

**School No.: 538132**

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

## **Gracefield East Kowloon Christian Kindergarten**

**G/F, Cheong Sin House, Upper Wong Tai Sin Estate, Kowloon**

**23 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 makes reference to the curriculum outline of the organisation to design its learning content. The curriculum covers various learning areas and takes into account the cultivation of attitudes as well as acquisition of knowledge and skills in children. The school's daily schedule arrangement alternates between active and quiet activities. Children have sufficient time every day to carry out music, physical, free choice activities and so forth. Teachers also plan mixed-age play time slots to provide more opportunities for children of different grade levels to interact with each other, thus fostering their balanced development.
- 1.2 The school has regarded strengthening moral education as its major concern in recent years. In view of children's developmental characteristics, the school has set foci of moral education for each grade level and incorporated them into daily teaching in a systematic manner. Through picture book stories and religious activities that are related to the themes, morning assembly sharing as well as award schemes, teachers instil values and attitudes, such as benevolence and kindness, in children. Relevant scenario settings are shown on campus to promote the messages like mutual understanding and accommodation. Teachers decorate the chatting corners with a blessing tree. Children are encouraged to note down things to be grateful for using simple drawings or words, and then tie them onto the tree. They also make greeting cards to express their gratitude to family and friends, spreading positive thinking. Children enjoy learning and playing with their peers. They collaborate with one another and show a sense of basic social etiquette, maintaining a harmonious relationship.
- 1.3 Teachers devise explicit and appropriate assessment criteria based on the learning objectives. They record children's learning performance through continuous observation. At the end of a school term, teachers analyse and comment on

children's progress in various learning areas and also write down motivational phrases to support children. Teachers keep parents informed of children's growth and development during face-to-face meetings and keep a log of the relevant recommendations properly to facilitate follow-up on children's situation. The school consolidates and makes use of child assessment information to inform curriculum planning. Since the last Quality Review, the school has cancelled the dictation activities for K3 children. That said, there is still some difficult homework content of Language and Early Childhood Mathematics learning areas in the second school term for K3, which must be rectified in order to meet children's developmental needs.

- 1.4 Teachers establish a learning environment for children that connects to their daily life experiences and is filled with exploratory elements. For instance, teachers create an interest corner for water inquiry, in which children understand everyday knowledge by means of hands-on tasks like making soap bubbles, observing the floating and sinking of items in water, etc. Teachers set up a restaurant in the imaginative play corner where children discuss with peers the food combinations in menus according to the illustrations of the food pyramid, thereby enhancing their awareness of a balanced nutrition. During review sessions, teachers invite children to review their practice against the corner activity plan. Children also share their participation and feelings at the interest corners to consolidate their learning experiences.
- 1.5 Teachers are conscientious in teaching and are well-prepared. They make good use of pictures, real objects and sound effects to assist children in grasping the learning content. Stories and real-life scenarios are also utilised to get children immersed themselves into the characters and guide them to think about how to practise good behaviour. Teachers strengthen children's verbal expression abilities by interacting

with them during lessons and recognise their efforts and performance with timely and concrete praise. During physical activities, teachers change the ways of placing the physical equipment in a nimble manner to increase the flexibility and levels of complexity of the activities, which is effective in catering for children's different interests and abilities. Children are engaged in a variety of learning activities. They love reading and discussing with their peers in the reading corners or use many kinds of art materials for creation. Besides, children are active in trying challenging physical activities, showing their capabilities in both active and quiet activities. In the music activities, children use their imagination to roleplay as astronauts or small animals and perform the songs by singing and rhythmic movement, having great fun in it. Children are led by teachers to pray attentively or sing hymns sincerely during morning assemblies and before leaving school. The harmonious atmosphere facilitates children to stay calm. Children always keep the classrooms clean and take things and put them back orderly, which demonstrate their good self-care abilities.

- 1.6 Teachers reflect on the arrangement of activities and the use of teaching strategies weekly based on children's learning performance, and record the suggestions for improvements in detail. The management learns about the teaching progress through curriculum meetings, classroom walkthroughs and lesson observations. It also reviews the appropriateness of the learning content with teachers collaboratively at the beginning and upon completion of a theme. Together they propose plans for adjustment to enhance the quality of learning and teaching unceasingly.

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

The school team adheres to the school mission and strives to help children develop good virtues and cultivate an exploratory spirit. However, the school is required to revise the

difficult homework content of K3 in the second school term so as to meet the abilities and developmental needs of children.