

**School No.: 526010**

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

**Cannan Kindergarten (Riviera Garden)**

**Podium B, Riviera Garden, 2-12 Yi Hong Street, Tsuen Wan,  
New Territories (including Child Care Centre)**

**12 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**

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

## **1. School Performance**

- 1.1 The school selects themes in accordance with children's interests and life experiences to formulate a curriculum that covers all learning areas. Visits and experiential activities in the community are also arranged for broadening children's horizons. To help children understand Chinese culture, the school incorporates relevant learning elements into the curriculum, such as letting children make and taste glutinous rice balls to understand the origin and custom of winter solstice, playing games like pitch-pot, Chinese shuttlecock and spinning tops to experience the fun of folk games, and practising kung-fu with parents on parent-child sports day to have first-hand experience of traditional Chinese martial arts. Children are given sufficient time to participate in music, physical, art and free choice activities every day to foster their balanced development. The school has been improving the homework design in recent years, yet, the content of some of the language homework of K3 at present is rather difficult. The school must continue to conduct review and revision to meet children's abilities and learning needs.
- 1.2 The school has devised a proper policy on the assessment of child learning experiences. Teachers draw up assessment items and criteria according to thematic learning objectives. They observe the performance of children continuously while developing learning portfolios for children to systematically maintain assessment forms, artworks, activity records, etc., to present children's developmental progress in an objective manner. Teachers meet with parents at an opportune time to report children's development and share the suggestions to facilitate children's learning. The school utilises the assessment information to analyse the effectiveness of curriculum implementation and uses it as a reference for supporting the individual needs of children as well as setting the annual development directions.
- 1.3 The school puts much effort into strengthening the element of free exploration in

play. It adjusts the daily schedule in this school year to increase the time for children to take part in free choice activities. Diversified materials are added to the interest corners so that children can design their own ways of play. Children use their imagination to construct a bridge with wooden boards and manipulate cars to drive over the bridge, or they stack paper bricks with their peers and work together to find ways of balancing the bricks. They applaud for the success of each other, showing positive and optimistic attitudes. Besides, teachers follow the learning themes to decorate the classrooms into a supermarket, bookshop and so on for children to participate in play related to real-life context to foster their development in language, social skills and other aspects. Teachers observe children during the activities and play with them as well. They ask questions to inspire children to explore and think further while praising children for their courage to create and make attempts. In the review sessions, teachers collate and sum up the experiences with children to consolidate and extend their learning.

- 1.4 Teachers adopt small group teaching during thematic activity sessions. Story scenarios are employed to guide children's discussion and teachers encourage children to express their views, hence promoting teacher-child interactions effectively. Teachers make use of an array of equipment and eco-friendly materials to design physical play, helping children grasp basic movements like running, climbing and balancing and body coordination, and build a strong physique. In music activities, teachers guide children to express the lyrics with movements, play instrumental ensemble or clap their hands and stamp their feet to music so as to feel the rhythms with their bodies. In this way, children can develop their creativity and musicality. However, the school is required to examine the arrangements of some music activities and select an appropriate amount of learning content in view of children's abilities and the duration of activities in order to strengthen the

effectiveness of the activities.

- 1.5 The management leads teachers to prepare teaching plans based on the curriculum outline and activity suggestions provided by the organisation. Drawing on the successful experiences accumulated from the major concern in recent years, they make good use of picture book stories to think of interesting activities for enhancing children's interest in learning. By conducting classroom walkthroughs, scrutinising teaching documents, etc., the management monitors the curriculum implementation and gives guidance to teachers in a timely manner. Teachers always reflect on their teaching. They may explore the teaching content, strategy employment and so forth in light of children's learning performance to keep on refining the teaching design and enhance children's learning effectiveness. The school reviews the curriculum regularly and submits the relevant findings to the organisation, which is conducive to informing the overall curriculum planning.

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

The management demonstrates its professional leadership to guide teachers to promote the curriculum development continuously. The teaching team is required to improve the arrangements of music activities while exploring from multiple perspectives, including teaching content and strategy employment, to keep on enhancing the effectiveness of learning and teaching. The school must also review the content of language homework of K3 and revise those inappropriate parts to meet children's abilities and learning needs.