

School No.: 552739

Focus Inspection Report (Translated Version)

Sun Island English Kindergarten (Belcher Branch)

**G/F Entrance & 1-3/F, Ka Ming Building, 56 Belcher's Street,
Western District, Hong Kong**

13 March 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 makes reference to the curriculum materials of the organisation to design an integrated curriculum with real-life themes and the curriculum content connects different learning areas. The school provides diversified activities as well, including visits and parent-child activities, to raise children's learning motivation and hence promote their learning. A proper daily schedule is planned for children to have sufficient opportunities to carry out music, physical, art and free choice activities every day.
- 1.2 The school develops learning portfolios for children to retain children's assessment information, artworks, etc., and documents their performance in different aspects through continuous observation. Teachers devise assessment items according to the learning objectives and the content covers different learning areas. Teachers also share children's learning progress with parents in a timely manner. At the end of a school year, teachers comment on children's overall development and provide parents with follow-up suggestions to support the growth of their child. Teachers of the same grade level hold lesson planning meetings before the commencement of a theme to discuss the activity design and thematic assessment criteria. The team may further collate the discussion results as a reference for future curriculum adaptation.
- 1.3 The teaching team makes use of children's works to beautify the campus. Works created by children with rich traditional characteristics including ink painting, paper cutting and clay-imitation of blue and white porcelain are displayed in the lobby and along the staircase to deepen children's understanding and appreciation of Chinese art and culture. In recent years, the school has also been striving to improve the environment of the reading corners, enrich the variety of books and encourage children to read more. As observed, theme-related picture books were put on the

bookshelves of each class and some children took the initiative to read on a small sofa. Teachers set up the role-play corners based on themes and children are jointly involved in decorating these corners, such as making art and craft works of Hong Kong local snacks. Children are engaged in the imaginative play. In tandem, teachers design teaching aids of recycle bins and water filtration for children to apply the knowledge and skills that they have acquired in thematic learning through manipulation. This helps children consolidate their learning experiences.

1.4 Teachers cater for non-Chinese speaking (NCS) children's learning of Chinese and mainly speak with them in Cantonese in daily conversation. It is observed that NCS children were able to respond to teachers in simple Chinese sentences to express their personal needs and feelings. Teachers skilfully make use of facial expressions, tones and body gestures to facilitate children's understanding of the learning content. During activities, teachers provide opportunities for children to express their views and feelings, hence increasing peer interactions and teacher-child interactions, which is conducive to children's engagement in the activities. Teachers design physical games that address children's developmental needs and can generally foster children's gross motor development. Children choose different physical activities on their own, but there are activities with a low amount of exercise like using eco-friendly materials for construction play. The school is advised to ensure that children have ample opportunities in developing their gross motors. During music activities, teachers lead children to imagine different scenarios, carry out breathing exercises and perform rhythmic movements. Children identify the tempos and melodic contours through games. They listen to teachers attentively and immerse themselves in the activities.

1.5 The management leads teacher representatives to jointly coordinate, manage and monitor the curriculum. Moreover, the management keeps track of the activity

implementation and children's learning through meetings, classroom walkthroughs, document scrutiny, etc. It regularly reviews the learning activities of each grade level with teachers in curriculum meetings as well. Teachers write reflective reports but they mostly describe children's performance therein. Some teachers are able to make specific suggestions for improvement regarding activity design and children's responses. In addition, the school has reduced the amount of writing in children's homework in recent years. However, it could review the homework design of each grade level to further revise the content that mainly focuses on writing while designing real-life and interesting tasks so that children can consolidate and put into practice what they have learnt.

2. Recommendations for Fostering Sustainable Development of School

In recent years, the school has been striving to improve the curriculum design and drive the continuous advancement of learning and teaching. Upon such foundation, the management is advised to enhance the overall reflective skills of the teaching team by arranging professional training and exchange for teachers. In addition, the school may organise more real-life and interesting simple tasks to foster children's learning through practice while revising the design of physical activities to ensure an adequate amount of exercise for children daily to facilitate their physical development.