

School No.: 157406

Focus Inspection Report (Translated Version)

Sheung Shui Rhenish Church Kindergarten

**Unit 101-107 & 109-111, G/F, Choi Wah House, Choi Yuen Estate,
Sheung Shui, New Territories**

6 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 In accordance with children's interests and life experiences, the school designs an integrated curriculum using themes. The curriculum content covers all learning areas, taking into account cultivation of attitudes, acquisition of skills and construction of knowledge in children. The balanced daily schedule of the school can foster the all-round development of children. The management has led the teaching team to review the curriculum in recent years that they gradually reduce reliance on teaching packages and select suitable picture books based on themes for arranging appropriate learning content and schedule. They also devise learning activities for each grade level by referring to the scenarios of stories. The school attaches importance to moral development of children. Teachers share stories about nurturing good moral character during daily teaching while encouraging children to complete simple learning tasks such as doing housework and expressing gratitude to their family members, thus guiding children to develop positive values and practise good behaviour at home and school.
- 1.2 The school assesses children's performance through continuous observation. It creates learning portfolios for children to keep thematic assessment forms, children's works, observation records and other information to reflect their learning situation. Teachers set assessment items based on the learning areas and comment on the performance of children at the end of a school term. In the meantime, teachers meet with parents regularly and distribute assessment information to them such that they are informed of their child's learning progress. In tandem, the school invites parents to observe and keep records of children's living habits and behaviour for teachers to have an integrated view of children's performance at home and school, hence learning about the physical and psychological development of children from multiple perspectives. With reference to the child assessment information, teachers

follow up on the needs of individual children. The school could use these information for reference and further action with a view to forming the basis of curriculum planning enhancement.

1.3 The school environment is comfortable and neat. Teachers make good use of corridors and classrooms to display children's artworks and activity photos. For instance, the classrooms are furnished with the hanging ornaments made by children. This not only facilitates children to appreciate one another, but also increases their sense of belonging to the school. Teachers put much effort into decorating the classrooms and setting up learning corners that tie in with the learning themes. Corner activities are in diversified forms, with ample materials to facilitate children's free exploration and cultivate their attitude of active learning. Teachers design imaginative play corners attentively that each grade level has adopted the scenes of a fruit shop, a supermarket and a hot-pot restaurant respectively. Children role-play as shop assistants, cashiers and customers. As observed, children were actively engaged in the activities and got along well with peers. They were willing to share materials and cooperate with one another while showing respect, demonstrating good social development. Children of all grade levels in classes of PM sessions are arranged to learn together. However, the school must design teaching aids and activities with different levels of complexity in light of children's development so that they can choose the activities based on their interests and needs during the free choice activity sessions.

1.4 Teachers are conscientious and well prepared for teaching. They use real objects and games to stimulate children's interest, helping children grasp the learning content. Teachers care for children and encourage them with patience to discover different phenomena through observation and exploration and hence constructing knowledge. The arrangements of physical activities are diverse. Teachers guide

children to have skills training and children can also challenge themselves by climbing frames with different levels of difficulty, riding tricycles and so on. The school provides various shapes of cushions for children to create their own physical games. Children design games covering movements such as throwing and catching, jumping and sliding to show their abundant creativity. Teachers mainly give explanation when revisiting the learning experiences. Teachers are advised to encourage children to share their experiences and feelings from the games through questioning, with a view to strengthening the learning effectiveness.

- 1.5 The management leads teachers to devise the learning content and activities. It understands the implementation of curriculum by conducting classroom walkthroughs and scrutiny of documents while giving timely guidance. It also assists teachers in taking care of children when necessary to play its supporting role. Teachers of each grade level conduct collaborative lesson planning and design learning activities that align with the themes. Teachers conduct teaching reflection every week. However, the reflection records mostly tend to describe the activity process and children's performance but seldom analyse the efficacy of the activities and render suggestions for improvement. The management is recommended to guide teachers to analyse children's learning difficulties and needs in light of children's performance, and then adapt the teaching strategies and content for enhancing the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school is refining its curriculum planning in a step-by-step manner. Yet, it must review and improve the design of mixed-age activities. In view of children's different development levels, the school is required to employ proper teaching strategies and utilise the information from teaching reviews and assessment of child learning experiences to

inform curriculum planning in order to promote the sustainable development of the curriculum. The management must strengthen its role of curriculum leadership and guide teachers to increase their reflective abilities and skills in guiding children to revisit the play experiences, thereby enhancing the effectiveness of learning and teaching.