

Focus Inspection Report (Translated Version)

Lok Sin Tong Tang Tak Lim Kindergarten

**Kindergarten No. 2, 1/F, Ancillary Facilities Block, Fu Tai Estate,
Tuen Mun, New Territories**

30 May 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 With reference to the *Kindergarten Education Curriculum Guide*, the school uses themes to organise a curriculum that covers all learning areas. It also selects suitable books as teaching materials to cultivate children's attitudes and acquisition of knowledge and skills. The school attaches importance to national education. Through a variety of activities such as experiencing traditional martial arts, creating ink paintings, reading books related to traditional Chinese festivals and so forth, children gain a basic understanding and appreciation of Chinese culture. The school arranges for children to sing the national anthem on a weekly basis and participate in the national flag raising ceremony on important days and special occasions to enhance their sense of national identity. Children have sufficient opportunities to engage in physical, music, art and free choice activities every day, leading to a balanced daily schedule. However, some pieces of Language and Early Childhood Mathematics homework for K3 are too difficult and the content therein is also inappropriate. The school must review and remove the relevant content in order to accommodate children's development and needs.
- 1.2 The school has established a mechanism for child assessment. The management and teachers make reference to the performance of children and keep pace with the curriculum content to devise assessment items and criteria. Teachers adopt continuous observation to assess children's learning and record their development, as evidence of their growth. Teachers collate and use child assessment information to adjust the teaching activities, which also serves as reference to examine and inform the curriculum.
- 1.3 The school has a spacious, clean and comfortable campus. It makes prudent use of corridors and classrooms to display children's works. The works are full of children's joy, attracting children to appreciate one another. Teachers put much

effort into setting up the interest corners and furnish the corners with different toys and materials. For instance, the chatting corners are decorated in soft tone colours, embellishing with puppets and cushion mats for children to relax themselves and chat with peers. The reading corners are comfortable in design with a wide range of books to stimulate children's interest in reading. The school provides physical facilities and various physical play items in the outdoor physical play venue for children to use during the physical activities. The school is required to pay attention to insufficient activity space for children to conduct indoor physical play. Meanwhile, the activities are rather quiet and have inadequate amount of exercise. Teachers must optimise the use of indoor physical play venue and equipment planning, such that children can have enough activity space and proper physical facilities to develop a healthy physique. Teachers are also required to engage children in stretching and relaxation exercises after the activities, thereby increasing the effectiveness of physical activities.

1.4 Teachers are conscientious in teaching. They use real objects, pictures, videos, etc., to facilitate teaching and arouse children's learning interest. Teachers explain clearly in lessons and children listen to them attentively. Teachers speak softly and care about children. Meanwhile, teachers always praise children to reinforce their positive behaviour and use body language and visual cues to cater for children's individual learning needs effectively. Teachers observe children during games. Some of the teachers make good use of questions, guiding children to express their ideas.

1.5 Children love to go to school. They comply with rules, show courtesy and are focused on learning. They take the initiative to share their life experiences and views with teachers. Children possess good social development as they are willing to cooperate and play with peers during the activities, while caring for and helping

one another. They are able to tidy up toys and put their personal belongings properly by themselves, demonstrating good self-care abilities.

- 1.6 The school has established a curriculum management mechanism. The management guides teachers to formulate the curriculum outline for each grade level together. It also monitors the implementation of curriculum by scrutinising teaching documents, conducting classroom walkthroughs and attending meetings. It supports teachers in a timely manner. Teachers of each grade level conduct collaborative lesson planning before starting a theme. They reflect on teaching regularly for reviewing the teaching effectiveness to inform the curriculum. Building on the existing foundation, the school is advised to arrange peer experience sharing sessions and professional development activities in light of teachers' teaching needs to further enhance the professional competence of the team and the effectiveness of teaching.

2. Recommendations for Fostering Sustainable Development of School

The management leads teachers to promote the curriculum development of the school progressively. However, it must remove the inappropriate homework of K3 in a bid to meet the developmental needs of children at kindergarten stage. Meanwhile, the school is required to improve the planning and arrangement of indoor physical activities, ensuring that they have sufficient space and proper physical items for children to engage in activities which foster their gross motor development.