

School No.: 532800

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

**Christian Alliance Louey Choy Kwan Lok  
Kindergarten**

**G/F, Un Shing House, Un Chau Estate, Shamshuipo, Kowloon**

**30 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 formulates the school-based curriculum with reference to the *Kindergarten Education Curriculum Guide*. It uses real-life themes and picture books to organise an integrated curriculum which covers all learning areas, with a view to promoting the cultivation of attitudes and acquisition of skills and knowledge in children. The school attaches great importance to fostering positive values in children and regards it a major concern. It sets monthly ethical themes and allows children to listen to stories about character traits, participate in a variety of activities and moral award schemes, etc., so children are able to understand and practise the good behaviour they have learnt. Teachers let children listen to soothing music and nature sounds in the morning assemblies, leading them to start the day with gratefulness and learn in a calm and happy mood. With respect to the daily schedule, the school should provide children with adequate opportunities to engage in music and physical activities every day. It must also review and remove the learning content and homework that are considered too difficult for K3 in the second school term to cater for the developmental needs of children.
- 1.2 The school maps out the assessment content according to the curriculum objectives. The items thereof are in line with the principles of the physical and psychological development of children. Teachers observe children continuously while also occasionally invite parents to inform them of children's behaviour at home, hence getting a full picture of children's performance. Teachers regularly summarise children's development at each stage and create learning portfolios for them. Assessment information and children's work are kept in the portfolios systematically. Parents are also invited to give their children words of appreciation and encouragement, which together serve as evidence of children's growth.
- 1.3 The school premises are well-lit and spacious. There are sufficient teaching

resources in the classrooms where materials and facilities are tied in with children's life experiences. Snapshots of children's daily life related to the themes are posted around the campus. Some teaching aids are designed with children's headshots, which are effective in improving children's sense of belonging to their school life and learning. In the exploratory corners, children observe the growth of beans and living conditions of hermit crabs and so forth, cultivating their interest in exploring nature. In the art and craft corners, children focus on creation with diversified materials, make collages and draw in sketchbooks to show their creativity. Teachers often observe children's performance and intervene in the activities when appropriate. They may further conclude with children at the end of the activities to assist children in collating the play experiences or sharing their creative ideas, thereby consolidating what they have learnt.

1.4 Teachers prepare their lessons with much effort. They arrange structured activities for children as well as using teaching materials, voices and tones to draw children's attention. Teachers give instructions and demonstrations clearly to help children comprehend and grasp the learning content. They carry out whole-class or group activities as needed, in order to enhance the effectiveness of learning and teaching. Sequenced games such as bouncing balls and jumping over obstacles are organised for children in the physical activities. Children have adequate amount of exercise which facilitates their gross motor development. However, teachers teach music symbols in a rather one-way instructional method for children to identify notes and beats in music activities and some children are not interested in it. Teachers are advised to refine the design of music activities so that children can feel the beat and express their emotions through singing and performing rhythmic movements, thus gaining music experience.

1.5 Children enjoy going to school. They are energetic and kind. They are familiar

with the classroom routine and are able to tidy up things quickly upon changing activities. Children get along well with peers and cooperate in games, showing fine social development. They are willing to express their views and eager to answer teachers' questions, indicating that they possess good verbal expression abilities.

- 1.6 The school has developed an explicit mechanism of curriculum management. The management leads teachers to devise the teaching outline systematically. It also monitors the implementation of curriculum through scrutinising teaching documents and conducting classroom walkthroughs, hence supporting teachers in a timely manner. During meetings, the management guides teachers to make focused reflection from multiple perspectives, such as the process of teaching, usage of teaching materials and performance of children, with a view to examining teaching effectiveness, exploring feasible suggestions for improvement and optimising the effectiveness of learning and teaching by using the self-evaluation process properly.

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

The school is committed to nurturing children's all-round development. It is necessary for the school to refine its daily schedule, provide children with adequate daily music and physical activities and revise the design of the music activities. The school is required to review and remove the teaching content and homework that are considered too difficult for K3 in the second school term. Teachers are advised to conclude with children after play, helping them collate play experiences or share ideas of creation, thereby consolidating their acquired knowledge.