

**School No.: 158593**

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

## **Tai Ping Kindergarten**

**Unit No. 111-115, G/F., Ping Yee House, Tai Ping Estate, Sheung Shui,  
New Territories**

**29 November 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**

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## **1. School Performance**

- 1.1 The school organises its curriculum with real-life themes. The curriculum content covers all learning areas to foster the development of children in the domains of ethics, intellect, physique, social skills and aesthetics. In recent years, the management has led the teaching team to review the curriculum content and teaching strategies, and select suitable picture books to design teaching activities according to the themes. It has strived to cultivate children's reading interest and provide more opportunities for language expression. The school attaches importance to moral education. Through activities at school and parent-child simple learning tasks, it builds positive values and attitudes in children, such as self-discipline, compliance with rules, caring and respect for elderlies, to let children understand and practise good behaviour since childhood. The school has followed up on the recommendations of the previous Quality Review to allocate sufficient time for children to have free choice activities daily. However, the opportunities for children of the whole-day classes to participate in music and physical activities are slightly inadequate. The school is required to improve the daily afternoon schedule of the whole-day classes to ensure that children have balanced learning opportunities every day. Besides, some of the content and pieces of homework of Early Childhood Mathematics for K3 children are relatively difficult and the question design tend to be like those in primary schools. The school is advised to review and delete those related homework to meet children's developmental needs.
- 1.2 The school formulates the content of the assessment of child learning experiences that ties in with the curriculum objectives. It assesses children's learning through continuous observation and creates learning portfolios for children to retain thematic assessment forms, observation records, development reports, etc., to reflect the learning performance of children. At the end of every school term, teachers

comment on children's overall development according to different areas and report to parents to keep them informed of the learning and developmental progress of their child. With reference to the child assessment information, the school understands and follows up on the needs of individual children. The school could systematically consolidate and analyse the relevant assessment information as a reference for informing teaching and improving curriculum planning.

- 1.3 Teachers decorate the campus meticulously and strive to create an enriched learning environment for children. Children's activity photos and artworks are displayed around the lobby so that children can revisit their experiences, appreciate and learn from one another. Teachers decorate the classrooms in accordance with the learning themes. They design different activities for the interest corners and provide children with plentiful, diversified and manipulative teaching aids. The school is flexible in planning the campus environment. It sets up art zones, exploratory zones and construction zones outside the classrooms to increase play space for children. Children make artworks with art and craft materials, explore the characteristics of different materials through simple experiments as well as assembling and combining building blocks of different shapes on the wall boards to cultivate their creativity, spirit of active exploration and learning. As observed, children chose the games according to their interests and abilities during the free choice activity sessions. They enjoyed to role-play together with peers in the role-play corners, demonstrating good social development.
- 1.4 Teachers are conscientious and well prepared for teaching. They arouse children's interest and motivation to learn through theme-related settings and manipulation of real objects. For instance, experiential activities such as rice rinsing and cooking, juice making are arranged for children to construct knowledge. During these activities, children are strongly interested in learning. They show keen participation

while asking questions and expressing their thoughts proactively. Thus, they have good comprehension and speaking skills, are willing to share their life experiences and often take the initiative to raise their hands to answer questions. In the free choice activity sessions, teachers pay close attention to children's performance and intervene and join in children's games when necessary. Teachers could give timely guidance and inspiration to children during the games to perform their role of an inspirer in children's learning, thereby fostering the learning of children in a more effective manner.

1.5 The school has a mechanism of curriculum coordination, evaluation and monitoring in place. Teachers select different teaching activities for daily reflection. They also improve the teaching arrangements based on the thematic reviews. Teachers in general are able to examine the activity design and teaching strategies in light of children's performance. Some of them can even make specific suggestions for improvement. The management gets a grasp of the curriculum implementation through conducting classroom walkthroughs, scrutinising teaching documents and so forth. It gives teachers recommendations for improvement at opportune times as well. In this way, it helps inform the curriculum and enhance the effectiveness of learning and teaching.

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

The school has been striving to improve the curriculum planning in recent years. It must review its daily schedule to increase the time for children of the whole-day classes to participate in music and physical activities while removing the excessively difficult Early Childhood Mathematics homework of K3 to meet children's learning and developmental needs. The management is advised to lead the team to explore the role of teachers during children's play to further promote the learning of children. It may inform the curriculum

by consolidating and analysing the child assessment information, with a view to enhancing the effectiveness of learning and teaching continuously.