

Focus Inspection Report (Translated Version)

Agnes Kindergarten (Grandeur Terrace)

**Kindergarten of Grandeur Terrace, Tin Shui Wai,
Yuen Long, 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 The school makes reference to the teaching packages and selects themes in accordance with children's life experiences and interests to devise an integrated curriculum. The curriculum content covers all learning areas comprehensively. The daily schedule of the school is balanced that children are provided with sufficient opportunities to participate in music, physical, art and free choice activities. There are also play sessions for children, where children freely take part in diversified activities such as art creation and constructive games in the lobby, enriching their learning experiences. In respect of the homework arrangement, some of the homework content in the Language and Early Childhood Mathematics learning areas for K3 is too difficult. The school must review and remove the corresponding content.
- 1.2 The school designs specific assessment content based on the thematic learning objectives. It conducts the assessment of child learning experiences through continuous observation and making records. Teachers develop learning portfolios for children to systematically maintain assessment forms, children's work, parents' feedback and so forth. They share with parents regularly about the performance of children at school to let parents understand their children's learning progress in a timely manner. Yet, the school is required to improve the method of summative assessment to reflect children's development in different stages appropriately.
- 1.3 Children's artwork and activity photos are displayed on campus walls and along the corridors to facilitate children to appreciate one another and revisit their learning. A small garden is also set up to inspire children's admiration and care for plants, thereby cultivating their curiosity in exploring nature. Teachers optimise the space in the lobby to design different types of activities for children to choose from according to their preferences during play sessions. Children explore the changes in colour when

acrylic sheets of different colour are stacked together on a light table, or they unleash their imagination with peers to create a sofa collaboratively using large building blocks. Children also draw and write on the walls freely to express their creative ideas. The overall arrangement promotes children to construct knowledge through play and enhances their social skills. The school is advised to improve the arrangement of free choice activities in the classrooms, so as to give children free rein to choose different games. Meanwhile, the school may further refine the set-up of the interest corners in the classrooms by providing plentiful materials and interesting teaching aids to attract children to manipulate them, hence elevating children's capability in active learning.

- 1.4 The teaching team is kind and friendly. Team members have good relationships with children. They always praise and encourage children concretely, creating a positive campus atmosphere. When conducting thematic learning activities, teachers leverage real objects, photos, video clips, etc., to aid teaching and arouse children's interest in learning. Children are attentive and engaged in the activities as they carefully observe the phenomenon of floating and sinking, and imitate the graceful dance movements after watching the short videos. During thematic discussions, teachers interact with children through questions. Yet, they may ask more open-ended questions to guide children to think and express their thoughts. Teachers utilise the outdoor venue and large-scale physical equipment to design physical activities which facilitate the development of children's gross motor skills. They organise physical games of different levels and adjust the activity design flexibly in light of children's performance so as to cater for children's learning needs. Children participate in music activities enthusiastically. They sing and perform rhythmic movements with teachers and take up the role of a conductor to lead peers to play instruments with the songs. Teachers observe children's performance and

offer assistance when necessary. In the review sessions, teachers use photos and children's work to help children share their play experiences and consolidate learning.

- 1.5 A mechanism for curriculum coordination, monitoring and review is in place. The management understands and monitors the curriculum implementation and provides appropriate guidance to teachers through attending meetings, scrutinising documents and conducting classroom walkthroughs. At the end of the school term, the teaching team reviews the overall curriculum systematically, which is conducive to informing the curriculum design for the following year. Teachers carry out collaborative lesson planning, discuss the activity arrangements as well as reflecting on teaching after classes. However, some teachers mainly describe the activity process and children's performance in their reflections. They are advised to make concrete suggestions for improvement in view of children's performance and teaching effectiveness to strengthen the quality of teaching.

2. Recommendations for Fostering Sustainable Development of School

The school keeps pace with the development trends of kindergarten education to provide adequate time for children to learn through play. In order to keep enhancing the effectiveness of learning and teaching, it is recommended that the management takes the lead in guiding teachers to improve the arrangement of free choice activities, refine the design of interest corners and strengthen their reflective ability. Besides, the school is required to review the method of summative assessment to reflect children's development at different stages appropriately, and remove the excessively difficult homework content of K3 to meet children's developmental needs.