

School No.: 564303

Focus Inspection Report (Translated Version)

**Five Districts Business Welfare Association
Cheung Chuk Shan Kindergarten**

**Room 109, Level 5, Commercial Complex, Lung Poon Court,
Diamond Hill, Kowloon**

13 October 2023

**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 With reference to the *Kindergarten Education Curriculum Guide* and external teaching resources, the school selects suitable books to compile a curriculum covering all learning areas. The curriculum content is in line with children's life experiences and learning needs, encompassing the nurture of children's positive values and attitudes, as well as the acquisition of skills and knowledge. To promote national education, the school forms a child flag-guard team and lets all children participate in the national flag-raising ceremony every week, on important days and special occasions in order to cultivate their sense of belonging to the country. The school also designs thematic learning and traditional Chinese festive activities to help children experience and understand the Chinese culture. The teaching team conducts whole-class, group and individual activities as necessary. It arranges daily schedule meticulously such that children are given sufficient opportunities to take part in music, physical, art and free choice activities every day to facilitate their balanced development.
- 1.2 The school has established a policy on the assessment of child learning experiences. According to the thematic learning objectives, teachers devise assessment items and criteria as well as assessing children's learning performance through continuous observation. They also comment on children's development in different learning areas based on children's participation in the activities. The school creates learning portfolios for children to keep their assessment information, works and parents' feedback properly, which serve as evidence of children's growth. Teachers distribute the learning portfolios regularly for parents to understand the learning and development of their children. The teaching team makes reference to the child assessment information to adjust the teaching design and render adequate support to individual child.

- 1.3 The school campus is tidy with activity equipment and items orderly placed. The lobby and classrooms are furnished with children's artworks and activity photos for them to appreciate each other, permeating with children's pleasure. Teachers design interesting activities in the learning corners in accordance with the thematic learning content and developmental needs of children, with a view to fostering children's learning and inspiring them to think and create. As observed, children cut their doll's hair and washed their clothes in a family corner. Children tried using string telephones attached by rubber tubes to transmit sound in an exploratory corner; they constructed buildings and elevated pipelines with paper tubes in a construction corner and drew pandas and robots in a creative art gallery. Children made use of a learning aid of a simulated football court to build up their fine motor skills and eye-hand coordination. They choose the activities that matched their interest, leading to a pleasant learning atmosphere.
- 1.4 Teachers are well prepared for teaching and explain clearly. They make optimal use of their voices and facial expressions to tell stories, which is beneficial for cultivating reading interest in children. To assist children in grasping the learning content, teachers tap suitable questions, supplemented by teaching aids, pictures and books, to guide children to express their views and share their experiences. Teachers demonstrate effective classroom management skills. Classroom activities are conducted in a smooth and orderly manner. During music activities, children are devoted into the scenarios created by teachers to feel the melodies and rhythms of music while engaging in activities such as rhythmic movements and playing percussion instruments, having great fun. Teachers design physical games conscientiously and observe children's performance during the activities to provide timely individual guidance. Before the end of the daily schedule, teachers utilise activity photos to encourage children to revisit and share the learning content of the

day, thus guiding them to think further.

1.5 Children have developed a good classroom routine. They help teachers tidy up things swiftly right after an activity as well as entering and leaving the activity area quietly and orderly to achieve a smooth transition. Children are active in participating in all kinds of learning activities and eager to respond to teachers' questions. They also speak with confidence. All these show that they possess excellent comprehension and expression abilities. Children always smile and take the initiative to greet others. They are patient in listening to peers' sharing and invite peers to play together, demonstrating good affective and social development. However, some children are found to have improper pencil grip. Teachers are advised to enhance individual guidance to nurture a good writing habit among children.

1.6 The school has a curriculum management and monitoring mechanism in place. The management leads teachers to discuss the curriculum content and plan teaching arrangements. It keeps track of the curriculum implementation through meetings, curriculum document scrutiny and in-class assistance. The school organises peer lesson observation and peer school visits for observation to enhance teachers' professional competence. Teachers reflect on teaching regularly but mostly focus on describing children's performance in the learning corners and thematic activities. Some of the teachers can make suggestions for improvement on the teaching design. The management is required to steer teachers to conduct comprehensive reviews on different learning activities, thus informing the teaching design and curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school strives to develop an integrated curriculum to facilitate children's holistic

development. The management must guide teachers to reflect on various activities for future references regarding curriculum review and revision, enhancing the effectiveness of learning and teaching to a further extent. Meanwhile, teachers should pay attention to children's posture in holding a pencil and strengthen individual guidance so as to cultivate a good writing habit in children.