

School No.: 597295

Focus Inspection Report (Translated Version)

Gloria Creative Kindergarten (Sheung Shui)

**Unit 23 & 24, G/F, Commercial Complex, Tsui Lai Garden,
9 Fung Nam Road, Sheung Shui, New Territories**

9 November 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 Making reference to teaching packages, the school devises the learning themes and designs an integrated curriculum which caters for children's life experiences and abilities as well as covering all learning areas. The school upholds its mission and attaches importance to children's moral development to actively cultivate their positive behaviour and attitudes while providing sufficient opportunities for children to carry out music, physical, art and free choice activities, thus facilitating their balanced development. In response to the trends of curriculum development, the school incorporates learning elements of Chinese culture into the thematic learning activities of each grade level. These include getting to know traditional snacks, architecture and martial arts. Children are also arranged to visit the Hong Kong Heritage Museum and Xiqu Centre to deepen their knowledge of Chinese art and culture. The school has formed a child flag-guard team for conducting national flag raising ceremony on important days and special occasions such as the first day of a school year and school closing ceremony so that children can learn the warranted etiquette and enhance their sense of national identity.
- 1.2 The assessment items of the school tie in with the objectives and content of the curriculum. The school evaluates children's learning performance and development through continuous observation and creates learning portfolios for them to retain information such as assessment reports, teachers' observation records, children's works as evidence of children's growth. At the end of a school term, teachers summarise phased performance of children and report to parents, which is conducive to parents' understanding of children's learning. The school makes reference to child assessment information to adjust the curriculum. However, it is not appropriate for the school to demonstrate children's performance of thematic assessments by grades, which may impose unnecessary study pressure on children.

- 1.3 The school makes good use of children's works to decorate the classrooms for children to appreciate and learn from one another. Teachers set up interest corners according to learning themes, with a variety of activities available for children to choose from them. As observed, children liked to draw pictures freely and make three-dimensional crafts, unleashing their creativity. In the role-play corners, children played the roles of family members and interacted with their peers. Starfish, seeds and other items were placed in the exploratory corners for children to observe and touch. Teachers are advised to revise and refine the activity design in order to increase children's participation.
- 1.4 Teachers are conscientious in teaching. They utilise real objects to enable children to learn through different senses. Following the instructions, children look at, smell and touch fruits, and then say out loud the shapes, aromas and texture of the fruits. Some teachers pose questions to guide children to think. Children are eager to respond and willing to express their opinions. They can also listen to peers' sharing with patience, respond appropriately, and learn with peers joyfully. Teachers create scenarios that are in line with the thematic content for music and physical activities in which children are very much involved. Music activities comprise elements of singing, rhythmic movements and clapping beats. Children are happy to sing and play, and feel the rhythm and melodies of music. Regarding physical activities, teachers design physical games that facilitate the gross and fine motor development of children. Teachers begin with conducting demonstration, followed by careful observation on the performance of children, to correct their limb movements. In tandem, teachers support individual children to complete the activities, enhancing children's interest and confidence in the physical activities.
- 1.5 The curriculum management mechanism of the school is well-developed. The management leads teachers to have collaborative lesson planning for each theme,

jointly discussing the learning foci and setting of interest corners. The management keeps abreast of the curriculum implementation by scrutinising the teaching plans and walking through classrooms. It gives timely advice as well. The school organises lesson observations across grade levels for teachers to exchange and learn from one another, thereby strengthening their professional competence. The management guides teachers to consolidate teaching reflections and suggestions for improvement and use assessment information to inform curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school strives to provide children with a comprehensive and balanced curriculum. However, the school may review its way of presenting the thematic assessments with a view to showing children's learning performance clearly. The school is also required to design exploratory activities with more fun and increase the exploratory elements therein to further enhance children's learning interest and effectiveness.