

**School No.: 155705**

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

**Lick Hang Kindergarten**

**3 Nam Pin Wai, Mui Wo, Lantau Island, N.T.**

**25 January 2024**

**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 and according to children's life experiences and learning needs, the school constructs an integrated curriculum with themes and designs learning activities using theme-related storybooks. The curriculum content covers all learning areas, taking account of the cultivation of children's positive values and attitudes as well as their acquisition of skills and knowledge. The school attaches importance to national education. It organises a team of children flag guards, holds the national flag raising ceremony on important days and special occasions, and conducts national anthem singing weekly. In this way, children can develop the warranted etiquette and attitude while building a sense of belonging towards the country. Teachers design class activities and parent-child activities relating to traditional Chinese art and culture to enable children to gain a basic understanding and experience of Chinese culture.
- 1.2 The school strives to support non-Chinese speaking (NCS) children to learn Chinese. It recruits additional teaching assistants and helps teachers implement relevant strategies. The teaching team prepares and adapts teaching materials for NCS children while arranging group activities for strengthening their Chinese learning. The school utilises the community environment to hold diversified off-campus activities, such as historic monument visits, guided eco-tours and farm experiences, to let children explore the community and nature. Children are given sufficient opportunities to participate in music, physical, art and free choice activities every day in a balanced daily schedule. However, some pieces of K3 homework are too difficult. The school must review and remove such homework to meet children's abilities and learning needs.
- 1.3 The school has a policy on the assessment of child learning experiences. It creates learning portfolios for children to systematically retain thematic assessments, activity

records, school term assessments and other information. Teachers formulate assessment items in alignment with the learning objectives. They evaluate the performance of children through continuous observation and meet with parents regularly to report children's learning and give advice on how to facilitate children's further development.

1.4 The school sets up the campus environment thoughtfully. It establishes an outdoor farm garden for children to learn to grow vegetables, observe their growth and enjoy the fun of harvesting. Classrooms are comfortably furnished and plentiful books are available in the reading corners. There is a book crossing station at the entrance of the school premises. Through reading schemes, book lending programme and daily learning activities, the school develops a reading habit in children. Teachers design different learning corners in the classrooms based on themes. As observed, children put effort into cleaning the family corner, pretending to perform a year-end clean-up. They also simulated paying a New Year call with New Year gifts, assorted snack box and tea ware, sending blessings to one another. Children manipulated teaching aids to learn about spring couplets. Furthermore, they selected different materials to jointly decorate a dragon head. Children manipulated ink brushes and played spinning tops together, experiencing the traditional culture. Children were engaged in various activities amidst a joyful learning atmosphere.

1.5 Teachers are conscientious in teaching. They prepare learning activities meticulously, speak articulately and are good at using real objects to encourage children's exploration. Classroom routines are thoroughly enforced so that learning activities can be carried out smoothly. Teachers create an authentic language environment to support NCS children in learning Chinese. NCS children are mostly able to understand teachers' instructions and explanation in Cantonese. They respond in simple Cantonese as well. During free choice activities, teachers

observe and join in children's games while giving timely guidance and assistance. The management is recommended to arrange review sessions for children to share their learning experiences. Besides, teachers may guide children to think deeper to extend their learning. Regarding physical activities, teachers let children perform movements like rolling, sprinting and jumping to foster their body coordination and gross motor development. Yet, the waiting time for some activities is rather long, which results in an inadequate amount of exercise for children. The school is advised to review and improve the relevant arrangements.

- 1.6 A mechanism for curriculum management and monitoring is in place in the school. Through attending meetings, scrutinising curriculum documents and observing lessons, the management keeps track of the curriculum implementation and gives guidance and advice to teachers. Teachers conduct collaborative lesson planning, devise curriculum outline and design teaching activities that tie in with the learning themes. They also examine the teaching effectiveness in view of children's performance to inform the curriculum.

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

The school makes good use of the community and campus environment to design learning activities that suit children's life experiences and abilities so as to foster the all-round development of children. The management is required to lead teachers to review and remove the too difficult homework to meet children's learning needs. The arrangements of physical activities should also be improved to increase the amount of exercise for children. The management could arrange play review sessions for children to share their learning experiences while teachers are advised to guide children to think deeper and extend their learning.