

School No.: 565245

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

**Cheung Sha Wan Kai Fong Welfare  
Association Lam Tam Yin Wah Kindergarten**

**Flat 310-316, 3/F, Lai Kwai House, Lai Kok Estate,  
Cheung Sha Wan, Kowloon**

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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 reference to themes of the teaching packages and selects picture books to devise an integrated curriculum. The curriculum content is related to children's daily lives and covers all learning areas as well as accommodating the cultivation of values and acquisition of skills and knowledge in children. The school arranges project learning activities according to children's interests and needs, and arouses children's active exploration through information collection, multi-sensory exploration and experiential learning. To enhance children's understanding of Chinese culture, the school tries to incorporate traditional moral stories during thematic activities. For example, the story of "Kong Rong shared bigger pears", is told to highlight the value of courtesy and thoughtfulness. The school also launches a Chinese culture week and organises experiential activities under the theme of traditional Chinese art and food, helping children develop a sense of national identity.
- 1.2 The school arranges daily physical, music, art and free choice activities for children. However, English group activities for K1 and K2 are conducted during some of the physical or music sessions, hence reducing the time allocated for the physical and music activities. The school must adjust its daily schedule with a view to facilitating children's balanced development. Besides, language homework for K3 in the kindergarten-primary transition programme is rather difficult. The school should remove the inappropriate homework so as to cater for children's developmental needs.
- 1.3 The school assesses children's learning performance in a continuous manner. The assessment content is comprehensive and corresponds to the learning objectives. Teachers use photos and descriptions to record children's development while making follow-up suggestions to support parents in nurturing children's growth. The management leads teachers to analyse the assessment information and adapt teaching

in light of children's performance and development. Yet, the school concludes the performance of children by using average scores of the thematic assessments at the end of school term. Such practice fails to accurately present children's development progress over the school term. The school must make improvement.

1.4 Teachers set up the classrooms meticulously. They make use of children's works to decorate the interest corners to cultivate children's sense of belonging to the class. For instance, teachers invite children to make food crafts for a simulated tuck shop in the role-play corner and decorate the wishing tree with children's wish notes. Teachers set up learning corners based on the themes and learning progress. During free choice activity sessions, children participate in the corner activities according to their interests. In the self-directed play corner, some children construct buildings with paper cups and straws, and some play games such as shooting and spinning paper cups. In the role-play corner, children act as salespersons to introduce hats to customers, while money concepts, numbers and counting are learnt along the way. Overall speaking, the corner activities are conducive to arousing children's learning interest and facilitating their cognition, creativity and social development.

1.5 Teachers are friendly and kind. They show patience in teaching and value children's participation. Teachers give clear instructions and make good use of real objects and pictures to help children understand the learning content. They also utilise open-ended questions to guide children to observe, think and share ideas. Teachers flexibly adjust the complexity of the physical games in light of children's performance to cater for children's diversity. Teachers also design music activities related to the learning content so that children can consolidate what they have learnt while enjoying the fun of rhythmic movement, singing and playing instruments. Teachers are recommended to participate in children's games as their playmates and inspire them to make more attempts and explore, thereby further enhancing the

learning and teaching effectiveness.

- 1.6 The school has an explicit curriculum management mechanism. By conducting lesson observations, participating in curriculum meetings and scrutinising documents, the management keeps abreast of the curriculum implementation and makes suggestions for improvement. It also arranges peer lesson observations for teachers to observe and learn from one another, strengthening the effectiveness of learning and teaching. Teachers conduct daily reflections that dovetail with the teaching objectives, in which they review the learning and teaching effectiveness and the appropriateness of the learning content. Yet, they are required to analyse the reasons behind and propose suggestions based on children's actual performance so as to enhance their teaching continuously.

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

The school has a comprehensive curriculum and strives to promote learning through play in children. However, with the aim of catering for the developmental needs of children, the school is required to revise its daily schedule, allocate ample time for children to have music and physical activities every day and remove the inappropriate homework in the kindergarten-primary transition programme for K3. Additionally, it is necessary for the school to review the term assessment, such that children's learning performance and development can be reflected in an accurate and concrete way.