

School No.: 539163

Focus Inspection Report (Translated Version)

**Yan Chai Hospital Yim Tsui Yuk Shan
Kindergarten**

Ground Floor, Wo Lai House, Wo Tin Estate, Tuen Mun, New Territories

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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 makes reference to the teaching packages and designs an integrated curriculum using themes. The selection of curriculum content caters for children's abilities and needs, covering all learning areas to strive to facilitate their all-round development. Teachers organise various outdoor learning activities for children aiming to broaden children's horizons and enrich their life experiences. In tandem, teachers explore topics of interest with children through project learning, which is conducive to the cultivation of children's active learning attitude. Moreover, children understand traditional Chinese art, festivals and custom by appreciating shadow play and participating in activities related to Chinese art and culture. The school arranges for children to attend the national flag raising ceremony to develop a sense of national identity. Children have ample opportunities to take part in music, physical, art and free choice activities every day. They can also play diversified games in the mixed-age zone after coming to school in the morning. For instance, they carry out activities of simulation, gross motor skills, construction, etc., with peers happily to demonstrate good social development, and they start the school day amid a joyous atmosphere.
- 1.2 The school has formulated the policy on the assessment of child learning experiences. It develops learning portfolios for children to maintain thematic assessment forms, observation records, children's work and so forth. Teachers assess children through continuous observation and recording while meeting parents on a regular basis to explain the results of child assessments to them and keep them informed of their children's situation. However, some items of the existing thematic assessments fail to clearly illustrate children's abilities at different ages. The school must revise the relevant items and its practice of using grades to show children's level of performance, such that children's learning progress can be effectively reflected.

- 1.3 The school has relocated to new premises in the current school year. It endeavours to improve the school environment by placing a variety of facilities and teaching aids in the lobby, including a slide, climbing frame, construction wall etc., to attract children to choose their favourite games freely for play, thus developing their abilities in multiple aspects. Children are engaged in different activities. They use building blocks to jointly construct bridges and buildings while playing the role of a chef to prepare and cook food in an attentive manner, enjoying the fun of the activities. Classrooms are bright and tidy, and the environment is comfortable. Teachers decorate the learning areas in accordance with themes, which is favourable to the extension of children's acquired knowledge. Teachers set up ball games in different interest corners so that children can observe and touch balls of various textures as well as playing table tennis and football with their peers, thereby cultivating children's interest in ball games. Children make blast cannons out of a wide range of materials to shoot balloons. Meanwhile, they carefully watch and compare how cars slide down from slopes of varied heights, demonstrating their curiosity and earnest attitude towards exploration. Teachers make good use of the walls to set up manipulative teaching aids. Some of the teaching aids are designed with different levels of complexity and ways of play. Children are allowed to check the answers by themselves. Teachers put effort into catering for children's diverse learning needs.
- 1.4 Being kind and friendly, teachers care for children and speak gently. They often observe or join in children's play. Teachers explain and demonstrate clearly in their teaching. They are able to employ different strategies such as specific gestures or simple slogans to serve as reminders that help children build classroom routines. Children are energetic and polite. They are willing to acquire new knowledge and eager to share their thoughts and views, showing good expression ability. Teachers

guide children to sing and perform rhythmic movements. Children learn and feel the melodies and rhythms of songs through games so as to experience the pleasure of music activities. Children crawl through tunnels with agility. They grasp the skills of climbing, jumping, balancing and so forth through physical play to build gross motor coordination and stretch their bodies and mind.

- 1.5 The management regularly attends curriculum meetings, scrutinises documents and conducts classroom walkthroughs to keep track of and monitor the curriculum implementation. It also provides suitable advice and guidance to teachers for improving their teaching techniques at opportune times. Teachers design teaching activities, prepare teaching materials and decorate interest corners based on the curriculum outline. They review the effectiveness of activities collaboratively after the completion of each theme, which serves as reference for revising the teaching content and strategies so as to enhance the effectiveness of learning and teaching in an ongoing manner.

2. Recommendations for Fostering Sustainable Development of School

The management is committed to steering the team in promoting sustainable development of the curriculum. The school is required to review the planning of the assessment of child learning experiences and devise the assessment items that meet the abilities of children at different ages in the thematic assessments. In tandem, the school should amend its practice of showing the level of performance of children in grades so as to reflect children's learning progress in an effective manner, thus maximising the effectiveness of assessment for children's learning.