

School No.: 156981

Focus Inspection Report (Translated Version)

Regent's Kindergarten (Branch School)

**Shop Nos. 5B, 6, 7, 8 & 9, 1/F, Pearl House, On Lok Road,
Yuen Long, New Territories
(YLTL 95, Yuen Long Main Road)**

23 May 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

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

1. School Performance

- 1.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and teaching packages to design an integrated curriculum using themes. The curriculum content covers all learning areas. Emphasis is placed on providing practical exposure to children based on their life experiences, such that children acquire knowledge and skills while cultivating positive values and attitudes from the experiential activities. The school gives children ample time to take part in music, physical, art and free choice activities every day to promote their balanced development. However, there is homework on copying English alphabets along dotted lines for K1 classes and some Language and Early Childhood Mathematics homework for K3 is too difficult. The school must delete the relevant content in order to cater for the developmental needs of children.
- 1.2 The school has regarded enhancing children's interest towards learning from nature and their surroundings as its major concern in recent years. Teachers design activities for children to explore natural phenomena in daily life through observation, thinking and sharing. These activities include letting K1 children observe ice melting to know about states of water; letting K2 children make shadow puppets to learn the relationship between light and shadows; and allowing K3 children to explore ways to make a good holder out of paper. Children are engaged and keep making new attempts during the process, showing their interest to the exploratory activities. The effectiveness of the plan has been observed.
- 1.3 The school understands children's learning performance by continuous observation. It also leverages the information of the assessment of child learning experiences, as reference to review and adapt the curriculum. When designing the lesson plans, teachers set out the assessment items and criteria to record children's performance in a timely manner. Teachers regularly write descriptions of observations of children

to present children's learning concretely. However, assessment items in some learning areas such as Nature and Living, and Self and Society are rather general and do not correspond to the learning objectives and content. The assessment criteria are vague. Teachers are required to review and revise the design of the assessments with a view to increasing their learning and teaching effectiveness to a further extent.

1.4 The school campus is neat and tidy. Teachers design interest corners and extended activities according to the themes so as to deepen children's understanding. There are various teaching aids placed in the interest corners for children to choose from. Some teaching aids are designed to be manipulative for children to learn through different senses. Yet the school may still furnish the art and craft corner with diverse materials to encourage children to unleash their creativity. It is also recommended that the school decorate the campus with more children's artwork, facilitating children to observe and learn from one another.

1.5 Teachers are kind and often praise children for their good performance. Teachers also attach importance to classroom routines and the lessons run smoothly. Teachers explain clearly and are well prepared for lessons. They use self-made teaching aids to help children understand the learning content. The music activities encompass elements of rhythmic movements and playing musical instruments so that children learn rhythms through the music games, enjoying themselves therein. Teachers design circuit games where children can facilitate their gross motor development. Yet, the school is required to focus on whether children have sufficient amount of exercise during the free choice physical activities. Teachers mostly join in children's extended thematic activities during the free choice activity sessions. It is necessary for teachers to pay more attention to children in other interest corners while providing opportunities for children to conclude and share their learning experiences, thus consolidating what they have learnt. Children observe

rules. They are engaged in the activities and respond to teachers' questions actively. Children treat others with courtesy and get along with peers to carry out exploratory and problem-solving activities together. After activities, they tidy up things on their own, showing self-care abilities.

- 1.6 Regarding curriculum management, teachers allocate duties in accordance with the curriculum outline and design learning activities, interest corners and teaching aids for each theme as well as conducting daily reflection on teaching. Teachers from each grade level review the teaching effectiveness during regular meetings. They make further evaluations upon completion of each theme, serving as reference to adjust the curriculum. The management monitors the curriculum implementation through attending meetings, scrutinising documents and walking through classrooms. Yet, teachers have mixed performance in terms of reflection, with quite a number of them merely describing how children perform in the activities and seldom looking into the effectiveness of learning and teaching in light of children's performance, hence specific suggestions are rarely made. The management must lead teachers to reflect on the strengths and weaknesses of their teaching, and then examine the reasons behind to render targeted and concrete suggestions.

2. Recommendations for Fostering Sustainable Development of School

The management is required to enhance its curriculum leadership and guide teachers to design explicit assessment items and criteria to evaluate the effectiveness of learning and teaching. The management must also review the environment setup and the planning of the interest corners to foster children's learning while removing homework that is inappropriate to children's developmental needs.