

School No.: 565458

Focus Inspection Report (Translated Version)

**The Boys' and Girls' Clubs Association
of Hong Kong Cheerland Kindergarten
(Tseung Kwan O)**

G/F, Tong Wong House, Tong Ming Court, Tseung Kwan O, New Territories

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**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 use of themes that are closely related to children's life experiences to plan an integrated curriculum and design diversified learning activities, including project learning, visits and outdoor experiential activities, to enrich children's learning experiences. In recent years, the school increases the exploratory elements for interest corners in the classrooms to let children explore actively and unleash their potential under a joyful atmosphere. As the school attaches great importance to children's moral development, it sets priority values for cultivation and appropriate learning objectives according to children's developmental stages. Through stories, dramas, the courtesy ambassador scheme and so forth, teachers guide children to learn and put into practice attitudes like being polite, diligent in study and caring about others. In tandem, teachers invite parents to encourage their children to put these attributes into action at home. Thus, home and school join hands to nurture children's positive values and attitudes. In regard to daily schedule, the school arranges sufficient time for children to participate in various activities such as music, physical and free choice activities to foster their balanced development.
- 1.2 The school has followed up on the recommendations of the previous Quality Review. It has made amendments to the homework arrangements for K3's primary one adaptation activities and designed suitable simple learning tasks to help consolidate children's learning and enhance their self-care abilities effectively, so that children can be fully prepared for primary education. Besides, the school formulates the policy on the assessment of child learning experiences in accordance with the principle of promoting their all-round development. Teachers record the learning progress of children through continuous observation. They also summarise children's development in all aspects at the end of the school term, including analysing and commenting on their performance in different learning areas,

providing words of compliment and encouragement on their strengths, hence giving positive recognition to children. This facilitates parents to understand their children's growth and learning as well. The school may review some items of the summative assessment against the objectives for ongoing improvement of the planning for assessment.

1.3 Teachers create a learning environment with exploratory elements for children. For instance, coloured acrylic discs, absorbent sheets, etc., are available in the interest corners to attract children to observe and explore. Children are encouraged to compare the effect of different colour combinations, examine the characteristics of water in liquid state, create watermark paintings on absorbent sheets with wet sponges and so forth. Furthermore, teachers utilise the corridor space flexibly to set up a play zone and place a wide range of materials for children to manipulate and create freely. Children and peers are excited to build castles and zoos together, or to construct bridges and tunnels with large building blocks of different shapes. Then, they conduct roleplay of their own accord. When playing games, teachers discuss with children their creative ideas, such as talking about the usage and features of the structures that children have built. Teachers also display photos of children's work during review sessions to guide them to summarise what they have learnt and share their feelings, consolidating their learning experiences.

1.4 Teachers prepare teaching aids thoughtfully. For example, they use self-made musical instruments and puppets to help children engage themselves in the contexts when taking part in music activities. Teachers also leverage the changes in voices and the collision sound of objects to arouse children's curiosity and interests. Children sing with enthusiasm during music activities and move their body to the rhythm of music. Teachers observe children's learning progress and performance carefully, giving appropriate visual cues and specific demonstrations as needed to

facilitate children to grasp the learning content in a more effective manner.

- 1.5 Children are friendly and willing to observe rules. They get along well with one another. During physical and free choice activities, children love to invite their peers to create ways of play together. They show a sense of basic social etiquette and safety awareness when riding on push along cars. Teachers select diversified materials for children to create theme-related artworks, thereby spicing up the activities and adding malleability to the drawings. Children use straws as paintbrushes to produce colourful firework patterns with paints, or decorate their pictures with buttons, macaroni, etc. Their works are of great variations, displaying their aesthetic sense and creativity.
- 1.6 Through curriculum meetings, classroom walkthroughs and lesson observations, the management keeps abreast of learning and teaching and gives advice to teachers on curriculum content and teaching strategies in a timely manner. Meanwhile, the management regularly leads teachers to evaluate the effectiveness of thematic learning to understand the appropriateness of the curriculum. Teachers have built a habit of conducting routine teaching reflections. They are able to adjust the learning content and teaching arrangement based on the teaching review findings and child assessment information, hence informing curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school team strives to promote children's active learning through play, which cultivates their exploratory spirit and creativity effectively, and is also conducive to facilitating children's emotional health as well as social development. Upon such a solid foundation, the management may review some of the summative assessment items to improve the planning for assessment continuously.