

School No.: 516627

Focus Inspection Report (Translated Version)

Kowloon City Baptist Church Ka Fuk Kindergarten

G/F., Ka Yiu House, Ka Shing Court, Fanling, New Territories

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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 The school makes reference to the curriculum outline of the organisation and devises its integrated curriculum using themes. The curriculum content covers all six learning areas which helps cultivate children's values and attitudes as well as facilitating their acquisition of skills and knowledge. Teachers organise daily life exploratory and experiential activities, visits and so forth based on the teaching themes, enabling children to connect learning with life through first-hand experiences. The school has followed up on the recommendations of the previous Quality Review to increase the time for children to participate in free choice activities every day. Yet, it is necessary for the school to improve the daily schedule of the whole-day classes to ensure that children have adequate opportunities to take part in music and physical activities. In recent years, the school has put effort into reducing the amount of copying in homework. It is still required to review and revise the excessively difficult homework content of Language and Early Childhood Mathematics for K3, and cancel the arrangement of asking K1 children to write along dotted lines so as to meet children's abilities and developmental needs.
- 1.2 The school has regarded strengthening the elements of play in the curriculum as its development focus in recent years. Teachers apply what they have gained from training to teaching and corner design. During thematic teaching, teachers invite children to role-play or use building blocks as teaching aids to stimulate children's creativity, which is effective in boosting children's motivation in learning. Teachers also design manipulative and interesting corner activities to attract children to explore. Besides, play day is held on Fridays to let children of different grade levels engage in music activities and constructive games together, thereby enhancing children's problem-solving and social skills. On the other hand, the school attaches importance to children's moral development. It systematically maps out the focuses

of moral development for children at each grade level. During thematic learning and morning assemblies, children understand characters such as love and faithfulness through stories. In tandem, the school employs award schemes and parent-child tasks to encourage children to put the acquired knowledge into practice, hence helping children develop good attitudes and behaviours.

- 1.3 The school has established a mechanism for the assessment of child learning experiences. The teaching team sets specific assessment items and criteria according to the curriculum content and teaching objectives. Teachers understand children's learning performance through continuous observation, evaluation and record-keeping. The school develops learning portfolios for children to maintain thematic assessments, observation records, parents' feedback and other information in order to comprehend children's development from multiple perspectives and as evidence of their growth.
- 1.4 The school makes good use of the walls and corridors to display children's artwork for mutual appreciation among children and to acknowledge their creative ideas. Teachers decorate the interest corners in the classrooms in accordance with the themes, such as setting up scenes of the bathroom and living room, so that children can extend what they have learnt from thematic learning through simulation games of bathing and house cleaning. Children also love to manipulate various fine motor teaching aids, showing good eye-hand co-ordination. In the exploratory corners, children compare the weight of items by using a beam balance or observe the water absorption characteristics of plants, developing curiosity towards the surroundings through exploration.
- 1.5 The teaching team is conscientious in teaching. Team members meticulously prepare or make teaching aids, such as straw hats, protective sleeves, rain boots and so forth, enabling children to understand the relation between farm outfits and

farmers' working needs through trying on farm clothing. Teachers listen to children's opinions patiently. Some teachers ask questions to inspire children to think deeper and assist them in expressing their thoughts. Teachers design activities that consist of different music elements. They lead children to sing and play rhythmic movement games while accepting children's suggestions of accompanying songs with musical instruments. Children enjoy the fun of music activities. During physical activities, teachers guide children in adopting the correct posture for grasping physical skills and let children choose physical equipment to create their own games. In the conclusion sessions, teachers and children revisit the thematic content and the nursery rhymes learnt. Teachers may invite children to share their own experiences in play more often to help children organise learning experiences.

1.6 The curriculum management mechanism of the school operates smoothly. The management leads teachers to prepare lessons collaboratively and provides guidance on activity content and design. Through scrutinising curriculum documents and conducting classroom walkthroughs, the management monitors the implementation of curriculum effectively. Teachers refer to the curriculum outline to prepare teaching plans. The steps and learning objectives of the activities are clear. The teaching team reviews the curriculum on a regular basis. They make suggestions for refining teaching strategies, and utilise the review findings to inform curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school has strived to increase the elements of play in teaching activities in recent years, boosting children's motivation in learning effectively. In order to enhance the effectiveness of learning and teaching continuously, the management is required to revise the daily schedule of the whole-day classes and remove the inappropriate homework

content of K3 and K1. In addition, teachers are advised to encourage children to share their experiences in play during the conclusion sessions, with a view to helping children consolidate learning experiences.