

**School No.: 158739**

# **Focus Inspection Report (Translated Version)**

**The Baptist Convention of Hong Kong Rotary Club  
of Hong Kong Northwest Kindergarten**

**G/F., King Nam House, King Lam Estate, Tseung Kwan O, N.T.**

**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**

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

## **1. School Performance**

- 1.1 The school selects real-life themes and takes into account children's interests, abilities and daily experiences to devise a school-based curriculum. Through picture books, visits, dramas and other activities, the school encourages children to explore and express themselves to deepen their understanding of the thematic content and enrich their learning experiences. The curriculum is comprehensive and balanced that covers all learning areas, helping children cultivate positive values and attitudes as well as developing skills and constructing knowledge. Teachers set corresponding learning objectives according to the needs of children of each grade level to strengthen the interface between the curricula. Adaptation is made in light of the learning progress and cultural background of non-Chinese speaking (NCS) children, along with group activities and individual guidance, to support child development. The school emphasises children's moral development. It maps out the foci of moral education and launches award schemes to support children to build good moral characters such as observing rules, caring and expressing gratitude. The school also puts much effort into promoting Chinese culture. It organises national flag raising ceremonies, festival celebrations and traditional snack making activities to guide children to know about Chinese culture and traditional custom, building in them a sense of national identity. The daily schedule of the school is properly-arranged that children have sufficient time to take part in music, physical, art and free choice activities every day. However, some homework content for K3 is excessively difficult. The school is required to review and revise the homework design to meet children's abilities.
- 1.2 The school has established a systematic mechanism for the assessment of child learning experiences. It devises assessment items based on the teaching objectives while formulating clear assessment criteria. Teachers evaluate the learning and

developmental progress of children in an objective manner through continuous observation and documentation. Meanwhile, teachers create learning portfolios for children to maintain formative and summative assessment reports, keeping parents informed of their children's progress. Teachers consolidate and analyse the assessment information for reviewing the performance of children and the appropriateness of the teaching content, thus informing the curriculum design.

1.3 The school has a spacious campus. Teachers plan the venues meticulously, including classrooms, lobby and corridors, to set up a wide range of activities. Plentiful materials and teaching aids are also placed there for children to participate in activities relating to imaginative play, construction and arts according to their own preference so that they can learn and explore freely through play. Children and their peers are pleased to manipulate musical instruments, play on climbing frames, and build water pipes and railway tracks. Children make attempts with courage, possessing a good learning attitude. Moreover, there are many theme-related interest corners in the classrooms. Children role-play as waitpersons making and serving fresh beverages to customers in a simulated restaurant. Children manipulate teaching aids with their peers to match pictures with English vocabulary. In tandem, they take turns to throw dices to skip rope, run and bounce the balls as indicated in the relevant pictures. Children develop language skills, learn about social skills as well as unleashing their imagination and creativity through collaborative play. They plan their free choice activities and make records of their participation, showing good self-management skills. Teachers lead children to have a post-activity review. Children are brave to share their experiences and feelings. K3 children are steered by little leaders, who guide the team members to have group discussions and conclusions. They speak clearly and with confidence.

1.4 Teachers select suitable picture books based on themes. They design fun activities

while explaining the teaching content with real objects, teaching aids, books and so forth, thus facilitating children's understanding. Elements of drama are incorporated into the activities. Children are invited to play the characters of the stories, talk and dance in accordance with the plots, enhancing their learning motivation and involvement. Besides, teachers guide children to learn to sing and grasp beats to express their feelings through limb movement, hence enjoying the fun of music activities. There are sufficient space and equipment in the school's physical play area. Children perform the movements of crawling, running, jumping, throwing and tossing to develop gross motor skills. Teachers often communicate with NCS children in Cantonese while encouraging them to respond in Cantonese so as to enhance the Chinese listening and speaking skills of NCS children. Children pay attention to teachers' explanation and are eager to answer questions and give views. Teachers build positive interaction with children, resulting in a pleasant learning atmosphere. Children get along with peers, helping and caring for each other. They treat others with courtesy and show respect to teachers.

- 1.5 The management keeps track of the curriculum implementation by attending lesson planning and review meetings, scrutinising teaching documents and observing classroom activities. It also gives guidance and support to teachers. The school conducts peer lesson observation to facilitate mutual observation and learning among teachers to foster exchange. The school stipulates the foci of lesson observation in light of teachers' needs of professional development, focusing on improving the teaching effectiveness of thematic and music activities. The management may lead teachers to review children's performance and so forth to make concrete and feasible follow-up suggestions. It may strengthen the reflective skills of teachers to further improve the quality of learning and teaching.

## **2. Recommendations for Fostering Sustainable Development of School**

The school strives to develop the school-based curriculum to foster children's balanced development. Yet, the content of some homework for K3 children is excessively difficult. The school should review and revise the homework design with a view to catering for children's abilities and learning needs. Additionally, the team is advised to enhance their reflective skills and examine the effectiveness of learning and teaching, thus facilitating the school's self-improvement.