

School No.: 525758

Focus Inspection Report (Translated Version)

**Ho Ching Kindergarten
(Sponsored by Sik Sik Yuen)**

**G/F, Kwong Ning House (Block F), Kwong Ming Court, Tseung Kwan O,
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 adopts themes that are closely related to children's life experiences to plan a curriculum using an integrated approach. It designs diversified learning activities, including extension of picture book stories and creation of simple dramas, together with outdoor visits and experiential learning in line with themes, to broaden children's learning horizons. Teachers enrich the set-up of the campus environment to promote learning through play for children and let them explore actively under a joyful atmosphere. Regarding the daily schedule, the school provides children with variation, from music, physical, to art activities and the like. However, it must improve the arrangement of free choice activities on Fridays to foster children's balanced development.
- 1.2 The school has established a mechanism for the assessment of child learning experiences. Teachers observe children's performance continuously and record the development of children. The school may devise assessment items on children's affective and social development according to the objectives of thematic learning for each grade level so as to enhance the efficiency of the assessments. Teachers meet with parents on a regular basis to share children's progress with them and give suggestions. This helps parents understand and follow up on their child's growth and learning. The school also consolidates and utilises the child assessment information to review learning and teaching effectiveness in a timely manner.
- 1.3 In this school year, the school considers refining the design of interest corners and teaching aids as its major task. It makes flexible use of the lobby space to set up a mixed-age play zone and offers a variety of materials for children to manipulate and explore to the full. Teachers optimise the walls along the corridors to put up constructive games. A graffiti wall and a sensory wall are added as well to encourage children to unleash their creativity. Children not only like to play

individual games, but also enjoy the time with their peers to complete simple tasks collaboratively. Children of all grade levels gather together in the play zone. They actively share the work and cooperate to construct slipways for table tennis balls with plastic tubes and building blocks, making attempts persistently to control the rolling direction of the balls. K3 children are willing to guide their younger schoolmates or give demonstration, getting along well with one another. In the course of events, teachers seize the opportunities to intervene or ask questions aptly for stimulating children to come up with good ideas to improve the games. The overall design of the play zone suits children's interests and abilities, fostering their active exploration through play. Besides, the arrangement of mixed-age play facilitates mutual learning and collaboration among children of different ages, enhancing their communication and problem-solving skills.

- 1.4 Teachers meticulously design the teaching aids of the interest corners in classrooms, such as fun-filled real object matching and board games, which attract children to consolidate the acquired basic concepts of Early Childhood Mathematics and linguistic knowledge through manipulation. The setting of the role-play corners corresponds to the learning themes. For instance, teachers create a crop field scenario and let children wear straw hats to simulate farmers harvesting crops. Children learn about where food comes from and experience the fruits of their labour.
- 1.5 In respect of teaching, teachers communicate clearly. They skilfully use daily life examples to help children understand the content of thematic learning, during which children are encouraged to discuss and respond. Children are full of energy and confidence. They often share their personal ideas and views, showing good expression abilities. During physical activities, children love to play group games and circuit games with their peers while observing rules and maintaining self-discipline. Under teachers' instructions, children grasp basic physical movements

and proper postures. Children make splash-ink paintings with colourful pigments, adorning the dark sky with stars. Children also use their imagination to draw different planets. Their works are beautiful and filled with childlike fun. In music activities, children are engaged in singing and creating body movements as well as interpreting songs along the rhythms to express their feelings.

- 1.6 The management keeps track of teaching through curriculum meetings, classroom walkthroughs, lesson observations and so forth. It gives teachers appropriate suggestions in a timely manner regarding curriculum content, teaching aid design, teaching strategies, etc. Meanwhile, the management leads teachers to evaluate the effectiveness of thematic learning regularly and discuss together plans to improve learning and teaching. Teachers have built a habit of routine reflection. They are able to adjust the learning content and teaching arrangement based on the review findings and child assessment information to increase children's learning effectiveness.

2. Recommendations for Fostering Sustainable Development of School

The school team strives to enrich the environment set-up and provides diversified learning experiences to nurture children's learning motivation and exploratory spirit. However, the school must revise the arrangement of free choice activities on Fridays to foster children's balanced development while refining the items of thematic assessments to further enhance the efficacy of the assessments.