

School No.: 564320

Focus Inspection Report (Translated Version)

**Hong Kong & Kowloon Kaifong Women's
Association Sun Fong Chung Kindergarten
(Sui Wo Court)**

Unit 37, G/F, Commercial Complex, Sui Wo Court, Shatin, 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 The school makes reference to the *Kindergarten Education Curriculum Guide* and the teaching packages to design an integrated curriculum using themes. The curriculum content addresses children's development and interests while covering different learning areas. The school holds mixed-age activities on Wednesdays for children to choose activities according to their needs and preferences, hence enjoying the fun of learning. However, the school is unable to provide children with a balanced schedule on those days, for example, insufficient opportunities to take part in physical activities. The school must review and revise the arrangements of mixed-age activities to ensure that children have adequate physical activity time every day to foster their balanced development. The school helps K3 children get prepared for primary school life by organising kindergarten-primary transition activities. However, some of the homework content of Chinese Language is too difficult and fails to meet children's developmental needs. The school is required to delete the inappropriate content.
- 1.2 The management leads teachers to collaboratively formulate the assessment content of child learning experiences as well as clear assessment criteria based on the curriculum objectives, so that teachers can get a grasp of children's development objectively. The school assesses children's performance through continuous observation and creates learning portfolios for children. The portfolios which include thematic assessments, children's observation records, children's work and other information are comprehensive in content. Teachers report children's learning and development to parents periodically to keep parents informed of children's learning progress. Teachers analyse the assessment information to follow up on the learning of individual child and understand the learning performance of the whole class accordingly, which serves as a reference for curriculum adaptation.

- 1.3 The curriculum coordination mechanism of the school is well-developed. The management leads teachers to prepare curriculum outline, plan learning activities and devise the assessment content of children's learning experiences. In tandem, the management understands the curriculum implementation and gives feedback to teachers through scrutinizing teaching documents, classroom walkthroughs and lesson observation. Thus, the management performs the supervisory role while promoting curriculum development. Teachers discuss the design of thematic learning activities and interest corner set-up in lesson planning meetings. Upon completion of a theme, teachers review the teaching arrangements in relation to children's learning and make suggestions for improvement in order to enhance the effectiveness of learning and teaching.
- 1.4 The school decorates the environment thoughtfully. It makes use of walls, corridors and other places to display the work of children and teacher-child creations to strengthen children's sense of belonging to the school. The school allocates its space flexibly and designs classrooms in an open-style layout. It also utilises corridors, the lobby and so forth to set up common play areas while arranging the daily schedule for children of two grade levels sharing the classrooms to carry out free choice activities, hence offering more activity choices as well as facilitating children's interaction with peers of different grade levels. In accordance with the learning themes, teachers design different corner activities and place diversified and exploratory materials for children to use, motivating children to learn.
- 1.5 Teachers care for children. They always praise and encourage children to express their views as well as responding to children's queries timely, which is conducive to building children's self-confidence. Teachers are conscientious in preparing lessons. They make teaching aids and decorate the learning environment to tie in with the learning activities. They also make use of games to arouse children's

interest in learning. During free choice activities, teachers observe children's performance and ask questions from time to time to understand children's thoughts. Moreover, teachers make timely intervention and are willing to join in children's play. All these facilitate children's learning. Children share their play experiences and feelings enthusiastically after the activities. As observed, children respected the rules and were self-disciplined. They got along well with peers, took care of and learned from one another, showing good language and social development.

2. Recommendations for Fostering Sustainable Development of School

The school has established an appropriate curriculum evaluation mechanism. The management has solid professional knowledge and exhibits curriculum leadership, helping the school develop steadily. The management could lead the team to improve the daily schedule of mixed-age activities to ensure children have sufficient opportunities to carry out physical activities every day in order to foster their balanced development. The school must also delete the difficult homework of Chinese Language for K3 children during the period of kindergarten-primary transition activities to meet children's interests and developmental needs.