

**School No.: 157309**

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

**Tung Wah Group of Hospitals  
Hung Wong Kar Gee Kindergarten**

**Units No. 309-316, 2/F, Tai Tak House, Tai Yuen Estate,  
Tai Po, N.T.**

**8 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**

*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 selects picture books that are closely related to children's interests and life experiences as themes to plan the content of various learning areas using stories. It adopts an integrated approach to implement diversified activities while refining the curriculum continuously in light of the trends of kindergarten education and needs of children. The school has followed up on the recommendations of the previous Quality Review to arrange a balanced daily schedule for children to have sufficient time to take part in music, physical, free choice and other types of play every day. Opportunities for outdoor experiences or community exploration are provided as well to enrich children's learning experiences.
- 1.2 The school has been putting great effort into cultivating children's interest and habit of doing exercise in recent years. It sets relevant major concerns and promotes the work from different aspects. For instance, it strengthens teachers' skills in curriculum planning and leading activities through professional training and acquisition of physical equipment. As observed, the group activities during physical activity sessions were well-organised and appropriate for children's abilities. These activities were also interesting and had an adequate amount of exercise. When carrying out circuit games, teachers let children decide where to put the hula hoops and design the route for jumping forward, enhancing their sense of participation. Teachers prepare balls in various sizes to make it more challenging for children standing back to back to transport a ball collaboratively. Furthermore, children are engaged in creating their own play using a variety of physical tools and eager to participate in simulated rope skipping, showing enthusiasm and abundant energy. Teachers play with children while giving timely encouragement and guidance to them, resulting in a pleasant atmosphere. Besides, the school invites

parents to school to do morning and afternoon exercises with children, fostering children's habit of doing exercise with concerted efforts.

- 1.3 The school has a clear policy and guideline on the assessment of child learning experiences. Teachers observe and keep records of children's performance in different areas continuously and create learning portfolios for children to maintain all types of assessment information systematically, which serve as important reference and evidence of children's growth. The school further amends the design of assessment reports in this school year so as to reflect children's development in a more appropriate manner. With a view to helping children strengthen their fine motor skills and eye-hand coordination, the school arranges suitable activities and parent-child games of which the learning materials are attached with the QR codes of teaching videos. Parents can watch teachers' demonstration to assist children in developing appropriate pre-writing skills through play at home. The school has been adjusting the homework design in recent years to reduce the amount of copying. However, the school is required to review and revise the rather difficult content in the learning areas of Language and Early Childhood Mathematics of K3, thus meeting children's development.
- 1.4 To tie in with the implementation of another major concern, teachers plan activities meticulously to facilitate children's understanding and appreciation of Chinese culture. Artworks related to traditional Chinese art can be seen everywhere. For example, there is a distinctive dragon column in blue and white which is a collage of blue and white porcelain paper plates created by children. A long, collaborative painting filled with life moments is hung up on the wall of the lobby. It is full of childlike fun and is deemed as the *Along the River During the Qingming Festival* in the eyes of children. A shadow play mini theatre is set up on the wall of the corridor.

Children choose shadow puppets either drawn by themselves or their peers to cast shadows onto the stage for performance. There is a wishing tree named after the organisation. Children post their New Year wishes all over the wishing tree and imitate the traditional custom of Lam Tsuen to throw small orange balls onto the tree, hoping that their wishes will come true. The school displays originality to infuse the campus with rich Chinese cultural spirit.

1.5 Teachers set real-life learning activities and stress on children's participation. For instance, by inviting children to introduce their family members in family photos, drawing scenes that arouse their emotions, or by choosing their favourite materials to create art and craft burgers, children can connect their learning with daily experiences naturally. Teachers work closely with one another to lead children to sing nursery rhymes and create rhythmic movements while taking note of the safety in physical venues and supporting children's individual needs aptly. During free choice activity sessions, children explore with their peers and manipulate teaching aids together, showing good interaction. Teachers talk and play with children, during which teachers prompt children to express themselves, think and unleash creativity effectively.

1.6 Teachers of each grade level conduct collaborative lesson planning based on themes. They carefully devise learning objectives and formulate clear teaching process to ensure the coverage and integration of thematic activities. The management reviews the teaching reflection regularly. It leads teachers to examine the effectiveness of the curriculum and major tasks for following up on children's learning at an opportune time and improving learning and teaching in an ongoing manner. Members of the team are willing to put what they have learnt into practice and keep on enhancing their professional competence by sharing teaching

experiences with peers through lesson observations and evaluation.

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

The school actively promotes the development of the school-based curriculum. Through a wide range of activities and an enriched learning environment, the school nurtures children's appreciation of traditional culture from an early age while helping them build a strong physique. In the meantime, it refines the arrangements of daily schedule and optimises the assessment design, striving to increase the quality of teaching. The school is required to review and revise the difficult homework content of K3 so as to cater for children's abilities and needs.