

School No.: 152579

Focus Inspection Report (Translated Version)

Moon Lok Kindergarten

Moon Lok Dai Ha, Hoi Pa Street, Tsuen Wan, New Territories

14 December 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 The school makes reference to the teaching packages to design curriculum and uses themes to devise its integrated learning content. The curriculum covers various learning areas, encompassing the cultivation of children's values and attitudes, as well as their acquisition of skills and knowledge. The school arranges visits and experiential activities to enrich children's life experiences. Meanwhile, it brings in external support for enhancing teachers' teaching skills, such that teachers can incorporate more play elements into physical and other activities to strengthen children's learning initiative and inspire their creativity. The school has a balanced daily schedule that children are given sufficient time to take part in physical, music and art activities every day. The school meticulously arranges for children of the same grade level to carry out free choice activities by sharing the learning corners in their classrooms and using the teaching aids placed on the walls along the corridors. Children not only have a larger space for activity, but are also provided with more diversified games for exploration and learning. Regarding homework, some pieces of homework for K3 are relatively difficult. The school must review and remove the inappropriate content with a view to catering for children's abilities and developmental needs.
- 1.2 The school assesses the learning of children by adopting continuous observation and documentation. Teachers keep parents informed of children's learning in each theme through thematic assessments. At the end of a school term, teachers briefly comment on children's learning attitude and performance in writing and provide timely follow-up suggestions to parents. In tandem, teachers record children's performance in the course of activities based on daily observations. They are recommended to add the interesting ideas and discoveries that children have displayed during games as deemed appropriate in order to reflect how children

develop cognitive and other abilities through practice. The school may also make use of the assessment information to inform the curriculum planning, thus enhancing the effectiveness of learning and teaching in an ongoing manner.

- 1.3 The school environment is spacious and bright. Teachers utilise the space to set up a variety of interactive teaching aids and big paint brushes on the walls of the corridors for encouraging children to explore and create at any time. Different learning corners have been designed for the classrooms to allow children to consolidate the acquired knowledge by manipulating teaching aids and having sensory play. Children love to play different characters in the role-play corners. Under the guidance of teachers, K3 children even propose items that can be added to the corners. By participating in the setting up of the learning corners, children can increase the sense of involvement and present their understanding of daily life. Children focus on building blocks to construct robots, Christmas trees and other creative objects. They like reading with their peers or listen attentively to teachers telling stories in the reading corners, thus enjoying reading through the relaxing and pleasant conversation.
- 1.4 Teachers are diligent in teaching and guide children to construct knowledge and apply what they have learnt from everyday life scenarios by using daily necessities, puppets and teaching aids. Teachers also incorporate moral elements such as gratitude, cherishing everything, friendliness and so forth into teaching naturally to motivate children to practise good deeds. Teachers have sufficient interaction with children and use strategies timely according to their learning progress for guiding them to grasp concepts. In physical activities, teachers provide children with opportunities to select items of their own accord, and take part in game design. Children are full of energy. They throw paper balls, jump or pass through rubber rings, etc. with agility, demonstrating good body coordination and balance.

Teachers design music games which align with themes. They are recommended to enrich the music elements in the activities for children to better experience the beauty and joy of music. After free choice activities and physical games, teachers guide children to conclude as children bravely present the activities that they have participated in to their peers. Teachers may further inspire children's thinking through reviews, thereby extending children's learning experiences.

1.5 The school has formulated a curriculum management mechanism. The management understands teachers' teaching performance and the curriculum implementation as well as giving concrete suggestions to teachers through lesson observations and reviewing teaching documents. The management and teachers conduct lesson planning meetings to discuss teaching objectives. The management also leads teachers to conduct cross-level meetings to jointly review the effectiveness of the thematic teaching at all levels, which is conducive to the continuity of children's learning at different grades. Teachers regularly reflect on teaching and review the arrangement of the learning activities based on children's performance. Some teachers make explicit and feasible suggestions for improvement in teaching, which will help enhance children's learning effectiveness.

2. Recommendations for Fostering Sustainable Development of School

The management strives to improve the curriculum design and the environment set-up of the school. It may continue to lead teachers to review the learning and teaching effectiveness and homework design through professional exchange, teaching reflection, children assessment information and so forth to promote the development of school sustainably.