

School No.: 592080

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

## **Fun Creative Kindergarten**

**G/F., Block 1, Fu Ning Garden, Tseung Kwan O, Sai Kung,  
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 makes reference to the teaching packages to design an integrated curriculum using real-life themes. The curriculum content is comprehensive and covers various learning areas, nurturing children's positive values and attitudes while strengthening their learning of skills and knowledge. Through thematic learning, visits and art and craft activities, the school helps children understand traditional Chinese culture such as festivals and custom and cultivates a sense of national identity in them. As the school has admitted quite a number of non-Chinese speaking (NCS) children, it puts a lot of effort into creating a harmonious and inclusive atmosphere so that children can engage in learning and grow happily in the school. The daily schedule is properly planned that children have sufficient time to join music, physical, art and free choice activities every day to foster their balanced development. However, the school must review the design of some of the homework for K3 children and remove the content that is excessively difficult so as to meet children's abilities and learning needs.
- 1.2 Teachers assess children's learning and developmental progress through continuous observation and making records. They develop learning portfolios for children to systematically maintain information of formative and summative assessments as evidence of children's growth. Teachers construct assessment items of all learning areas according to teaching objectives and set clear assessment criteria that facilitate them to evaluate children objectively. The school invites parents to observe their children's behaviour and performance in everyday life to let teachers have a more comprehensive understanding of children. Parents also help children conduct self-evaluation to summarise and acknowledge their effort. Teachers review children's assessment information to give feedback on curriculum planning while informing parents of their children's performance on a regular basis to follow up on children's

needs.

- 1.3 The school allocates its space flexibly for children to join learning activities in various venues, thus enabling children to enjoy the fun of different activities. Teachers set up interest corners in the classrooms according to themes to extend children's learning. There is a copious amount of art and craft materials, fine motor teaching aids and toys in the classrooms for children to choose and play freely. To further enhance the effectiveness of learning through play for children, teachers are required to refine the design of interest corners, create scenarios and provide diversified materials to improve children's learning efficiency through manipulation, simulation and exploration. Teachers organise activities of arts and crafts, language, numeracy and so forth in the corridors to expand children's activity area. In addition, little mailboxes made by children are hung on the corridor walls. Children show their love and care for their peers by sending them drawings, greeting cards, etc. Children also take part in different interest corner activities based on their preference and record their participation in the activities, showing that the routine of free choice activities has been built.
- 1.4 Teachers design thematic teaching activities thoughtfully. They make use of pictures to help children know about the food that small animals like to eat as well as assisting children to learn how to use different rain gear and explore proper clothing on rainy days. Teachers also make teaching aids such as recycle bins to let children try to sort waste materials. Children gain a deeper understanding of the teaching content through hands-on experiences. Teachers encourage children to express their views and share their feelings with proper questions. Children actively participate in class activities. They are outspoken and full of ideas. During physical activities, teachers arrange interesting circuit games for children to master skills like climbing, crawling, running and throwing to promote their gross

motor development. Children are fully engaged in music activities as they happily sing to the beat, dance with ribbons and play sustainable musical instruments. Teachers deploy support strategies to cater for the diversity of NCS children in learning Chinese, including offering individual guidance, preparing picture cue cards and flashcards to facilitate their learning. NCS children are willing to communicate with teachers and peers in Cantonese, in the meantime learning to write Chinese words seriously, integrating into school life.

- 1.5 The school has established a curriculum management mechanism. The management leads teachers to prepare for lessons, discuss the teaching objectives, activity arrangements and interest corner set-up together as well as refining teaching design and promoting curriculum interface across various grade levels. The management scrutinises documents, attends meetings and observes lessons to comprehend the curriculum implementation and provides suggestions for improvement to teachers. The school arranges peer lesson observation to stimulate professional exchanges among teachers. Teachers reflect on their teaching, and upon the completion of a theme, they collaboratively review the learning and teaching of every learning area to enhance the quality of education.

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

The school has created an inclusive campus atmosphere. In recent years, it has strived to refine the school-based curriculum and the assessment mechanism of child learning experiences to foster children's whole-person development. The school is required to design appropriate homework that suits the abilities and learning needs of K3 children. It should also optimise the set-up of interest corners to enhance the interaction between children and the environment, thereby boosting learning effectiveness.