

School No.: 542296

Focus Inspection Report (Translated Version)

Tung Chung Baptist Kindergarten

**4/F, Carpark No. 2, Yat Tung Estate, Tung Chung, Lantau Island,
New Territories**

30 April 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 uses teaching kits as a reference and selects picture books as teaching material to design an integrated curriculum using real-life themes, covering all learning areas. In accordance with themes, the school arranges visits to facilities like art museum and artwalk in the district to enrich children's learning experiences. To promote Chinese culture, the school holds festivities for children to feel the traditional festive atmosphere. In tandem, it organises a Chinese culture week and designs learning activities based on grade levels, including appreciating shadow shows, playing folk toys and games such as pitch-pot and rattle drums, to enhance their understanding of Chinese culture. Regarding the daily schedule, children have opportunities to take part in music, physical, art and free choice activities every day. However, the time allocated for music and physical activities for whole-day classes is somewhat inadequate. The school is required to review and revise the daily schedule to ensure that children of whole-day classes have sufficient opportunities to enjoy music activities and stretch their bodies every day. As for the homework, K1 homework includes a few English letter tracing exercises and the amount of copying for K2 and K3 children is rather excessive while some pieces of K3 language homework are quite difficult. The school must review and remove the inappropriate homework to meet children's developmental needs.
- 1.2 The school creates learning portfolios for children to properly maintain thematic assessment forms, children's work and other information. Teachers describe briefly children's performance in each learning area at the end of a school term and give parents appropriate suggestions for follow-up action. The school also invites parents to observe children, and record their behaviour and self-care performance at home, which helps teachers gain insight into children's growth from another perspective. The teaching team devises specific assessment content and criteria

according to the learning objectives to assess children's learning performance in an objective manner. It summarises and analyses the child assessment information to inform the curriculum.

- 1.3 The school premises are bright and neat. The school utilises its space like the lobby and the classroom walls to exhibit children's works for their mutual appreciation. Teachers decorate the interest corners in classrooms in connection with the themes. For instance, they construct a simulated veterinary clinic in the K2 imaginative play corner to let children play the role of a veterinarian taking care of sick animals, nurturing children's attitudes towards protecting animals. With the theme of art in K3, teachers display artworks and posters in classrooms and provide different materials for children to unleash their creativity to make art and craft works. There are learning corners on the walls but the activities are mainly about matching picture cards and are not interesting enough. Therefore, children seldom take part in those activities. Teachers are advised to improve the design of the corner activities on the walls and strengthen the elements of play to attract children to explore and learn.
- 1.4 Teachers are conscientious in teaching. They use puppets, pictures and so forth to facilitate children's learning. Children love going to school. They follow the routines and are happy to play with their peers, showing good social development. Their self-care abilities are evident as they can put back items used after activities. Music activities comprise musical instrument manipulation, cooperative games and other elements, which children enjoy very much. During thematic learning activities, teachers facilitate children's understanding of the learning content through slides, videos and questions. However, some teachers play videos that are too long for children to maintain concentration, thus affecting the learning effectiveness. The school is recommended to take heed of the choice and use of multimedia. Besides, some of the learning content is inappropriate, such as learning about surgical

instruments and ultrasound scans. Teachers must review and revise the learning content to meet children's cognitive development and needs. In physical activities, teachers guide children to complete the skill training patiently. That said, some children participate in the rather quiet constructive activities during free choice physical activity sessions. Teachers may pay more attention to children's performance during play and intervene or join in their games at an opportune time to ensure that children have an adequate amount of exercise to foster their gross motor development. Teachers are advised to give feedback to children after the activities, facilitating them to consolidate what they have learnt.

- 1.5 The management performs its curriculum coordinating role to lead teachers to select picture books relating to themes and revise the curriculum outline. It keeps track of the curriculum implementation and gives appropriate advice to teachers by observing lessons, attending review meetings and scrutinising curriculum documents. Some teachers are able to make concrete suggestions to adjust the teaching strategies based on the teaching reflection.

2. Recommendations for Fostering Sustainable Development of School

The school is required to review and revise its daily schedule as well as removing the inappropriate homework to meet children's developmental needs. The management may lead teachers to improve the design of the interest corners on the walls and revise the content of thematic learning. Teachers are advised to observe more closely children's performance in play and seize the opportunities to give feedback so as to guide children to summarise their experiences, hence promoting learning.