

**School No.: 528811**

# **Focus Inspection Report (Translated Version)**

**Truth Baptist Church Grace Kindergarten**

**Level 2, Greenwood Garden, No. 7-11 Sha Kok Street, Shatin,  
New Territories (Excluding Corridor Area)**

**21 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 teaching packages together with the affiliated schools of the organisation to use real-life themes to integrate the content of all learning areas and collaboratively devise a curriculum outline. The curriculum is comprehensive in content, cultivating children's positive values and attitudes as well as enhancing their skills and knowledge. In some thematic teaching modules, the school has put additional time aside to adapt the teaching schedule and content flexibly so as to cater for children's learning needs. In order to enrich the learning experiences of children, the school adopts the Project Approach, organises Multiple Activities Week and visits. In tandem, it allocates sufficient time for music, physical, art and free choice activities every day to foster children's balanced development. However, some learning content and homework of Early Childhood Mathematics for K3 children in the second school term is too difficult. The school must remove such content and homework.
- 1.2 The school upholds the mission of the organisation and strives to nurture children's moral character. It sets different moral themes, such as "benevolence" and "self-discipline", for children to know right from wrong and learn proper behaviour from the teaching materials of moral education, and then practise what they have learnt in daily life. As observed, when reading together with teachers, children were able to understand the mood of the story characters and suggested certain courteous and compliance behaviour based on the story content. During group activities, children took the initiative to queue up to wait for their favourite activities and they got along well with their peers in games.
- 1.3 The school has formulated a clear assessment policy. Teachers select thematic assessment items according to the learning objectives and adopt continuous observation to assess children's learning progress in all learning areas, including

concrete written descriptions of children's performance in activities, conducting assessments for each theme, and preparing reports upon completion of every two themes and at the end of a school term, hence reflecting children's development periodically. The school makes use of the learning portfolios to properly maintain children's assessment reports, observation records, works, etc., of three years. It distributes the portfolios on Parents' Days in every school term to keep parents informed of their child's learning progress. The school is advised to systematically record the assessment criteria that teachers of each graded level have agreed upon for future reference and revision.

- 1.4 The school premises are clean and bright. In the lobby, there are a reading zone and a family zone. Teachers display information relating to the themes and learning content in classrooms. They also put small building blocks, teaching aids, fine motor toys and so forth in the interest corners for children to play during free choice activities. The learning aids and supplies are neatly placed in the classrooms, among which the art materials are plentiful. Yet, the materials in the exploratory corners somewhat lack variety and the corner setup of each grade level is similar. The school should add materials with elements of exploration and arouse children's curiosity and exploratory spirit through manipulation and observation.
- 1.5 Teachers are amiable and friendly. They encourage children to praise each other. Thus, the teacher-child and child-child relationships are good. Children always interact with one another like simulating collaborative cooking in which they peel and chop fruits and vegetables respectively. Teachers attach importance to cultivating children's spirit of service. They arrange for group leaders to help put back the items used and check the cleanliness of desks. Children listen to the stories attentively. They are confident of answering questions and sharing their views as well as taking part in activities enthusiastically. Teachers play with children but

they are required to guide children to revisit their experiences after free choice activities so as to help children collate and consolidate what they have learnt. When engaging in art activities, children choose various types of paper to create distinctive torches or cheer signs meticulously, unleashing their creativity. Moreover, children enjoy participating in music activities. They are able to identify different timbres and melodic forms, and perform rhythmic movements happily according to the beat changes. Children have good coordination of gross and fine motor skills. For instance, they can knead playdough into different shapes and show that they have powerful limbs when shooting basketballs. Some teachers aptly adjust the level of difficulty of the physical activities in view of how well children have grasped the skills so that children can improve their abilities gradually. Nevertheless, the waiting time for some circuit games is rather long. Teachers may adapt the activity design to let children enjoy the pleasure of doing exercise thoroughly.

- 1.6 The school has established an explicit mechanism to monitor the curriculum. The management conducts classroom walkthroughs, observes lessons and attends meetings to understand the curriculum implementation, and then gives teachers proper support. Teachers of the same grade level hold meetings regularly to discuss the effectiveness of various types of activities. Teacher mostly can reflect on the extent to which the learning objectives have been achieved and some teachers even propose ideas for adjusting teaching to refine the teaching strategies. The school convenes grade-level review meetings at the end of a school term to facilitate teachers to conduct overall reviews on the curriculum, homework, assessments and other aspects. Teachers discuss the steady implementation, areas of improvement and suggestions about these items. They then submit their views to the organisation for the affiliated schools to collaboratively revise the curriculum, hence enhancing the effectiveness of learning and teaching continuously.

## **2. Recommendations for Fostering Sustainable Development of School**

The school curriculum is comprehensive. Nonetheless, the school must remove the excessively difficult learning content and homework for K3 in the second school term while increasing the amount of materials that have exploratory elements. The school should also encourage teachers to guide children revisit their play experiences so as to enhance children's learning effectiveness.