

School No.: 157643

Focus Inspection Report (Translated Version)

Greenville Anglo-Chinese Kindergarten

**K C T L 375, Podium Floor, New Kwai Fong Gardens, Kwai Chung,
New Territories**

13 December 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 designs integrated learning content by referring to the teaching packages and selecting real-life themes. It caters for children's interests by incorporating sensory and interesting learning activities, such as snacks making, visits and play days, to motivate children to learn through first-hand experiences. Regarding the daily schedule, the school is required to provide opportunities for children to participate in music and physical activities every day to foster their balanced development. Besides, the school is required to review and remove the excessively difficult homework content of K3 to meet children's abilities and learning needs.
- 1.2 The school develops learning portfolios for children to maintain information including thematic assessments, observation records, artworks and so forth to serve as evidence of their growth. Teachers keep contact with parents to help them understand the learning progress of their children. However, the school adopts written assessments to evaluate children's learning performance in the learning areas of Language and Early Childhood Mathematics for each theme. Such practice is inappropriate. The school should uphold the approach of daily observation and documentation for continuously assessing children's development in an authentic learning environment.
- 1.3 The school environment is neat and clean, with items orderly placed. Teachers set up scenarios in the imaginative play corners according to themes, including veterinary clinics and households, for children to role-play and unleash their imagination while fostering their social development. There are diversified materials and tools in the art corners to encourage children to create freely, hence cultivating their aesthetic sense. Children enjoy the fun of reading by reading with their peers joyfully and drawing their favourite story characters. They conscientiously compare and test different types of toys, and then classify the toys

into various categories, such as battery-powered electric toys that move, emit sounds or light, demonstrating their inquisitive spirit. Teachers observe children's performance and give them timely guidance. Teachers may join children's play more often to inspire and extend children's learning. Furthermore, teachers are advised to give children opportunities in reviewing and sharing their play experiences to help them summarise their learning.

1.4 Teachers tell thematic stories in a vivid and interesting way. Together with hand puppets and props, they successfully draw children's attention to listening to the stories. Teachers ask questions to get a grasp of children's basic understanding of the learning content and stimulate children to think deeper and give more responses so as to express their thoughts and feelings. Teachers use proper prompting and compliments to strengthen children's virtuous behaviour and help them follow the classroom routines. During physical activities, teachers set up theme-related scenarios to make the games more enjoyable. They give demonstrations and instructions at an opportune time to assist children in mastering the skills and movements of throwing and jumping as well as their body coordination, thus facilitating their gross motor development. It is necessary for teachers to review the arrangements of free choice physical activities during which children play the relatively quiet construction games. They should make adaptations to increase children's amount of exercise.

1.5 The management conducts collaborative lesson planning with teachers to formulate the learning content and teaching strategies. It may lead teachers to enrich the music elements when designing music activities and offer more opportunities to children to unleash their creativity. Teachers reflect on their teaching regularly. Yet, they mainly focus on examining the thematic learning activities. The management should steer teachers to evaluate each activity and put down the

highlights of discussion so as to serve as a future reference for informing the curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school is required to revise the daily schedule to let children participate in music and physical activities every day in order to foster their balanced development. The excessively difficult homework content of K3 must be removed to meet children's abilities and learning needs. It is necessary for the management to strengthen its curriculum leadership and steer teachers to assess children's development by adhering to the approach of daily observation and record. The management is also required to guide teachers to improve the design of music activities as well as conducting review of each activity and putting down the main points of discussion to inform the curriculum planning.