

**School No.: 152269**

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

**Chuen Yuen Church Kindergarten**

**G/F, 2-4 Tai Uk Street, Tsuen Wan, New Territories**

**16 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 teaching packages and picture books, and adopts a theme-based learning approach to devise its school-based curriculum. The curriculum is comprehensive in content which helps children cultivate positive attitudes and values, and acquire skills and knowledge. The school makes use of real-life themes to design integrated activities which cover all learning areas. It also arranges for children to carry out exploratory activities, such as firsthand participation and simple interactive games on the topics that interest them. Besides, the school encourages children to carefully study and discuss the problems identified to foster their active learning capabilities. Regarding the daily schedule, the school has followed up on the recommendations of the previous Quality Review to allocate sufficient time for music, physical, art and free choice activities every day, providing children with a balanced learning experience. In recent years, the school has been gradually improving its homework design by extending children's learning through interesting and diversified activities. It may further reduce the amount of copying in K3 homework in order to cater for the developmental needs of children.
- 1.2 The school adopts continuous observation to assess children's learning performance and development. Teachers systematically collate the assessment forms, observation records and children's works in learning portfolios which serve as evidence of children's growth. Teachers make use of sincere messages to recognise children's performance, and provide concrete examples and suggestions according to children's characteristics and areas to be developed, thus encouraging children to make gradual improvements at their own pace. Teachers summarise the progress of children in all areas and share their learning journeys with parents at the end of a school term with a view to enhancing parents' understanding of their child's overall development.

- 1.3 Teachers decorate classrooms based on themes and design several interest corners to extend children's learning. The reading corners are comfortably set up with plentiful books and small puppets to arouse children's reading interest. Children take the initiative to read quietly in the corners. Some of them discuss the story content with peers. The reading atmosphere is good. Children also love choosing theme-related materials in imaginative play corners to play the role of various marine life, or to simulate preparing food and serving diners in a restaurant. They apply the acquired knowledge and skills of the themes through play and peer interaction. Children draw and make collages freely in art and craft corners to unleash their creativity. There are exploratory corners in the classrooms. However, teachers are advised to improve the activity arrangement for children to construct knowledge through manipulation and exploration in a fun-filled setting. Teachers observe children's performance and provide guidance during free choice activities. They can still take part in children's play where appropriate to inspire children's thinking. Moreover, they may guide children to share their experiences and feelings after activities for consolidating their effectiveness of learning through play.
- 1.4 Teachers have good communication skills. Their explanations and instructions are clear. In thematic activities, they utilise pictures, books, real objects and so forth to assist in teaching, enhancing children's understanding of learning content. Some teachers are recommended to arrange seats flexibly according to children's reactions and needs in lessons in order to help children concentrate on learning. When conducting music activities, teachers sing or perform rhythmic movements along with the melodies of songs with children together to foster their aesthetic development. Yet, the content of some of the music activities tends to focus on English vocabulary teaching. The school must review and improve the relevant arrangement with the aim of strengthening the effectiveness by adding more music

elements to the activities. Teachers make prudent use of the spacious gross motor play area to design appropriate fitness circuit games for children to grasp basic physical skills. Children enjoy taking part in the physical activities. They walk on a balance beam, throw and catch bean bags and bounce balls at will, demonstrating good body coordination.

- 1.5 The management walks through classrooms, scrutinises curriculum documents, participates in meetings and so forth to keep track of curriculum implementation and provide feedback and guidance to teachers. Teachers conduct collaborative lesson planning to map out the learning focuses which tie in with children's interests and abilities. They also review the teaching effectiveness of the themes regularly based on children's performance. Some teachers are able to render suggestions for improvement. The management is recommended to lead the team to consolidate information on child assessments and teaching reflections, and implement follow-up solutions in a step-by-step manner with a view to informing the curriculum effectively and boosting the efficacy of learning and teaching.

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

The school has strived to promote curriculum development in recent years. It adds exploratory activities in thematic learning to provide children with opportunities for firsthand experience. The management may lead the team to improve the design of exploratory corners and music activities, as well as consolidating child assessment results and teaching review findings, thereby informing the curriculum and enhancing teaching quality.