

School No.: 133779

Focus Inspection Report (Translated Version)

First Assembly of God Primary School and Kindergarten

123, Argyle Street, Kowloon

23 May 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 chooses themes that are closely related to children's life experiences to plan an integrated curriculum, the content of which covers all learning areas. Together with a balanced daily schedule, children's holistic development is fostered. Teachers tie in with the themes to design different types of learning activities. For instance, stories and games are used to facilitate children's understanding of the learning content while project learning is carried out to let children further explore topics that they are interested in, hence extending children's curiosity and exploratory spirit. Teachers also utilise community resources wisely to organise visits or experiential activities to help children connect learning with everyday life. In addition to thematic learning, the school also holds various activities to enrich children's learning experiences, such as enabling children to be exposed to musical instruments, dances and gadgets from around the world through multicultural activities. This allows children get to know and learn to respect the cultures of the Motherland and other countries, while also nurturing their appreciation for traditional Chinese culture and art.
- 1.2 In this school year, the school plans to work in various aspects to strengthen the promotion of children's moral development. The school systematically incorporates moral elements into the existing school-based religious teaching materials. It helps children comprehend the relevant concepts through morning assemblies and thematic learning activities. Along with birthday parties, festival activities and community service, children are able to put into practice the positive values and attitudes such as cherishing everything, being grateful and willing to try. As observed, during morning assemblies, teachers lead children to pray wholeheartedly and sing the hymns devotedly to spread caring messages in a positive and harmonious atmosphere. In classes, teachers always acknowledge and praise

children's good performance and behaviour. Children get along with and extend a helping hand to one another, showing friendliness. Besides, the school designs parent-child booklets thoughtfully to encourage parents to assist children in completing simple learning tasks. It synergises parents' effort to nurture children's good character together.

- 1.3 The school has formulated a clear policy on the assessment of child learning experiences. The assessment items cover different areas and correlate with the learning content while the assessment criteria are specific and explicit. The school has followed up on the recommendations of the previous Quality Review to improve the arrangement of the summative assessment to accurately reflect children's learning and development. Teachers continuously observe and record children's performance. They make reference to the assessment information to provide individual support for children and adapt the curriculum content in a timely manner. However, some pieces of homework in Language and Early Childhood Mathematics are quite difficult for K3 children. The school is required to review and revise the relevant content to meet children's abilities and needs.
- 1.4 In order to increase children's activity space and foster their social development, the school has adjusted its daily schedule in recent years to set a uniform timeslot for the free choice activity sessions of same grade level. In this way, children can participate in the interest corner activities held in the classrooms of same grade level and communicate and interact with peers. Children take part in different activities according to their preference. For example, they go to the exploratory corner to identify which items can float on water or use various materials to create artwork in the art and craft corner. The teaching aids on the walls and desks designed by teachers are interesting and manipulative, enabling children to consolidate learning through play and manipulation as well as enhancing their fine motor skills.

Children follow the activity rules, willingly share toys with peers and complete teaching aids together. They tidy up the place after activities with concerted effort as well, demonstrating good social development and self-care abilities.

1.5 Teachers mostly employ real objects to aid thematic teaching and they ask questions frequently to strengthen classroom interaction. Children express their views or share the information that they have gathered eagerly, displaying self-confidence. Teachers explain and demonstrate clearly. Children carry out physical games according to the instructions and have the courage to try overcoming the new challenges that are gradually introduced by teachers. During music activities, teachers lead children to sing-along, play musical instruments and so forth. They are advised to improve the arrangement of activities and the use of resources to shorten the waiting time and increase opportunities for children to manipulate musical instruments. Teachers observe and join in children's free choice activities. English speaking teachers also take part in the games and chat with children, letting the latter use English in a relaxing context. In the conclusion sessions, apart from inviting children to introduce the interest corners that they have visited, teachers may also encourage children to share their findings and feelings in the games so as to help them consolidate the experiences gained.

1.6 The management leads teachers to plan and review the curriculum together. It grasps the implementation progress of the curriculum by walking through classes, attending meetings, among others. Teachers conduct collaborative lesson planning based on themes. They reflect on the teaching effectiveness aptly to follow up on children's performance and revise teaching arrangements. Building upon the existing foundation, it is recommended for the school to carry out focused lesson observations in light of its development and teachers' needs to facilitate teachers to exchange teaching strategies and refine teaching design, hence fostering the team's

professional competence.

2. Recommendations for Fostering Sustainable Development of School

The school strives to promote curriculum development and provide a diversified learning experience for children. To further elevate the quality of learning and teaching, the school must review and revise the difficult homework content of K3. It may also help teachers improve their teaching skills and boost children's learning effectiveness through the implementation of focused lesson observations.