

School No.: 563455

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

**The Boys' and Girls' Clubs Association of  
Hong Kong Cheerland Kindergarten  
(Kowloon Bay)**

**Shop 11-13, G/F., Chevalier Commercial Centre, 8 Wang Hoi Road,  
Kowloon Bay, Kowloon**

**27 April 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 adheres to the rationale of child-centredness and designs its integrated curriculum using themes to promote the whole-person development of children. Teachers plan activities with reference to children's abilities, interests and life experiences, endeavouring to cultivate their positive values and attitudes while helping them acquire skills and knowledge. The school arranges time for music, physical, art and free choice activities for children every day, which is beneficial for their balanced development. This school year, the school regards strengthening children's leading role in play as its major concern. It actively optimises equipment in the physical activity area and adds more diversified teaching materials for children to select freely and design games during physical activities, enabling children to learn about problem solving and unleash their creativity.
- 1.2 The school organises abundant activities and games for children to learn through hands-on experiences. Children imitate archaeologists by using tools to find the puzzle pieces of blue-and-white porcelain in a sandpit. They observe the patterns on the porcelain to learn about and appreciate traditional Chinese art. Children also make sportswear and cheer spirit sticks themselves to cheer their peers on in a simulated relay game, demonstrating team spirit. In light of children's needs, the school adjusts the homework in a flexible way and plans parent-child learning tasks that are relaxing and fun to extend children's interest in learning while fostering parent-child relationship.
- 1.3 The school assesses children's performance by means of continuous observation and making records, and develops learning portfolios for children. The school formulates the assessment guidelines and devises comprehensive assessment objectives, covering all learning areas. Besides, the school records the progress of thematic learning in the weekly learning reports, such that parents are informed of

the learning foci. The school may review and revise the content of some of the thematic assessment items with a view to reflecting children's learning in a concrete manner. At the end of the school term, the school summarises children's performance so that parents can understand children's development progress at different stages. Teachers refer to the assessment information to know about the learning effectiveness of children to inform curriculum design aptly.

- 1.4 The school premises are spacious that facilitate children to carry out various activities. Teachers make optimal use of the campus space to display children's two-dimensional and three-dimensional artwork for children's mutual appreciation, encouraging them to create. Teachers decorate the classrooms according to themes. They post children's work, such as blue-and-white porcelain and ink-wash paintings, on the walls to fill the classrooms with the atmosphere of traditional Chinese arts. A variety of interest corners including music corner, exploratory corner, emotion corner, etc., are set up for children to choose their preferred games during free choice activities, thus learning through manipulation and exploration. In the exploratory corner, children observe different types of rice, such as white rice, red rice and millet, and then compare carefully their shapes and colours for sorting. Children also try to construct a diving platform with peers using a wide range of materials. They discuss ways to support the diving board. Meanwhile, in the imaginative play corner, children play the role of mum in preparing meals for family members with rice cookers.
- 1.5 Teachers are amiable and patient. They cater for the needs of children and participate in children's play in a timely manner, leading to a close relationship with them. Teachers put efforts into preparing teaching materials and use appropriate teaching aids to arouse children's learning motivation. In addition, teachers show activity snapshots of children during review sessions to assist children in revisiting

and sharing learning experiences. Children are willing to cooperate with their peers in games, enjoying the fun of group activities. In music activities, children manipulate home-made maracas for accompaniment, understanding the beat. They also play xylophone in the music corner of the classrooms to try composing simple songs. Teachers are advised to review the tendency of some children who engage mainly in quiet activities during physical activities, and to revise the activity design to let children have enough opportunities to train up their physique. Children are keen to participate in varied learning activities. They are curious about new things and take the initiative to explore new knowledge. They also pack and tidy up personal belongings by themselves, possessing good self-care abilities.

- 1.6 The school has a curriculum coordination and monitoring mechanism in place. Teachers discuss the design of teaching activities by adopting the whole-school approach, which is conducive to improving the interface between the curricula of different grade levels. The management scrutinises teaching documents and gives feedback and support to teachers. Teachers observe children's learning and examine the effectiveness of activities in a timely manner as well as making follow-up suggestions to enhance the teaching quality.

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

The management guides the teaching team to continue to strengthen the element of free exploration in activities to promote learning through play for children. The school may revise the design of some physical activities such that children are given adequate opportunities to train up their physique. It may also amend the content of some thematic assessment items to reflect children's learning in a more concrete manner.