

School No.: 566179

Focus Inspection Report (Translated Version)

HKSKH St. Peter's Church Castle Peak Tsing Wun Road Kindergarten

**Portion of G/F. & 1/F., Block C, 22 Tsing Wun Road, Tuen Mun,
New Territories**

29 February 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 With reference to the teaching packages and by adopting a thematic teaching approach, the school plans a curriculum that ties in with children's interests and life experiences. The curriculum content connects different learning areas to foster children's development in ethics, intellect, physique, social skills, aesthetics and spirituality. The daily schedule of the school is properly planned that children are given sufficient time to participate in various types of activities to achieve a balanced growth. Regarding homework, the school must revise the arrangement of asking K1 children to hold a pencil to copy and write in order to meet children's abilities and learning needs.
- 1.2 In this school year, the school takes strengthening the promotion of national education as the focus of curriculum development and links up the relevant learning elements of Chinese culture with the themes naturally. For instance, in the theme of "food", teachers and children simulate dining in a Chinese restaurant. Children gain a deeper understanding of Chinese tableware, food culture and table manners through play. For the theme of "transport", teachers introduce to children the ancient means of transport. They allow children to imitate pulling a rickshaw and riding in a sedan chair to experience the living wisdom of ancient people. Besides, the school holds activities of festival celebration to arrange for children to make lanterns, taste festive foods and compete in dragon boat races to help them understand the meaning and custom of festivals. A Chinese culture week is organised to provide children with opportunities to enjoy and experience traditional dance, hence fostering their admiration of the art and culture of the Motherland and cultivating patriotism from an early age.
- 1.3 The school adopts continuous observation to conduct the assessment of child learning experiences. In tandem, it sets explicit criteria for thematic assessments to enhance

the objectivity of the assessments. Parents are invited to share their children's living habits and daily performance to let teachers understand the holistic development of children from multiple perspectives. Teachers create learning portfolios for children to maintain various assessment forms, anecdotal records, artworks, etc., and distribute the portfolios to parents on a regular basis to facilitate parents to get a grasp of their children's developmental progress. The school utilises the assessment results to analyse and follow up on children's individual needs. It evaluates the teaching effectiveness as well to inform curriculum planning.

- 1.4 Teachers decorate classrooms with children's works to create a learning environment filled with childlike fun. Manipulative teaching aids and plentiful materials are placed there for children to select and play during free choice activity sessions. Children love playing together. For example, they role-play as family members in the imaginative play corner to meticulously prepare sumptuous food to serve the party guests. Alternatively, they go to different stalls of self-made toys to play games such as ring toss and paper-ball throw. They take the initiative to share with their peers the skills in tossing and throwing, showing good social development. Children design eco-friendly bookmarks with recycled paper in the art corner and learn to treasure the resources on earth. Furthermore, they unleash their creativity by using a wide range of materials to make three-dimensional animal art and craft works. Teachers may pay more attention to children's performance in the free choice activities and make proper intervention in response to children's needs while grasping the appropriate opportunities to inspire the learning of children.
- 1.5 Teachers are kind and amiable. They teach and take care of children with patience, leading to a harmonious relationship with children. Teachers make use of stories, pictures, props and so forth to facilitate thematic teaching. They also offer

opportunities for children to share their thoughts and life experiences to enhance children's language comprehension and expression. Teachers utilise the spacious premises and design diversified physical activities to help children master basic body movements like walking, running and balancing. Moreover, they let children choose activities according to their preference, such as playing slides and riding tricycles, to get physically fit and healthy. Under teachers' guidance, children move rhythmically or tap musical instruments to the content and beats of songs, thus enjoying the pleasure of music activities. Teachers are advised to firmly maintain classroom routines during learning activities to nurture children's good attitudes of self-discipline and compliance.

- 1.6 In order to promote the curriculum development continuously, the management actively enlists external resources to equip teachers. In this school year, the management leads teachers to draw on their training and past experiences to refine the curriculum content relating to moral cultivation and aesthetic development so as to provide children with integrated and comprehensive learning experiences. The management attends meetings, scrutinises documents and observes lessons to keep track of the curriculum implementation and give advice to teachers. Teachers have built a habit of conducting teaching reflection. They examine the effectiveness of thematic, music and physical activities against children's performance and make suggestions for improvement. Upon such foundation, the management may steer teachers to review the implementation of other learning activities with a view to further enhancing the overall effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school raises the quality of education gradually through diversified teacher training activities. It is still required to cancel the arrangement of asking K1 children to copy and

write while keeping on enhancing the professional exchange of the team to improve teachers' classroom management skills. The school should also guide teachers to intervene as appropriate for inspiring children to learn through play.