

School No.: 158720

Focus Inspection Report (Translated Version)

HHCKLA Buddhist Wai Kwong Kindergarten

G/F, Lai Ming House, Wah Ming Estate, Fanling, New Territories

25 May 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 With reference to books, the teaching packages and other information, and in alignment with children's life experiences and interests, the school formulates an integrated curriculum using themes. The curriculum content covers all learning areas, facilitating children to build positive values and attitudes as well as acquiring skills and knowledge. The school promotes national education and incorporates the relevant elements into the curriculum, such as enabling children to experience traditional Chinese art, games and various festival activities, to deepen children's understanding of Chinese culture in a step-by-step manner. Besides, the school holds the national flag raising ceremony periodically for children to learn about the national flag and national anthem, along with the practice of the related etiquette. The daily schedule is balanced that children are given sufficient opportunities to participate in music, physical, art and free choice activities every day. However, some of the homework content of K3 is relatively difficult. The school must remove such content.
- 1.2 The school has a mechanism for the assessment of child learning experiences in place to assess children's attitudes, skills and knowledge. The school creates learning portfolios for children to maintain term assessment forms, observation records and parents' feedback as evidence of their growth. Teachers refer to children's assessment information to review the performance of children of each grade level, thereby improving the teaching arrangements. Nevertheless, upon completion of each theme, teachers only describe children's performance in a particular area. This practice fails to reflect children's holistic development. The school may review the methods of making records for parents to understand their children's learning comprehensively.
- 1.3 The school environment is clean and comfortable. Children's artworks are

displayed in the classrooms for their mutual appreciation. There are different corner activities in which plentiful materials are available and some of the activities are designed in accordance with the themes. In the creation zone, children collage and draw carefully, unleashing their creativity. The role-play corners are beautifully decorated and stocked with a wide range of props. Children can take part in designing the scenes and role-playing, such as simulating the scenarios of passengers riding on a bus and graduates having their graduation photos taken. Children immerse themselves in the characters and have a great time. They play with peers, communicate and cooperate with one another, showing good language and social development.

- 1.4 Teachers are kind and patient. They always praise and encourage children. They accept children in need and adjust homework depending on the situation as well as rendering individual support during activities. Teachers utilise real objects, pictures, etc., to facilitate teaching. In tandem, children are given the opportunities to have first-hand experiences and teachers ask different questions wisely to guide children to express their views. During free choice activities, teachers mainly observe children's performance while intervening and joining in the activities from time to time. Some teachers review and conclude the learning experience with children. The management may lead the team to offer children more opportunities to revisit the play experiences so as to consolidate their acquired knowledge and enhance their interest in learning. In music activities, children appreciate music, perform rhythmic movements and sing under a relaxing and joyful atmosphere. Children enjoy carrying out physical activities like circuit games and group games that are designed by teachers. Yet, the waiting time for some of the activities is rather long and children's amount of exercise is somewhat affected. As observed, some K1 children sometimes fell down or ran into each other during physical

activities. Teachers could pay attention to classroom disciplines and the safety of the venues.

- 1.5 Children are affectionate, courteous and willing to help others. They care for their peers and get along well with one another. They learn attentively, participate in activities enthusiastically and express their thoughts actively. Children are able to tidy their personal belongings and help teachers put back the teaching aids, showing favourable self-care abilities.
- 1.6 The school has established a mechanism of curriculum management and monitoring. The management understands the curriculum implementation through attending meetings, scrutinising documents and observing lessons. Teachers conduct teaching reflection and curriculum evaluation on a regular basis. They review the effectiveness of the learning objectives based on children's performance and take appropriate follow-up action in light of the evaluation results.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 The school provides different learning activities for children, but it must remove the relatively difficult homework content of K3 to accommodate their development. The school is required to review the arrangements of child learning assessments to let parents fully understand their children's learning.
- 2.2 Teachers may give more opportunities to children for revisiting their play experience so as to consolidate what they have learnt and enhance their interest in learning. It is also necessary for teachers to examine the arrangements of physical activities to ensure that children have sufficient amount of exercise.