

School No.: 325414

Focus Inspection Report (Translated Version)

**Tung Wah Group of Hospitals
Lai Tang Yuen-Kaw Kindergarten**

**G/F, Commercial Centre, Tin Ma Court, Ma Chai Hang (HOS),
Wong Tai Sin, Kowloon**

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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 uses picture books to develop an integrated school-based curriculum. The selected books cover real-life topics and tie in with children's interests. Teachers use the story contexts to design diversified learning and experiential activities, facilitating children to cultivate positive attitudes as well as acquiring skills and knowledge through understanding the stories and completing the extended learning tasks. The school also encourages children to practise the proper attitudes towards interpersonal relationships such as respecting others, caring about peers and showing filial piety to elders by means of award schemes, sharing sessions and so forth. Children are given the opportunities to participate in music, physical, art and free choice activities every day. However, K2 and K3 children of the whole-day classes have to take part in snack-making activities once a week, resulting in not enough opportunities for music and physical activities. The school is required to revise its daily schedule to meet children's development.
- 1.2 In recent years, the school has strengthened the promotion of national education in keeping with trends in education development. It holds the national flag raising ceremony on important days and the first school day each week so that children can learn to respect the national flag and national anthem with proper attitude. Learning themes of Chinese culture are introduced in the curriculum while elements of understanding Chinese custom, traditional virtues and art are incorporated into other themes, helping children build a sense of national identity and cultivate their sense of belonging towards the country. The school organises theme-related performance appreciation, museum visits, celebration of festivals, etc., for children to gain hands-on experience and broaden their horizons, hence deepening their understanding of and interests in Chinese culture. As observed, some teachers made use of stories and asked questions that were in line with children's life experiences to guide

children to understand the origins of festivals and learn to appreciate traditional art. Children make three-dimensional spring couplets with light weight clay and they collaboratively draw the body of a dragon with their palm prints. Furthermore, they dance to the beat with their self-made props during music activities to experience dragon dance, showing their love and recognition of the traditional culture.

- 1.3 The school assesses children's learning and development through continuous observation. Teachers of each grade level discuss the assessment content together before the start of a school term to ensure that the assessments are clear and comprehensive and the assessment criteria are consistent. The school creates learning portfolios for children to systematically maintain their thematic assessments, school term assessments, records of work and other information, which serve as evidence of children's development from different perspectives. Teachers refer to the child assessment information to provide parents with suggestions for improvement on children's learning. Home and school join hands to support children's healthy growth.
- 1.4 The school allocates its space wisely to display children's work that the campus is imbued with childlike fun. Character cards and pictures related to the learning content are posted on the classroom walls. The materials in the interest corners are manipulative. Books that are relevant to the themes are placed in the reading corners. Children are free to choose their own games and read according to their interests. The teaching aids are made by teachers. Yet, some of the games in the exploratory corners lack variety, leading to children seldom stop by and play. Teachers are advised to change the materials of the exploratory corners timely and adjust the level of the games to help children extend their interest in learning. In addition, the school may improve the setting of the scenarios in the family corners, such as providing materials that correspond to the newly added learning theme of

Chinese culture, so that children can further grasp the connection between traditional culture and everyday life, thereby enhancing the learning effectiveness.

1.5 Teachers are committed to teaching. They are well-prepared and always acknowledge children's efforts. There are indoor and outdoor physical venues in the school and children have ample space to carry out physical activities. Different physical materials are available in the play area for children to design games. During physical play, teachers introduce review sessions in a timely manner and ask questions to guide children to make different attempts, fostering children's creativity and problem-solving skills. Children are keen to express their ideas. They are full of energy and enthusiasm that they have good gross motor coordination. Additionally, children have favourable self-care abilities as they take the initiative to put away and sort through the items used.

1.6 The school has a well-developed mechanism of curriculum coordination, monitoring and evaluation. Teachers carefully formulate teaching plans and design learning activities. They adapt the teaching strategies in response to children's performance while reviewing the effectiveness of learning and teaching in meetings. The management gets a grasp of the curriculum implementation through attending meetings, scrutinising documents and observing lessons. It also leads teachers to review the themes and story selection regularly and replace the books as well as adjusting the teaching arrangements according to the school-based mechanism and children's learning performance, thus making the curriculum more relevant to children's interests and developmental needs.

2. Recommendations for Fostering Sustainable Development of School

The school has laid a solid foundation for the development of school-based curriculum.

The management is required to lead teachers to review and revise the daily schedule so as

to ensure that K2 and K3 children of the whole-day classes have ample opportunity to participate in music and physical activities every day. Besides, the school may continue to examine and adjust the design of corner activities under the existing mechanism to promote children's learning.