

School No.: 520144

Focus Inspection Report (Translated Version)

Ching Chung Yu Nga Kindergarten

G/F, Nga Shing House, Yu Nga Court, Tung Chung, New Territories

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**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 Relocation of the school premises and personnel changes have taken place in the school in recent years. The new management leads teachers to make reference to the *Kindergarten Education Curriculum Guide*, picture books and other resources to design an integrated curriculum using real-life themes. The curriculum content covers all learning areas and assists children in cultivating positive attitudes, learning skills and constructing knowledge. The school arranges activities, including outdoor visits and experiential ones, based on the interests and needs of children. By doing so, children can broaden their horizons through first-hand exploration and nurture the attitude of active learning. They have sufficient opportunities to engage in music, physical, art and free choice activities every day, leading to a balanced daily schedule.
- 1.2 The school creates learning portfolios for children to retain child assessment information, children's works and so forth, documenting their performance in all areas as well as serving as evidence of children's growth. Teachers keep parents informed of the thematic learning outline through student handbooks in daily life and distribute assessment of child's overall development at the end of a school term to help parents understand their children's learning. However, the school is required to revise some of the thematic assessment items that are not specific enough and to disseminate child assessment information to parents timely so that they can keep track of children's learning in an accurate and ongoing manner.
- 1.3 The environment of the new premises is well-planned, spacious, bright and clean. Teachers show information about traditional Chinese culture such as introduction to festivals, custom and art on the display boards in the lobby and along the corridors with a view to facilitating children to understand and appreciate the landmarks and architecture of our country. Besides, teachers decorate the campus with the ink

paintings created by children. Teachers prepare teaching aids conscientiously. For instance, children are enabled to learn about the community facilities through ring toss games and are provided with various daily necessities to have shape matching games. Additionally, children love to go to art and craft corners to draw and make origami as well as reading stories together in the reading corners. Teachers may set up a more interesting and interactive imaginative play corner that ties in with themes for each class in order to stimulate children to unleash their imagination through role play. In tandem, teachers are advised to further strengthen the exploratory elements in the activities of the exploratory corners in a bid to guide children to observe, compare and examine by using their senses, thereby stimulating their curiosity about their surroundings.

1.4 Teachers arrange circuit games in the physical play venue for children to jump over hula hoops, throw objects at a target, walk on a balance beam, etc. Children develop their gross motor and body coordination skills and have an adequate amount of exercise. In music activities, teachers select lively songs and lead children to perform rhythmic movements and play. Taking the opportunity that K3 children are soon to graduate, children sing together enthusiastically to express friendship to their peers and show gratitude to teachers. Teachers communicate clearly and speak articulately. They are conscientious in teaching and often utilise pictures and real objects to facilitate teaching so as to enhance children's understanding of the learning content. Teachers get along in harmony with children and always offer commendation to their good behaviour and recognise their efforts while encouraging them to try solving problems. All these are effective to boost children's learning motivation and confidence.

1.5 The management guides teachers to jointly coordinate, monitor and review the curriculum. Through channels such as scrutinising documents, conducting

classroom walkthroughs and participating in meetings, the management keeps track of the curriculum implementation and renders follow-up suggestions as necessary to improve teaching. Furthermore, the school arranges peer lesson observation for teachers to observe and learn from one another, which is conducive to enhancing the activity design and teaching techniques. The management is advised to guide teachers to collate thematic reflections regularly, record the highlights of review findings and follow up on the recommendations for improvement of activity design and teaching skills so as to increase the effectiveness of curriculum monitoring. Besides, the school is required to revise the progress of drawing exercise for K1 and remove the learning and homework content of Language and Early Childhood Mathematics that is rather difficult for K3, thereby meeting children's development.

2. Recommendations for Fostering Sustainable Development of School

The management has extensive experience and endeavours to lead the team to plan the curriculum progressively and strive for improvement in learning and teaching collaboratively. Building on this foundation, the school is required to review the thematic assessment content, revise some assessment items that are not specific and distribute child assessment information to parents at an opportune time to facilitate parents to gain insight into their child's performance accurately. Moreover, the school should adjust the progress of drawing exercise for K1 and remove the inappropriate homework content of K3 as well as further optimising the setup of imaginative play corners and exploratory corners, so that children can play and learn amid a relaxing atmosphere and fun environment.