

Focus Inspection Report (Translated Version)

Kin Sang Baptist Church Bradbury Pre-School

G/F., Tai Sang House, Kin Sang Estate, Tuen Mun, 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 plans its curriculum with reference to the teaching packages. It uses themes to connect the six learning areas through an integrated approach. The curriculum takes into account the cultivation of attitudes as well as the acquisition of skills and knowledge in children. In order to broaden children's learning horizons, teachers make good use of community resources to organise theme-related extended activities. For example, children are arranged to visit post office and Light Rail station and make pizza in a restaurant, which deepens their understanding of the learning content through first-hand experiences. The school provides whole-class, small groups and individual modes of learning activities while there is sufficient time for children to take part in physical, art and free choice activities. Yet, the school is required to revise the daily schedule to let children engage in music activities every day for fostering their all-round development.
- 1.2 The school understands children's learning and development by continuous observation. It formulates clear assessment criteria to assist the teaching team to evaluate children objectively. Teachers record the learning progress of children in each learning area with the thematic assessment forms and summarise their stages of development in each school term. The school has pragmatically followed up on the recommendations of the previous Quality Review to improve the assessment mechanism by cancelling the arrangement of presenting children's learning performance in the form of subjects. The school informs parents of their child's learning on a regular basis and gives them proper suggestions so as to facilitate their growth with concerted efforts. Regarding homework, some learning content of Early Childhood Mathematics learning area for K3 children is too difficult. The school must review and revise such content to meet the abilities and developmental needs of children.

- 1.3 Teachers display colourful artworks of children in the classrooms and along the corridors for their mutual appreciation and learning. The interest corners in the classrooms are set up in accordance with themes. Teachers decorate the role-play corners meticulously and furnish them with diversified teaching aids such as a variety of toy Chinese food and steamers for children to manipulate. Children imitate drinking tea and eating dim sum in a Chinese restaurant or acting as waiters pushing the dim sum carts to deliver the cuisine to customers, during which they have great fun and experience the Chinese food culture. In a simulated party, children greet one another and send gifts to their peers. They taste the cake and celebrate birthday together, thus unleashing their imagination through play. There are plentiful resources in the art and craft corners where children select materials freely to conduct creation. Their artworks are creative. A number of picture books are exhibited in the reading corners. Teachers may make recommendations more often or read with children to further cultivate children's interest in reading.
- 1.4 Teachers use real objects and pictures to assist teaching. They also devise interesting simple learning tasks to facilitate children's learning. For instance, they nurture children's sense of responsibility by letting children put away toys and clean the items in classrooms on their own. Through role-playing games, children learn to identify food groups from observation. Nevertheless, during thematic and art activity sessions, some teachers employ electronic screens to show the teaching materials and demonstrate steps. Teachers are advised to make adaptations and utilise more real objects for teaching such that children can learn from authentic contexts. Teachers leverage various physical equipment flexibly to design tossing, running and jumping games to foster the development of children's gross motor skills. During free choice activities, teachers always observe and join in children's games. In review sessions, they make use of the activity log sheets to revisit with

children the corner activities that they have participated in. Teachers are suggested to encourage children more to share their experiences and feelings so as to help them organise and consolidate their learning.

- 1.5 A sound curriculum management is in place in the school. The management monitors the curriculum implementation through attending meetings, scrutinising documents and conducting routine classroom walkthroughs. In this school year, the management leads teachers of each grade level to conduct lesson preparation meetings and discuss thematic outlines, assessment items and so forth together. It offers suggestions to teachers on enhancing teaching as well. Teachers make weekly reflections and put forward concrete improvement recommendations based on the difficulties in teaching. Upon completion of a theme, teachers systematically review the effectiveness against the learning objectives, teaching strategies, teaching aid design and other aspects, which is conducive to informing the curriculum.

2. Recommendations for Fostering Sustainable Development of School

The school has a well-developed curriculum management mechanism. The teaching team evaluates the efficacy of learning and teaching continuously, which is favourable for fostering curriculum development. However, the school is required to revise the arrangements of the daily schedule to let children participate in music activities every day. It must also remove the difficult homework content of K3 in the learning areas of Early Childhood Mathematics. In addition, teachers may make good use of the review sessions to encourage children to share more about their experiences and feelings in play, hence helping them consolidate what they have learnt.