

School No.: 158747

Focus Inspection Report (Translated Version)

Tin King Estate Baptist Lui Kwok Pat Fong Kindergarten

G/F, Units 1-10, Siu Pong Court, Tuen Mun, New Territories

27 April 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

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

1. School Performance

- 1.1 The school makes reference to the teaching packages to design an integrated curriculum, with themes connecting all learning areas. The curriculum content is comprehensive, addressing the cultivation of attitudes, skills and knowledge. In recent years, the school has been improving the activity arrangements unceasingly. It introduces the themes through games and offers more hands-on opportunities for children to arouse their learning motivation. In tandem, the school arranges visits to the community to enrich children's learning experiences. Regarding the daily schedule, the school provides children with opportunities to participate in music, physical, art and free choice activities every day. However, children have to finish their homework at school, which reduces their time to participate in free choice activities. The school must review the existing arrangement so as to provide children with sufficient time to play the games of their choice.
- 1.2 The school enhances children's understanding of the country through different activities. For instance, it holds national flag raising ceremony every Friday as well as sharing stories and conducting experiential activities to facilitate children's learning about the custom of traditional Chinese festivals and virtues, thereby cultivating their sense of national identity. The school recruits external tutors to design and lead physical activities such as kung fu and Chinese dance. Yet, these activities are strayed from the learning objectives and appear to be less related to the school's existing curriculum. The school is required to review the design and arrangements of the physical activities to further improve the curriculum planning.
- 1.3 The school assesses children's daily learning through continuous observation. Teachers develop learning portfolios for children to maintain thematic assessments, observation records and term assessments. They meet with parents at an opportune time to inform parents of their children's learning progress. Moreover, the school

invites parents to observe and record children's behaviour and attitudes at home so that teachers can better understand children's performance. The school is advised to refer to the developmental objectives of the curriculum and incorporate moral development into assessing children's performance together with the four domains of development, namely cognitive and language, physical, affective and social, and aesthetic while setting relevant assessment foci to reflect children's development holistically.

1.4 The school makes good use of the space outside the classrooms to set up a play area and provides plentiful toys and materials for children and peers to play. Teachers decorate the classrooms and set up learning corners according to the themes, which is conducive to consolidating children's learning. Teachers observe children's performance in the activities and guide them as needed. Some teachers join in children's games to encourage children to make more attempts, hence extending their learning. Children love to take part in the activities of the exploratory corner. They observe and record the changes in materials and think of solutions to problems, enjoying the fun of exploration. Nevertheless, it is observed that children seldom go to the reading corner and the art and craft corner. Furthermore, the art activities are mostly designated artwork, which is unfavourable to demonstrating children's creativity. Teachers are advised to review the arrangements of the art activities and improve the design of the interest corners in terms of book selection, material supply and environment setup to encourage children to read and create in the corners and foster their balanced development.

1.5 Teachers are conscientious in teaching. They give clear and organised instructions while making use of real objects and demonstrations to facilitate teaching, which benefits children's understanding of the learning content. Teachers encourage children to experience and use questions to guide them in making connections with

their daily lives. Teachers also consolidate children's learning through conversations and sharing sessions. Children are confident and willing to express their ideas and views. They like playing with peers as well, showing good social development. Children are engaged in the music activities. They manoeuvre their bodies and create body movements to the rhythm, enjoying the fun of music. Teachers are kind and friendly and care about children. Children have established a daily routine and have good self-care abilities.

1.6 A curriculum management mechanism is in place. The management leads teachers to collaboratively formulate the curriculum content and discuss the learning foci as well as the activity design. Through conducting daily classroom walkthroughs, attending meetings and scrutinising teaching documents, the management understands the curriculum implementation and gives timely advice to teachers to adapt the activity design and enhance learning and teaching effectiveness. Teachers reflect on different types of activities frequently. Some teachers evaluate the effectiveness of the learning content and activity design based on children's performance and make suggestions for improvement.

2. Recommendations for Fostering Sustainable Development of School

The management should keep strengthening its role in coordinating and monitoring the curriculum. It has to lead teachers to review the learning objectives and design of the physical activities while using children's performance as evidence to evaluate the teaching effectiveness and improve the setup of the interest corners, hence refining the curriculum planning. The school is also required to pay attention to the arrangements of the daily schedule and homework to ensure that children have adequate opportunities to participate in free choice activities every day.