

School No.: 524204

Focus Inspection Report (Translated Version)

HHCKLA Buddhist Lam Wong Ming Wai Kindergarten

**G/F, Wing B & C, Tsz Sum House, Tin Tsz Estate, Tin Shui Wai,
New Territories**

19 December 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 The school refers to teaching packages to organise its curriculum using themes. The curriculum content is in line with children's life experiences and covers all learning areas, taking account of the cultivation of children's attitudes as well as their acquisition of knowledge and skills. The school attaches importance to facilitate children's understanding of our country and Chinese culture. It designs different learning activities including traditional art creation, learning about the historic sites and monuments of China and custom of festivals. Moreover, it arranges for children to attend the national flag raising ceremony on important days while playing and singing the national anthem every week to cultivate their sense of national identity. The school provides enough time for children to participate in physical and music activities every day. However, children have to take part in the assigned language group activities during daily free choice activity sessions, resulting in insufficient time for free choice activities. The school is required to adjust the daily schedule and activity arrangements so as to let children have adequate opportunities for free choice activities. With regard to the homework, the school asks K1 children to write by tracing dotted lines and some of the homework content of K2 and K3 is too difficult. The school must remove the inappropriate homework to meet children's developmental needs.
- 1.2 The school creates learning portfolios for children to retain thematic assessment forms, observation records, children's works and other information as evidence of children's growth. Teachers adopt continuous observation to conduct assessment of child learning experiences and distribute the learning portfolios periodically to keep parents informed of children's performance. The teaching team is generally able to formulate the assessment items according to the curriculum content. Nonetheless, the management is advised to lead teachers to devise specific

assessment criteria to help teachers grasp and reflect children's performance in an objective manner.

- 1.3 The school makes good use of the campus to promote reading. The reading corners in the classrooms and the corridors are comfortably furnished, and books of different topics are placed there. The school turns a vacant classroom into a library on purpose where a large collection and wide selection of books are available for parents and children to borrow after class, hence developing children's reading habits. Teachers set up interest corners that tie in with children's daily life. For instance, a simulated bus passenger compartment is set up in the classroom for K1 and K2 children to take turns acting as bus drivers and passengers, and learn to follow the public transport etiquette. K3 children shop in a simulated boutique, playing the roles of customers and cashiers enthusiastically. Children are obedient and courteous. They play and talk to one another and get along harmoniously, showing good affective and social development.
- 1.4 Teachers are amiable, friendly and patient. They cater for children's needs. Teachers meticulously prepare teaching aids to facilitate teaching. Yet, there are preset answers in most of the questions. Teachers may ask open-ended questions more often to guide children to think and express their thoughts, with a view to fostering their language development. Besides, the writing posture of some children is undesirable. It is necessary for teachers to strengthen their individual guidance to develop a good writing practice in children.
- 1.5 The management understands the teaching practice of teachers and the implementation of the curriculum through attending meetings and conducting classroom walkthroughs. Teachers reflect on their teaching regularly, but some of them focus on describing children's performance and seldom make suggestions for improvement. The management is required to strengthen its professional leadership

to assist teachers in mastering the reflection skills and following up on children's learning based on the learning objectives, activity design and teaching strategies. The management should also consolidate and analyse the child assessment information to inform curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school must improve the arrangements of the free choice activities and remove the inappropriate homework of each grade level to meet children's learning needs. The management is also required to further strengthen its professional leadership to steer the team to reflect on the effectiveness of learning and teaching from different perspectives, and utilise the child assessment information to inform curriculum planning.