

**School No.: 155560**

# **Focus Inspection Report (Translated Version)**

**Kwai Chung Baptist Church Kindergarten**

**KCTL 142, Tai Loong Street, G/F-2/F, Kwai Chung, New Territories**

**6 June 2024**

**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 teaching packages, the school draws up themes based on children's interests and life experiences. It adopts an integrated approach to devise its curriculum of which the content covers different learning areas. The school has been refining the planning of moral education in recent years to formulate annual moral focuses. In this school year, teachers set peacefulness, faithfulness and gentleness as the three core moral elements and appropriately incorporate them into thematic learning activities. In tandem, teachers make use of morning assemblies, awards schemes, parent-child simple learning tasks, etc., to let children systematically understand and learn the proper attitudes of getting along with others while encouraging children to practise good behaviour in daily life. Regarding the daily schedule, the school arranges various activities for children every day. However, it is required to allocate sufficient time for children of whole-day classes to participate in music activities to foster their balanced development. Besides, the school asks K1 children to do exercises of writing along dotted lines in the second school term. Some of the homework content of K3 in the learning areas of Early Childhood Mathematics and Language is too difficult and the amount of copying is also slightly too much. The school must review and improve the homework design and remove the inappropriate content to meet children's developmental needs.
- 1.2 The school maps out the content of the assessment of child learning experiences according to the learning objectives and has clear assessment criteria to help teachers conduct assessments objectively. Teachers continuously assess children's learning in themes, write observation records to show the developmental progress of children and summarise their performance in words at the end of the school year. It is necessary for the school to review and revise the content of the summative assessments to cover all learning areas so as to enable parents to understand their

child's development in various domains more comprehensively. The school has consolidated the child assessment information of each class. It may further utilise the information as a reference for evaluating the curriculum and development plans.

1.3 Teachers plan the school environment meticulously. They set up different learning corners that correspond to the themes in the classrooms and provide plentiful teaching materials, resources and toys for children to play with according to their preference during free choice activity sessions, hence enhancing children's active learning abilities. The design of the imaginative play corners is interesting. Children like simulating buying and selling food in the tuck shop, playing the role of a driver driving a bus and so forth, having fun together. They unleash imagination and foster social development through peer interactions. The art corners offer a space for children to create freely. Children draw their favourite cartoon characters patiently, during which they excitedly share their ideas with peers and their conversations are full of childlike fun. The school also puts up a variety of games in the common area of the campus. Children love to play with schoolmates from the other class in particular. They assemble the plastic pipes on the walls to observe and discuss the rolling of small balls inside. Moreover, they work together to complete a puzzle, showing an interest in learning and good social skills. Teachers observe children's performance carefully that they intervene and join in children's play in a timely manner. Meanwhile, teachers encourage children to share their feelings and introduce their works during review sessions to help children summarise their learning experiences.

1.4 Teachers incorporate elements of drama into lessons. They use vivid voices, tones and facial expressions to interpret stories while spicing up the thematic activities to increase children's immersion into learning through role-play and real-life context. The school has a spacious outdoor playground and various types of physical

equipment. Teachers design physical activities based on the developmental needs of children of each grade level, facilitating children's grasp of basic movements. Furthermore, children are free to select different activities, such as playing slide, riding tricycles and climbing frames, to develop their gross motor skills and body coordination. During music activities, teachers arrange for children to have vocal exercises and sing. They also guide children to perform rhythmic movements and tap musical instruments along the rhythms and melodies of music, thus enriching children's music experiences.

- 1.5 The management leads teachers to plan the curriculum. It discusses with them the teaching content and the set-up of interest corners of each grade level in curriculum meetings. Through frequent classroom walkthroughs, scrutiny of curriculum documents, etc., the management keeps track of the curriculum implementation and gives teachers guidance and advice. Teachers conduct teaching reflection in view of children's performance and the delivery of activities. Some teachers even make suggestions for improvement in teaching arrangements, strategy deployment and so on. The management is advised to consolidate and follow up on relevant review findings with the team so as to aptly adjust the curriculum and enhance learning and teaching.

## **2. Recommendations for Fostering Sustainable Development of School**

The school puts emphasis on nurturing children's moral development with a view to helping children develop positive values and attitudes. It must review and remove the inappropriate homework content, improve the content of summative assessments as well as utilising the information of child assessment and teaching reflection to feedback on the curriculum, thereby raising the effectiveness of learning and teaching continuously.