

Focus Inspection Report (Translated Version)

Abiding Kindergarten

G/F., Nam Pin Wai, Lot No. 239, DD115, Yuen Long, New Territories

15 March 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 an integrated curriculum by themes. The curriculum content covers all learning areas, while generally meeting children's interests and abilities, as well as cultivating attitudes and acquiring skills and knowledge. The school puts emphasis on children's moral development and actively encourages parents to jointly nurture children's good morals through award schemes. The school regards strengthening the elements of Chinese culture in the curriculum as the major concern this school year. It introduces traditional Chinese custom to children by sharing stories and news while helping children develop an initial understanding of our country and nurture their sense of national identity by conducting national flag raising ceremony and playing the national anthem.
- 1.2 The school arranges for children to participate in music, physical and free choice activities every day. However, when children of PM classes switch activities, it takes quite a while for teachers to settle them down. This shortens the actual activity time and children cannot thoroughly enjoy the games. Teachers are advised to improve their classroom management to avoid impairing children's progress and efficiency in learning. Besides, the school organises small group language activities for non-Chinese speaking children during free choice activity sessions two days a week, resulting in inadequate free choice activity time for these children on those days. The school is required to revise such arrangements to ensure children have sufficient opportunities to take part in activities of their own accord daily. The school has followed up on the recommendations of the previous Quality Review to cancel the arrangement of asking K1 children to write. Yet, there is still quite a considerable amount of copying for K2 and K3 children, and some K3 homework are too difficult as well. The school must revise its homework design to meet children's developmental needs.

- 1.3 The school assesses children's performance by observation. The assessment content is in line with the curriculum objectives. Nevertheless, the thematic assessments are mainly based on how children manipulate teaching aids in a designated time while some teachers use the mean value of thematic assessments to represent children's performance at the end of the school term. These two approaches cannot reflect children's learning progress accurately. It is necessary for the school to improve the assessment method, including conducting assessments in the authentic learning environment through continuous observation and eliminating the calculation of mean values, such that the school can grasp children's performance with accuracy to inform curriculum planning.
- 1.4 Teachers set up different interest corners in the classrooms where materials are neatly placed and the games are infused with manipulative, interactive and creative elements. During free choice activities, children take part in different types of activities and develop their interests in various areas. Teachers may design activities of different levels of complexity to cater for children's diversity and build their confidence in learning. Increasing the elements of free exploration in play has been another major concern of the school in these two school years. The school sets up constructive corners to let children choose materials according to their preference to construct freely. Nonetheless, there are not many materials to select and children have to complete the activities within a time limit. As such, they cannot fully engage and enjoy the fun in the games. The school must relax the activity restrictions and provide diversified materials to encourage children to explore as well as guiding them to create games, so as to achieve the expected objectives of the major concern.
- 1.5 Teachers care for children and are amiable. They use varied intonations and facial expressions in telling stories to arouse children's interest in learning. Children

enjoy learning. They are willing to respond to teachers' questions and express their ideas, showing good abilities in language comprehension and expression. Teachers always observe how children perform so as to guide and assist them in completing the activities when necessary. However, teachers are required to look into children's performance in greater depth. They can also join in children's games to aptly encourage children to try and inspire them to think, thus extending their learning.

- 1.6 The school has a curriculum management mechanism. The management leads teachers to devise the curriculum schedule and conduct collaborative lesson planning as well as mapping out learning activities and the set-up of interest corners. It understands the curriculum implementation through attending curriculum meetings, scrutinising teaching documents and observing lessons. Teachers have developed the habit of reflection, and most of them are able to describe children's performance. The management may guide teachers to reflect on the teaching effectiveness of each activity design, teaching strategies and other aspects to inform the curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The management is required to further strengthen its professional leadership to steer teachers to review the teaching performance from different aspects, improve the design of corner activities and teaching skills to enhance the effectiveness of learning and teaching continuously. The school must adjust the daily schedule to arrange enough free choice activity time every day while removing the repetitive copying and inappropriate part in homework to meet children's abilities and needs. It must also fully adhere to the approach of continuous observation to assess and record children's development accurately.