

**School No.: 536415**

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

**Dawning Views Elementi English Kindergarten**

**G22-24, G/F, Dawning Views Shopping Plaza, 23 Yat Ming Road, Fanling,  
New Territories**

**9 June 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 Under the guidance of the leadership team, the school jointly plans the curriculum outline and devises the learning content with the affiliated schools of the organisation while collaboratively designing picture books as teaching materials. The real-life curriculum content covers all learning areas, helping children develop positive values and attitudes as well as acquiring knowledge and skills. In recent years, the school has purchased teaching aids about mathematical concepts. Yet, some learning objectives of Early Childhood Mathematics are over-emphasised on guiding children to manipulate designated teaching aids while the activities are not closely related to other learning areas. The school is required to review the curriculum holistically, formulate appropriate learning objectives and activities according to children's development and strengthen the connection between different learning content, hence enhancing the integration of the curriculum.
- 1.2 In order to strengthen children's understanding of Chinese culture, the school launches a Chinese culture week, during which it designs various experiential activities with tea, ink painting and Cantonese opera as the themes. The school's daily schedule is balanced so children are given sufficient time to participate in physical, music, art and free choice activities every day. However, during the primary one simulation activities, children do not have free choice activity opportunities. The school must revise such arrangement. Besides, some of the homework content of K3 is difficult. It is necessary for the school to remove the inappropriate homework to meet children's development.
- 1.3 The school sets the assessment items of child learning experiences based on the learning objectives. Teachers assess children's performance in all learning areas through daily observation and keep records in the assessment forms. Teachers develop learning portfolios for children to maintain the assessment forms and

children's work as evidence of their growth while letting parents understand children's overall development regularly. The school is required to make amendments to the assessment item of children's manipulation of designated teaching aids. It must adopt appropriate learning objectives and correlated assessment foci in response to children's development in Early Childhood Mathematics.

- 1.4 There are different interest corners which furnished with plentiful materials in the classrooms. The activities are designed in accordance with children's developmental needs and tie in with the themes in general. Teachers place the teaching aids in consonance with the learning progress. Checking clues are attached in some of the teaching aids to help children check the answers on their own after the activities, thus consolidating their learning. Children choose activities, such as language games, sensory exploration and teaching aids for fine motor skills, according to their preference, constructing knowledge as well as acquiring life skills through manipulation. Teachers invite children to bring their personal items to school to decorate the role-play corner together so as to arouse children's interest in corner activities. In the role-play corner, children put on sun hats and jointly build sand castles, dig up seashells, etc., joyfully, fostering their language and social development through peer interactions. Children are interested in drawing. They like to draw in the art corner and communicate with peers in the course of the activity. Teachers observe children's performance continuously while giving timely guidance and support to help children manipulate teaching aids in a step-by-step manner. In tandem, teachers read with children in the reading corner to arouse their interest in reading.
- 1.5 Teachers are kind and friendly. They give clear explanations and use pictures, videos and real objects to facilitate children's understanding of the learning content.

When carrying out music activities, teachers systematically guide children to grasp the rhythm, perform rhythmic movements and tap the musical instruments along the melodies. Children are engaged in the activities, showing musicality. Teachers provide physical materials that are in line with the learning objectives for children to carry out different physical games to foster their gross motor development. During thematic learning activities, teachers ask questions to facilitate their interaction with children. Nevertheless, teachers may ask open-ended or follow-up questions to further encourage children to express their ideas and feelings, thereby motivating them to think.

- 1.6 The school has a curriculum coordination and management mechanism in place. The management keeps abreast of the curriculum implementation through scrutinising documents, attending meetings and walking through classrooms. Teachers follow the joint-school lesson plans for teaching. They record children's learning performance every day and discuss the issues in joint-school curriculum meetings regularly to revise the teaching content of the next school year. Nonetheless, teachers continue to adopt the practice of using joint-school teaching plans for teaching which lacks flexibility. The management must lead teachers to adapt the curriculum in view of the school-based needs, as well as children's interests and abilities.

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

The school uses self-made picture books as teaching materials and designs real-life learning activities. The management is required to lead the team to draw on the experience of designing activities by connecting the picture books with different learning areas to review and revise the learning objectives and activities of Early Childhood Mathematics, with a view to strengthening the integration of the curriculum. The school is also advised to

adapt the joint-school curriculum based on the needs of the school's children and remove the difficult homework. Teachers may improve their teaching skills in asking questions and leading children to interact with one another, so as to enhance the effectiveness of learning and teaching.