

School No.: 542199

Focus Inspection Report (Translated Version)

Spring View Kindergarten

**G/F, Block 3, Aldrich Garden, No. 2 Oi Lai Street,
Shau Kei Wan, Hong Kong**

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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 designs an integrated curriculum based on the themes related to children's life experiences, accompanied by picture books. The content is organised sequentially which is conducive to children's gradual acquisition of skills and knowledge as well as the progressive cultivation of positive values and attitudes. The school emphasises nurturing children's moral character. It stressed on enhancing children's understanding of the country last school year to help them develop positive attitudes such as complying with rules and respecting others. Rich elements of Chinese culture are incorporated into the curriculum, including getting to know traditional virtues, experiencing toys and art at all times, to facilitate the cultivation of children's sense of national identity. Teachers share moral stories during morning and afternoon assemblies to bring out the messages of filial piety and politeness. Real-life topics that align with the learning themes are brought into all grade levels. For instance, teachers introduce to children the sources of water supply in Hong Kong to let children have an initial understanding of the fact that Hong Kong and the Motherland are of the same lineage. These activities contribute to fostering children to develop a sense of belonging to the country from an early age. The daily schedule covers music, physical, art and free choice activities. Teachers also arrange a wide range of experiential activities for children to apply what they have learnt, promoting a balanced development. However, K3 children are required to spend considerable time finishing homework at school. The school must reduce the amount of copying so that children can have more opportunities to have fun in games with their peers.
- 1.2 This school year, the school has extended its experience of promoting reading from last year to keep developing the relevant work. Apart from purchasing books, refining the set-up of reading corner and launching a reading scheme, teachers also

design simple learning tasks to encourage children and parents to read verses aloud. Teachers convert books into audio files so that children can read along while listening to the audio during free choice activity time, enjoying themselves in reading. Under the guidance of teachers, children read books and listen to stories on their own or with peers. Some teachers have mastered the skills in picture book teaching as they act out the stories with lively voices and affectionate expressions and design activities to extend children's learning. The school may conduct peer lesson observation for teachers to learn and gain experience from one another, thereby enhancing the overall teaching effectiveness.

- 1.3 An explicit policy on the assessment of child learning experiences is in place. The school assesses children's performance in each learning area through continuous observation. The assessment content ties in with the learning objectives. Children's learning portfolios keep assessment reports, artworks, records of observation, etc., as well as the checklist regarding children's behaviour and "messages to my child" filled out by parents, which reflect children's growth from different perspectives.
- 1.4 The school premises are tidy and bright. Teachers utilise the space in the lobby to set up several role-play corners including a mini shadow play theatre, a bus compartment, a supermarket and other scenarios to stimulate children to play roles with peers in a bid to unleash children's creativity and facilitate their language and social development. This school year, the school regards promoting exploratory learning in children as one of its major concerns. Manipulative materials are placed in the exploratory corner in the classrooms according to the themes. Children make discoveries and develop their curiosity by observing and testing during the activities. Yet, teachers should observe children's performance in the free choice activities more often and make good use of the review sessions to guide children to summarise their

learning experiences, consolidate and extend the acquired knowledge.

1.5 Teachers are kind and friendly. They speak articulately and tap multimedia and real objects to support teaching. Meanwhile, they arouse children's interest in learning by using children's activity photos. Children are self-disciplined and pay attention in class. They are willing to share their life experiences, showing good language comprehension and expression abilities. In music activities, children acquire musical knowledge, feel the beats and play musical instruments under the guidance of teachers, during which they are relaxed and joyful. Teachers add theme-related context in the physical activities so that children can use their imagination. In tandem, teachers explain and demonstrate body movements in an orderly manner to assist children in grasping physical skills and engaging in the activities. Children have sufficient amount of exercise and enjoy the fun of physical activities, resulting in good gross motor development.

1.6 The school's mechanism for curriculum management has been operating smoothly. The principal strives to groom senior teacher to lead the teaching team in formulating the curriculum and monitoring its implementation. Teachers make reference to the review forms prepared by the school to conduct reflections in light of children's performance while reviewing the effectiveness of activities and proposing suggestions. The management also gives responses and guidance at an opportune time, which is beneficial to providing feedback on teaching arrangements.

2. Recommendations for Fostering Sustainable Development of School

The school puts much effort into planning the curriculum which has a solid foundation. However, the homework arrangement must be adjusted so that children can fully enjoy themselves in learning through play. The management is required to strengthen teachers' roles in children's play and their skills in using picture books. The school is

recommended to continue to conduct peer lesson observation to encourage sharing and exchange among the team members, thereby enhancing the overall quality of teaching.