

School No.: 564664

Focus Inspection Report (Translated Version)

**Christian Family Service Centre
Cheerland Kindergarten**

3/F., 3 Tsui Ping Road, Kwun Tong, Kowloon

14 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 selects storybooks according to themes to devise its curriculum. Teachers prepare lesson plans based on the content of the books. They add in the element of drama as well as role-playing and interactive games to arouse children's interest in learning. The integrated curriculum is effective as it covers various learning areas and encompasses the five aspects of development. Learning content is infused with Chinese culture to let children learn about traditional virtues and custom through stories and festival activities, hence cultivating a sense of national identity in children. In respect of the daily schedule, the school provides sufficient time for children to participate in music, physical, art and free choice activities every day to foster their balanced development. However, some pieces of parent-child homework purchased for K3 are rather difficult and do not meet children's developmental needs. The school must review and remove such homework.
- 1.2 The school has regarded strengthening the element of free exploration in activities as its major concern in recent years. All classrooms, corridors and lobby are open daily in a designated period for children to have access to plentiful and diversified materials in free choice activities. Children use the materials to design games and explore freely while teachers divide the work properly to assist and join in children's games at different places. Children are self-motivated in learning and engaged in play. There is a joyful atmosphere and the effectiveness of the major concern is evident. Teachers may improve their guidance skills to encourage children to make good use of the school space and materials to play, and help them collate and consolidate what they have learnt through play.
- 1.3 The school assesses children's learning through continuous observation. There is a consensus among teachers on the assessment criteria so that they are able to evaluate children's performance objectively. Teachers write up individual activity

observation records on a regular basis so as to describe each child's performance in different learning areas in detail. They also prepare summative reports for children at the end of the school term and give comments and suggestions based on their development in various aspects, thus enabling parents to get a grasp of their children's growth and learning. The management leads teachers to regularly review the planning of child assessment and analyse the assessment data to inform the curriculum. At present, the thematic assessment items are in line with the learning objectives and content in general. Nevertheless, some of the assessment items of children's affective and social development do not correspond to the objectives. The school is required to further review and refine the assessment so as to reflect children's development in a more effective way.

1.4 The school environment is tidy and clean. Teachers utilise the walls to set up building blocks wall to broaden children's activity space. They also thoughtfully design classroom corners according to themes and invite children to decorate the corners from time to time, thereby increasing children's sense of belonging to the classrooms. Teachers offer a wide range of materials in the art and craft corner to encourage children to create. Reading corner is comfortably furnished and storybooks on display tie in with themes to attract children to read therein.

1.5 The teaching team is kind to, caring for and patient with children. It reinforces children's good behaviour by frequent praise. Teachers are well prepared for teaching. They design teaching aids and extended activities that are in tandem with the themes and children's life experiences to help children grasp what they have learnt. Teachers have good storytelling skills. They use voices, gestures, props to lead children to engage in the stories in a lively way. There are various elements in music activities, such as playing musical instruments and imaginative games, and children are thoroughly enjoying themselves. Nonetheless, it is necessary for

teachers to give children clear instructions during physical games so that they can understand and cooperate, thereby engaging in the games. Besides, children have to take turns to participate in some of the learning activities and may be distracted when waiting. Teachers must observe children's learning performance more often and adjust activity arrangements or teaching methods aptly to facilitate children learning intently. Children are courteous. They love going to school and are willing to share. Under teachers' guidance, they always put forward interesting ideas. Children get along with peers and extend a helping hand to one another. Their self-care abilities are good in general as they are able to pack their schoolbags or assist in putting back toys and teaching aids after the activities, keeping the school environment neat and tidy.

- 1.6 The school has established a curriculum management mechanism. The management leads teachers to plan the curriculum outline. Teachers of each grade level then divide the work among themselves to prepare lesson plans. Teachers break down the learning content of themes into stages. They think of different learning activities as well as adjusting teaching content for each stage. There are clear teaching objectives in thematic learning and the teaching steps are designed accordingly to enable the learning activities being put through. The management monitors the curriculum implementation through attending meetings, scrutinising documents and conducting classroom walkthroughs. Teachers have in-depth reflections on thematic activities and give concrete suggestions, thus improving the teaching design effectively. Yet, teachers seldom review the effectiveness of music and physical activities in their reflections. The management must strengthen its leadership in teachers' reflections to enhance the overall effectiveness of teaching.

2. Recommendations for Fostering Sustainable Development of School

The management is required to strengthen curriculum monitoring and review the purchased homework to remove the content of which is inappropriate to children's developmental needs. It must also lead teachers to reflect on daily learning activities other than the thematic ones, so as to boost the effectiveness of learning and teaching.