

School No.: 159050

Focus Inspection Report (Translated Version)

**Ho Shui Kindergarten
sponsored by Sik Sik Yuen**

**G/F, Shui Sing House, (Block 5), Tin Shui Estate, Tin Shui Wai,
Yuen Long, New Territories**

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**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 outline of the organisation to devise an integrated curriculum with real-life themes. The curriculum is comprehensive and emphasises moral education. The school sets foci of moral development and guides children to learn positive values with the use of picture books. Teachers also design a variety of activities, including creating scenarios for children to collaborate and arranging children to act as group leaders, taking care of their peers. These offer opportunities for children to practise good deeds such as helping and caring for each other, and bearing responsibility. The school conducts the national flag raising ceremony every week and arranges festive activities to let children experience traditional Chinese custom and cultivate their sense of national identity. The school arranges a balanced daily schedule, which allocates ample time for children to have physical, music, art and free choice activities every day. However, the school must review and remove the homework of K3 that is too difficult in order to cater for children's development.
- 1.2 The school maps out the assessment items in accordance with the curriculum content. With reference to the assessment guidelines and criteria provided by the school, teachers adopt continuous observation and record-keeping to conduct assessments while creating learning portfolios for children to maintain assessment forms and children's works, thus keeping parents informed of their child's performance at school. Teachers compile observation reports to present children's strengths or areas for further development. Follow-up suggestions are also provided to parents such that teachers and parents jointly foster children's learning. At the end of the school term, the school utilises assessment information to inform lesson planning.
- 1.3 The school environment is bright and spacious. The setup of the interest corners of classrooms are in line with the learning themes and the materials placed there are

abundant. Teachers make use of the space to exhibit children's works and snapshots of daily life and children are allowed to take part in decorating the interest corners. For example, children made their own replicas of Octopus cards and designed tuck shop signboards together. These were added to the corners to enhance children's sense of belonging to the class. As observed, interest corners were fun-filled. Children were engaged in the games of the role-play corners to pretend as waitpersons to serve customers. Children respond decently and perform well in terms of language and social development. The school has strived to strengthen the design of exploratory corners in recent years. Having regard to the learning objectives, the school organises manipulative exploratory activities. However, the activities lack variety. Children gradually lose interest in participating in the corner activities as they get familiar with the games in the exploratory corners after playing several times. Teachers are advised to adapt the games' design and complexity levels in a timely manner to extend children's exploratory spirit.

- 1.4 Teachers design learning activities in relation to the themes. They explain clearly to help children grasp the learning content progressively. Meanwhile, teachers make use of books, teaching aids and scenarios to arouse children's learning interest. Children enjoy playing physical circuit games very much. They also actively propose ways of accompaniment while playing musical instruments along the rhythms during music activities, experiencing the pleasure therein. Teachers pay attention to non-Chinese speaking (NCS) children's learning and employ different strategies to support their learning needs. For instance, Chinese speaking peers are arranged to assist NCS children in increasing peer interactions, allowing NCS children to communicate in Cantonese. In tandem, teachers properly adjust their pace of speech and give visual cues for NCS children to comprehend the learning content and encourage NCS children to express themselves. Some teachers ask

questions prudently to guide children to share their thoughts and solve problems. The school may arrange focused professional exchange to enhance the questioning skills of all teachers.

- 1.5 The school has established an explicit curriculum management mechanism. The management leads teachers to conduct grade-level lesson planning to discuss teaching foci and environment set-up. Through classroom walkthroughs and teaching document scrutiny, the management understands the progress of the curriculum implementation. Teachers fill out the school-based evaluation forms on a daily basis and conduct collective reflections at the end of a theme to review the design and effectiveness of activities. That said, the items of the evaluation forms are rather excessive and trivial, which is undesirable for teachers' reference to reflect on the teaching effectiveness. The management is recommended to revise the design of the evaluation forms and guide teachers to conduct reflections and render suggestions that correspond to the teaching objectives and in light of children's performance, in a bid to increase the effectiveness of curriculum review.

2. Recommendations for Fostering Sustainable Development of School

The school curriculum is integrated and comprehensive, and focuses on children's moral development. The management could review and refine the existing tools for curriculum review and steer teachers to analyse the teaching review information for informing teaching design. The school must also remove the homework that is too difficult for K3 to cater for children's development.