

School No.: 324850

Focus Inspection Report (Translated Version)

**Ho Yan Kindergarten
(Sponsored by Sik Sik Yuen)**

Units 21-40, G/F, Lei Tim House, Ap Lei Chau Estate, Hong Kong

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**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 With reference to the teaching packages, the school selects learning themes that are relevant to children's life experiences to design an integrated curriculum. The curriculum content encompasses the cultivation of attitudes as well as the acquisition of skills and knowledge. Children have opportunities to participate in music, physical, art and free choice activities every day for a balanced daily schedule. The school strengthened its promotion of Chinese culture in last school year. It introduced a learning week of traditional art in each school term to nurture children's appreciation of Chinese art and culture by experiencing Chinese opera, playing Chinese musical instruments and trying to make craftworks that are rich in Chinese characteristics. The plan has begun to deliver results and continues to be implemented in this school year. However, the school has not specified the learning objectives and content of the themes in the curriculum outline of each grade level and it lacks a thorough overall planning. The school is advised to sum up and consolidate its experiences to inform curriculum planning and improve the organisation and design of the curriculum. Besides, the school has arranged K2 and K3 children to read aloud a Chinese classic *Di Zi Gui*. However, the selected readings for the read aloud scheme are lengthy and some children do not fully understand the content of the text. The school must put an end to the excessive recitation to avoid imposing unnecessary pressure on children, remove pieces of K3 language homework that are rather difficult and reduce the amount of repeated number copying. It could design and provide interesting simple learning tasks, hence adopting methods which meet children's development to consolidate their learning.
- 1.2 According to the curriculum objectives, the school sets assessment items that are clear in content and specific in criteria. Teachers observe children's performance

continuously and develop learning portfolios for children to systematically maintain assessment forms and children's works while recording the development of children clearly in writing and reporting to parents regularly. The school also invites parents to share the performance of their child at home so that it can get a grasp of children's growth from different perspectives. Teachers collate the assessment information so as to adapt the learning strategies and support the individual needs of children.

1.3 The campus is clean and tidy. The school makes good use of the premises to display children's works such as fans with Chinese characteristics, rattle drums inspired by finger paintings and New Year craftworks. It helps children develop an interest in traditional culture, and at the same time facilitates their mutual appreciation and observation. Lego walls and construction zones are set up in the school premises. Children like to construct the blocks together and they get along well. Teachers decorate classrooms based on the learning themes and there are role-play corners in some of the classrooms. Teachers lead children to simulate having Chinese tea and dumplings to learn about Chinese food culture and children are engaged in the activities. The materials in the interest corners are sufficient in general and are placed neatly for easy access. Teaching aids are manipulative but the activities in the exploratory corners are quite monotonous. The design of the learning corners on the walls is not attractive as well, and it is observed that only a handful of children came around to these corners. It is necessary for the school to improve the design of interest corners in classrooms, and enhance the fun, exploratory elements and levels of complexity of the activities so that children can learn joyfully by playing games that are in line with their interests and learning experiences.

1.4 Teachers are conscientious in preparing teaching. They use pictures, real objects, etc., to facilitate teaching and increase children's participation through questions and group interaction. Teachers care for children. They often join in children's play

and give encouragement and compliments to children. During physical activities, teachers change the materials in an orderly manner to raise the levels of complexity and cater for children's diverse abilities. Children are all willing to make attempts. Under teachers' guidance, children gradually grasp the skills of gross motor control, showing good body coordination. Furthermore, teachers arrange music games in consonance with themes. Children feel the rhythms through melodies and enjoy the fun of music activities. In the daily review sessions, teachers ask children to share the process of and their feelings towards the activities. Children respond in simple terms and listen attentively to their peers' sharing. Teachers may explore strategies for effective feedback through professional exchange, including ways of using the information gained from observing children's games to guide children to revisit their findings, so as to promote the effectiveness of learning through play.

1.5 The school has a clear management mechanism. Members of the curriculum core group jointly plan the curriculum and learning activities while the management monitors the curriculum implementation and gives timely feedback by attending meetings, scrutinising documents and walking through classrooms. Teachers have built a habit of conducting reflection. They review the teaching effectiveness against the design of learning activities and performance of children, and make suggestions for improvement. The management could lead teachers to refer to children's performance to examine the design of corner activities with a view to enhancing the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school is required to review the curriculum planning and K3 homework as well as revising the arrangement of using Chinese classics as teaching materials in order to meet children's developmental needs. The school must also improve the design of corner

activities, enhance teachers' skills in utilising play-based strategies and guide teachers to make good use of the review sessions to extend children's learning experiences, thereby promoting children's learning effectiveness.