

School No.: 516929

Focus Inspection Report (Translated Version)

Mong Kok Agnes English Kindergarten

G/F., 1/F., & 2/F., 5 Argyle Street, Mong Kok, Kowloon

30 November 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 The school devises its curriculum outline with reference to the teaching packages and designs an integrated curriculum using real-life themes. The curriculum content connects all learning areas, helping children cultivate positive values and attitudes as well as acquiring skills and knowledge. In view of children's needs, the school arranges different types of visits and experiential activities based on themes to enrich children's learning experiences and broaden their horizons. Children are given adequate time to participate in music, physical, art and free choice activities every day to foster their comprehensive and balanced development.
- 1.2 The school formulates the policy on the assessment of child learning experiences according to the curriculum objectives. Teachers maintain the thematic assessments and children's artworks in the learning portfolios which serve as evidence of children's growth. In tandem, teachers conduct summative assessments and inform parents of their children's development on a regular basis. Yet, the school is required to review and revise similar assessment items in the summative assessments of K1 and K2 so as to reflect children's learning progress accurately. Moreover, it should consolidate and analyse the assessment information of children in all grade levels to inform the curriculum design.
- 1.3 The school environment is spacious, clean and neat. Teachers plan the activity venues meticulously for children to have ample space to carry out an array of learning activities. Teachers also decorate the campus wisely with children's works so that children can appreciate and learn from one another. Teachers design theme-related corner activities for children to choose from and play during free choice activity sessions, hence extending children's learning. As observed, teaching aids are designed with manipulative functions. Children loved to construct railways with peers and draw their family members. They got along well, showing good social

development. Children touched different materials on the walls, such as bubble wrap and chenille stems, and compared the textures to try to learn about the features of things around them through senses. However, teachers are advised to improve the design of some teaching aids to increase the ways of play so as to get children more engaged in the games and unleash their creativity and imagination. Teachers develop children's coordination of limb movements through interesting physical play. For instance, children simulated transporting fruits to the destinations by holding a basket and striding over paper bricks.

- 1.4 Teachers are kind and friendly. They take care of children patiently and have a harmonious relationship with children. Teachers often observe children's performance in the activities. They intervene and render assistance as needed while praising children's good behaviour in a timely manner to help children build the routine. Teachers conscientiously prepare real objects and pictures to facilitate teaching activities as well as inspiring children's thinking through questions. They cultivate children's curiosity and enhance their interest in learning. It is observed that children took part in simple experiments enthusiastically. They identified scents with their sense of smell and observed carefully the changes when lemon juice was mixed with baking soda, displaying a serious attitude towards active exploration. Teachers may guide children to review their activities, summarise the experiences gained and share their feelings, hence consolidating their learning. In addition, teachers are advised to interact with non-Chinese speaking (NCS) children in Chinese more often to gradually increase their motivation to communicate in Chinese and assist them in developing the skills thereof. Children love going to school. They respond to teachers' questions and express their views eagerly. Children are lively, energetic and polite. During activities, they are willing to play and cooperate with their peers, thus enjoying the fun of social life.

1.5 The curriculum management mechanism of the school is running smoothly. The management leads teachers to discuss the arrangements of teaching activities. Through conducting classroom walkthroughs and scrutinising documents, the management understands the actual situation of daily teaching and curriculum implementation and gives timely guidance to improve teachers' teaching skills. Teachers reflect on the teaching arrangements and are able to comment on children's learning performance in general. In order to enhance the effectiveness of curriculum review, the management is advised to guide teachers to conduct evaluation from multiple perspectives including the design of teaching materials and teaching strategies, and make specific suggestions for improvement with a view to informing the planning and implementation of the curriculum.

2. Recommendations for Fostering Sustainable Development of School

Diversified activities both inside and outside the school are arranged for children to enrich their learning experiences. The school is required to revise the items of the summative assessments of K1 and K2 to accurately reflect children's learning progress at each stage while consolidating and analysing the child assessment information to inform the curriculum. The management may lead teachers to conduct teaching reflection from multiple perspectives to enhance the effectiveness of learning and teaching in an ongoing manner.