

School No.: 231185

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

## **Melody Anglo-Chinese Kindergarten (Prime View Garden Branch)**

**G/F, Tower 1 & 2, Prime View Garden, Tuen Mun, New Territories  
(including Child Care Centre)**

**27 June 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 With reference to the *Kindergarten Education Curriculum Guide* and the teaching packages, the school takes into account children's development and life experiences to design a theme-based integrated curriculum that covers all learning areas and caters for the acquisition of attitudes, skills and knowledge in children. In alignment with thematic learning content, the school utilises community facilities prudently to arrange outdoor learning activities for children. With regard to daily schedule, children have ample opportunities to take part in music, physical, art and free choice activities every day. There is diversified parent-child homework to foster children's gross and fine motor development and sensory development as well as motivating children to explore. Parents and school work together to support children's learning and growth.
- 1.2 The school actively promotes national education. The national flag is displayed at the lobby and the national flag raising ceremony is conducted on important days and special occasions for cultivating children's sense of national identity. Teachers arrange a variety of traditional festivities for children to understand the meanings, custom and celebrations of festivals. In a thematic learning about Chinese culture, classrooms are set up properly. The teaching team designs different learning activities such as establishing a Chinese calligraphy learning corner and placing teaware and models of ancient Chinese weapons. Children listen to Chinese moral stories, manipulate traditional folk toys, appreciate and create artwork in Chinese style so as to learn about and experience Chinese culture. In tandem, the school organises a sharing day to exhibit children's works and arrange parent-child activities, allowing children to have more opportunities to gain exposure to and appreciate Chinese culture.
- 1.3 The school adopts continuous observation to assess child learning experiences. The

assessments are in line with the learning objectives of each learning area while teachers also evaluate children's development based on their participation in activities. The school creates learning portfolios for children to keep aforementioned assessment information and their artworks, as evidence of their growth. The school collates and analyses children's assessment information for reviewing and informing the curriculum.

1.4 With a view to facilitating teachers' professional development, the school introduces external support while organising peer lesson observations and other exchange activities. The school has a mechanism for curriculum coordination, monitoring and review in place. The management leads teachers to formulate curriculum outlines for each grade level. It also keeps abreast of the curriculum implementation through scrutinising curriculum documents, participating in meetings, conducting classroom walkthroughs and so forth. Teachers conduct reflection for learning activities and set-up of interest corners, but they mainly describe children's learning performance in their reflections. The management is recommended to guide teachers to further identify room for improvement and make suggestions for enhancement accordingly so as to elevate the effectiveness of learning and teaching.

1.5 School space is carefully organised. A cosy reading zone has been set up in the lobby which is furnished with abundant books for children to read. Wall games are put up along the corridors for children to play with. Children's works are displayed both inside and outside the classrooms to encourage children to appreciate one another. Teachers create various corner activities in the classrooms and provide manipulative teaching aids and materials for children's learning. However, the slides in the play room are only suitable for K1 children, impairing K2 and K3 children's space to move and activity opportunities. The school is recommended to

review and optimise the usage of space of the play room and its facilities with a view to promoting children's gross motor development.

1.6 The teaching team treats children friendly and with patience. It always reinforces children's good behaviour by using positive wordings. Teachers master storytelling skills by using voices, facial expressions and gestures to draw children's attention and immerse them in the story. Teachers also ask children questions to guide them to share their life experiences and express opinions. Teachers observe and join in children's games while giving encouragement and hints aptly. It is suggested that teachers could provide opportunities for children to revisit the activities so that they can collate and consolidate what they have learnt. Music activities are tied in with the themes that children are guided by daily life scenarios to imagine. Children are engaged in learning through singing, games and role-playing. In some physical activities, the waiting time is quite long for children, undermining their opportunities to take part in the activities. The school is advised to revise its activity arrangements in order to increase the effectiveness of activities. Children show courtesy and take the initiative to greet and talk to others. They are devoted to the learning activities and are eager to respond to teachers' questions. After activities, children help teachers tidy up belongings, demonstrating good self-care abilities and the spirit of service.

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

The school has been refining its curriculum planning in recent years. It has revised the design of music and physical activities while removing homework that is too difficult and adjusting the content of child learning assessments. The management is advised to continue to promote teachers' professional development and enhance their skills in conducting teaching reflections. It may also optimise the facilities and arrangements of

physical activities as well as offering opportunities for children to revisit learning, thereby facilitating children's learning.