.