

School No.: 530735

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

**Pentecostal Church of Hong Kong  
Leung Sing Tak Anglo-Chinese Kindergarten**

**4/F., Podium Wings A & B & C, Sheung Ming House (Block 9),  
Sheung Tak Estate, Tseung Kwan O, New Territories**

**12 March 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**

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

## **1. School Performance**

- 1.1 The school draws up its curriculum outline with reference to the teaching packages. It selects themes that tie in with children's interests and life experiences and employs diversified teaching activities and visits to guide children to learn about their surroundings through first-hand experiences, exploration and sharing, deepening their understanding of the themes. The school curriculum covers different learning areas, facilitating children's cultivation of positive values and attitudes as well as their development of skills and construction of knowledge. The daily schedule of the school is properly planned that children are given sufficient time to participate in music, physical, art and free choice activities every day to foster their balanced development. However, the school should review the homework content and schedule of each grade level and remove the inappropriate part to meet children's abilities and learning needs.
- 1.2 Teachers devise assessment items that correspond to the teaching objectives. According to the assessment criteria set, teachers adopt continuous observation and documentation to assess the learning and development of children in an objective manner. In this school year, teachers comment on children's participation in activities in writing and analyse their artworks and keep all the information in learning portfolios so that parents can get a grasp of children's performance more comprehensively and specifically. Teachers consolidate and analyse the assessment data to understand the learning needs of children individually and as a whole, thereby formulating follow-up strategies to support children's growth.
- 1.3 Teachers put much effort into creating the learning environment and interest corners to enhance the effectiveness of learning through play for children effectively. Teachers set up an exploratory zone in the lobby and place materials of different textures there for children to understand the characteristics of the materials through

observation, touch and manipulation, hence fostering their sensory development. Children use popsicle sticks, rubber bands and spoons to make a launcher and launch small pompons to the target, showing their curiosity and creativity. Teachers prepare magnetic cars and rods for children to have car races with their peers and enjoy the excitement of competition as well as learning more about magnetic force. In addition, theme-related, spacious and material-rich role-play corners are set up in the classrooms. Children simulate attending a birthday party, separate and recycle eco-friendly materials, and act as the staff and customers of a stationery store to engage in buying and selling games. Children communicate with one another according to their roles to develop their language and social skills while consolidating and extending thematic learning. Teachers design original teaching aids and combine the elements of different learning areas in a meaningful way to facilitate children's development in cognition, fine motor skills, aesthetics and other aspects. The reading corners are furnished with suitable reading materials, sofas and rag dolls to create a cosy reading atmosphere. Teachers may employ appropriate strategies to encourage children to read more with a view to building children's reading interest and habits.

- 1.4 Teachers plan fun-filled and interactive class activities to provide ample opportunities for children to participate in games and express their views, thus enhancing the learning effectiveness. Teachers are kind, amiable and patient. They cater for learner diversity and have a good relationship with children. Teachers join children's free choice activities and make interventions as necessary to inspire children to seek knowledge proactively and unceasingly. After the activities, teachers lead children to sum up their learning experiences. Teachers invite children to share what they have gained and how they feel while motivating children to make more attempts and have the courage to challenge themselves. In

music activities, teachers apply what they have learnt from training to reduce verbal cues and make good use of facial expressions and gestures to guide children to sing, perform rhythmic movements to the beat and tap musical instruments. Children take part in the activities eagerly, resulting in a relaxing and joyful learning atmosphere. During physical activities, children work together to transfer balls with plastic bars. They also immerse themselves in activities like walking on a balance beam, crossing hurdles and walking on stilts to train their body control and agility. Children enjoy their school life and are willing to learn. They enthusiastically respond to teachers' questions with clear expression. Children respect teachers, get along well with their peers and take good care of public properties, showing good affective and social development.

- 1.5 The school has established a mechanism of curriculum coordination, monitoring and evaluation. The management leads teachers to plan learning activities, set-up of interest corners and design of teaching aids concerning the themes, and refine the teaching plans continuously. The management scrutinises documents, conducts classroom walkthroughs and attends meetings to follow up on the curriculum implementation. It also gives timely feedback to teachers to guide and support them. Teachers conduct individual and collective reflection to review the teaching skills, classroom management, children's performance, etc., and make suggestions for improvement to enhance the effectiveness of learning and teaching. The school is advised to follow its pace of development to arrange peer lesson observation and set foci of lesson observation to facilitate the observation and experience sharing among teachers. In this way, teachers can help and encourage one another and their teaching skills can further be improved to promote the sustainable development of the school-based curriculum.

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

The school has a balanced and comprehensive curriculum and daily schedule but is required to review the homework design of each grade level based on the abilities and needs of children. It is also advised to arrange peer lesson observation according to its pace of development to foster the professional growth of teachers.