

School No.: 325929

Focus Inspection Report (Translated Version)

Lok Fu Rhenish Church Kindergarten

Units 1-9, G/F, Wang Wai House, Wang Tau Hom Estate, Kowloon

23 May 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 The school devises its curriculum according to the school mission of the organisation and the *Kindergarten Education Curriculum Guide*. The curriculum focuses on children's spiritual development while covering all learning areas. The school draws on Bible stories to plan learning themes. Children have opportunities to participate in music, physical, art and free choice activities every day. The school also incorporates the learning elements of Chinese culture into the curriculum for children to learn about the custom of traditional festivals, ancient Chinese daily life and so forth. However, some content in the learning areas of Nature and Living and Arts and Creativity lacks clear connection to the themes. The school must review and revise the curriculum to improve its integration. Besides, there are a few pieces of English alphabet tracing homework for K1 children, while the homework content of Language and Early Childhood Mathematics for K3 children is rather difficult. The school is required to remove the inappropriate homework to meet children's developmental and growth needs.
- 1.2 Teachers collaborate to develop the assessment items and criteria. Through continuous observation, they assess children's learning performance while properly keeping thematic assessments, children's works, development reports, etc. Teachers provide regular updates to parents about their child's learning progress along with suggestions, helping parents follow up on their child's development and learning needs.
- 1.3 The school displays children's works in corridors allowing children to appreciate their peers' creations easily. Various kinds of teaching aids are placed in classrooms for children to manipulate. Some are of different levels of difficulty with an answer-checking function, that facilitate children to make choices according to their interests and needs. Teachers set up different interest corners based on themes. For

instance, in alignment with the learning theme of fish, children simulate catching fish and play fishing games with their peers, thoroughly enjoying themselves. Some of the activities in the exploratory corners are manipulative, but the ways of exploration are monotonous. Teachers are advised to review the design of exploratory activities such as providing a wider range of materials and guiding children to make more attempts and think deeper, thereby further fostering their exploratory spirit.

1.4 Teachers are kind, caring and patient. They always praise children to recognise their good behaviour. Teachers use real objects, picture cards and questions to help children understand the thematic learning content. To spice up music activities, teachers create scenarios that tie in with themes. They guide children to follow the melodic contour to lift up the rainbow parachute together, simulating undulating waves. Children have great fun in these activities. Some teachers give clear instructions, join in children's play and make timely intervention to help children grasp the ways of play and enjoy the physical activities. Children like to take part in activities with their peers. They know how to share and get along well with each other. Children take the initiative to put away items used after activities and keep the desk clean while eating, showing good self-care abilities.

1.5 Regarding curriculum coordination, the school formulates a curriculum outline in meetings, after which teachers prepare the teaching plans of themes. The management keeps track of the curriculum implementation by conducting classroom walkthroughs and scrutinising lesson plans. Following activities, teachers use checklist in the lesson plans to record how well children have acquired the learning content and describe the activity process in written words. That said, teachers rarely analyse the reasons for and make suggestions about the items which children are yet to fully grasp. The management is recommended to lead teachers to reflect on their teaching in view of children's performance and discuss follow-up measures so as to

enhance the teaching effectiveness.

2. Recommendations for Fostering Sustainable Development of School

The teaching team cares for children and puts much effort into teaching. The management is advised to demonstrate its curriculum leadership by steering teachers to examine and remove the inappropriate homework, provide learning experiences that meet children's interests and abilities as well as reviewing and revising the curriculum to enhance its integrated nature. The teaching team could improve the design of the exploratory activities and reflects more on the actual learning of children to inform teaching and promote children's learning.