

School No.: 324795

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

## **The Church of Christ in China Kei Chun Kindergarten**

**Unit Nos. 114-127, G/F., Lai Lo House, Lai Kok Estate, Sham Shui Po,  
Kowloon**

**8 November 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 selects learning themes that tie in with children's life experiences and interests to design an integrated curriculum. The curriculum content connects the six learning areas to provide children with comprehensive learning experiences. The school attaches great importance to the moral development of children. Apart from employing stories and games to help children learn about positive values like caring for others, being grateful and treasuring what we have, the school also launches moral ambassador and award schemes to encourage children to practise good deeds. The school arranges different types of learning activities for children every day. Yet, it must review and improve the situation that some children of whole-day classes do not have sufficient time to participate in free choice activities in the afternoon, so as to cultivate children's self-management and active learning attitude. Besides, the content of some pieces of homework for K2 and K3 are rather difficult. The school is required to remove such content to meet children's abilities and learning needs.
- 1.2 The school has formulated a clear policy on the assessment of child learning experiences. It draws up the assessment content according to the curriculum objectives while setting explicit assessment guidelines and criteria so that children's performance can be reflected objectively. Teachers assess children's learning through continuous observation. In tandem, they summarise children's development at different stages in each school term and compile observation records and analysis of children's works for children's learning portfolios. The school invites parents to share children's living habits, emotions, social interactions and so forth on a regular basis to enable teachers to better understand children. Teachers communicate closely with parents to let them get a grasp of the growth of their children, which is favourable to home and school to follow up on children's needs

collaboratively.

- 1.3 The school environment is comfortable and clean. There are plentiful physical facilities and equipment in the indoor playground for children to engage in gross motor activities, fostering their physical development. Various interest corners are in place in the classrooms for children to play games during free choice activity sessions. Children follow the corner routines. They like to construct models of transportation or animals with building blocks and use playdough to make their favourite artworks. They also draw and play chess with their peers, or talk heartily in the chatting corners, getting along well with one another. Teachers are advised to add teaching aids with exploratory elements to attract children to carry out more exploratory activities while enriching the materials in the role-play corners to facilitate children's imagination and interaction. Moreover, teachers may recommend books to children or read with them more often to enhance their interest in reading. In addition, teachers are suggested to further guide children to revisit and share their learning experiences, hence assisting children in consolidating and deepening what they have learnt.
- 1.4 Teachers design diversified thematic activities and create real-life scenarios to enrich children's experiences in listening and speaking. Children are invited to role-play different animals and visit each classroom to talk about their special skills as well as asking their schoolmates to vote for them to be the king of the animals. Furthermore, teachers inspire children to share their bathing experiences through observing and comparing various body cleansing products. These activities help improve children's expressive language skills and their confidence in communication. Children take part in the activities with eagerness and respond to teachers' questions with enthusiasm, leading to a good learning atmosphere. Teachers guide children to sing, perform rhythmic movements and tap musical

instruments to feel the rhythms and melodies of songs, thus experiencing the fun of music activities. However, teachers are required to review the frequency of making use of electronic learning media to facilitate teaching in various activities. They must ensure that children have moderate exposure to electronic screen products and help children develop a right attitude and habit of using electronic products.

- 1.5 The school has established a curriculum management mechanism. The teaching team holds regular meetings to discuss and examine the learning content and activity arrangements of each grade level, thus refining the curriculum gradually. The management monitors the curriculum implementation through conducting classroom walkthroughs, scrutinising documents, etc. It gives advice to teachers as well, performing the role of a supervisor. Teachers often make reflection and improve the activity design with reference to children's performance as well as making suggestions on follow-up actions, thereby informing the curriculum planning.

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

The management leads teachers to develop the school-based curriculum. It may enrich the materials and set-up of some of the interest corners while guiding children to revisit and share their learning experiences, hence enhancing the effectiveness of learning and teaching. The school is required to improve the situation that some children of whole-day classes do not have sufficient time to participate in free choice activities in the afternoon. The school must also remove the inappropriate homework content of K2 and K3 to meet children's abilities and learning needs.