

School No.: 325880

Focus Inspection Report (Translated Version)

Grace Methodist Church Kindergarten

2/F, Car Park Building, Tin Wang Court, Ma Chai Hang, Kowloon

21 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 Based on the teaching packages, the school devises the school-based curriculum, of which the content covers different learning areas. The daily schedule of the school encompasses active and quiet learning activities alternately. The school also arranges for children to carry out mixed-age physical activities in the morning. Teachers play lively music to create a joyful atmosphere. They let children freely take part in a variety of meticulously set up physical games in the lobby, helping children start the day and engage in learning with high spirits. The school arranges visits to the nearby supermarkets, parks and other facilities for children in accordance with the themes to enrich their learning experiences. The school also values children's spiritual and moral development. It designs corresponding learning activities which facilitate children to practise good behaviour such as being self-disciplined and responsible in daily life. However, some homework content for K3 in the second school term is relatively difficult, the school must review and remove the respective content so as to cater for children's developmental needs.
- 1.2 The school formulates the policy and content of the assessment of child learning experiences in light of the curriculum objectives. The assessment criteria are jointly mapped out by teachers who evaluate children's performance in each learning area objectively. Teachers conduct assessments through continuous observation while summarising children's development on a regular basis. Teachers keep observation records, children's work and other assessment information in the learning portfolios of children. They also invite parents to write appreciative and encouraging words as evidence of their children's growth. Through daily liaison and periodic face-to-face meetings, teachers assist parents in understanding the learning and developmental progress of their children so that parents can follow up on children's needs with the school collaboratively. In tandem, teachers analyse the assessment

information to serve as a reference to inform the curriculum planning.

- 1.3 The school environment is tidy, neat and spacious, with ample teaching facilities that conduce to teachers' implementation of diversified activities. A number of children's artworks and their school life photos are displayed around the campus, creating a harmonious and warm learning atmosphere. The set-up of the classrooms aligns with the themes. Plentiful art and craft materials are available for children to create at any time. During free choice activities, children choose to participate in different activities of their own accord. For instance, they construct a park scene using building blocks in the toy corner, or rub balloons and then observe the phenomenon of balloons attracting paper shreds in the exploratory corner, or mimic marine animals swimming in the ocean in the role-play corner. Children attentively engage and play with peers according to their game preferences, showing good social development. They have established an activity routine. They are able to keep records of their participation in the corner activities and take the initiative to tidy up things and clean up tables, demonstrating good self-care abilities.
- 1.4 Teachers are friendly and caring. They often praise and encourage children. They are good at using voices and tones to draw children's attention while also patiently listening to children's sharing. Teachers incorporate the learning elements of understanding Chinese culture into the physical and music activities. For example, on the eve of the Dragon Boat Festival, children are asked to walk briskly by simulating the way a dragon boat moves forward, promoting gross motor development. At the same time, children listen to music played by gongs and drums to experience the festive and jubilant ambience. Teachers may still let children express their emotions and accumulate music-learning experiences through carefully feeling and exploring the melodies and rhythms. Teachers observe and accompany children to play while intervening and assisting them at an opportune time. In

response to children's findings, it is suggested that teachers guide children in sharing and making focused conclusion to facilitate children to extend or consolidate what they have learnt.

- 1.5 The school has formed curriculum task groups, of which the management leads teachers in developing the curriculum plan according to the previous review information. The management keeps abreast of the implementation of the curriculum and aptly offers advice and support by walking through classrooms, scrutinising documents and conducting collaborative teaching. During meetings, teachers share their teaching experiences with one another and discuss the strategies for the environmental set-up in order to put forward the curriculum together. They reflect regularly and are able to propose suggestions for improvement and ways of activity refinement. Teachers are recommended to take into account the learning goals to review the teaching effectiveness, thus informing learning and teaching to a further extent.

2. Recommendations for Fostering Sustainable Development of School

The management adopts a pragmatic attitude in steering teachers to promote the school's development. It is advised to help teachers enrich the music elements in the music activities and evaluate the effectiveness of activities in light of the learning goals, hence improving the learning and teaching. Besides, the school is required to remove the relatively difficult homework for K3 in the second school term with a view to accommodating children's developmental needs.