

School No.: 231690

Focus Inspection Report (Translated Version)

Parkview Rhine Garden Pre-School

**First Floor, Tower 1, Rhine Garden, Sham Tseng, Tsuen Wan,
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 organises its curriculum by themes which covers various learning areas.

The learning activities are designed in accordance with children's development and life experiences, accommodating the cultivation of children's attitudes and acquisition of knowledge and skills. The school promotes reading by holding a reading day every month to carry out activities such as reading, storytelling and roleplaying. It also lets children bring their favourite books to school for sharing with peers as well as encouraging children to exchange books with one another. All these facilitate children to develop reading habits and interests. However, the school fails to arrange music and physical activities for children every day and their opportunities for taking part in free choice activities are also rather inadequate. The school is required to review and revise such arrangements so that children could have a balanced daily schedule. Regarding homework, K1 children are asked to write English alphabets along the dotted lines, whereas K2 and K3 children have heavy homework load. Some pieces of homework for K3 are difficult. The school must cancel the practice of requiring K1 children to write with a pencil. It must also review and remove the inappropriate homework and learning content with a view to meeting children's developmental and learning needs.

1.2 Teachers assess children through continuous observation and compile phased descriptors to depict children's development every school term. The school creates learning portfolios for children to maintain observation records, assessment forms, children's works and other information in a systematic manner, as evidence of children's growth. However, all the three grade levels share the same thematic assessment items, and that they are too general. Hence, children's performance cannot be assessed against the objectives of thematic learning. It is also unfavourable for following up on children's learning and informing curriculum.

The school is advised to devise proper assessment items to enhance the effectiveness of assessment for learning. The school is recommended to cancel the arrangement of letting parents evaluate children's performance in the thematic learning. It is suggested that parents can observe and keep a record of children's daily life in terms of self-care abilities and living habits, etc. Thus, teachers can understand children's developmental progress in a more comprehensive manner.

- 1.3 The school has a curriculum management mechanism in place. The management participates in curriculum meetings to lead teachers in discussing the teaching progress and content. It also conducts classroom walkthroughs and scrutinises lesson plans to keep abreast of the implementation progress of the curriculum and children's learning. Teachers reflect on teaching regularly, but they mainly describe children's learning in their reflections and seldom make suggestions for improvement. The management is recommended to guide teachers to review the effectiveness of activities from different perspectives including learning objectives, set-up of teaching aids, teaching strategies, etc., so as to adjust the curriculum content and teaching strategies, in a bid to foster learning and teaching effectiveness.
- 1.4 The school premises are bright and clean. Teachers display children's works on classroom and corridor walls, which is conducive to children's mutual appreciation and learning. Teachers design corner activities for children to take part in. However, the design of some activities is dull and thus it is quite difficult to stimulate children's learning interest. The teaching team may design diversified corner activities while providing more teaching aids and materials that motivate children to explore and make creation such that children can learn through manipulation and different senses.
- 1.5 Teachers use real objects, pictures and teaching aids to facilitate teaching. They explain clearly and assist children in understanding the learning content as well as

providing opportunities for children to express their ideas and feelings. During free choice activity sessions, as teachers are required to lead children to carry out group activities, they are less aware of children's participation in the interest corners. The school is advised to review and revise its arrangements and let teachers observe how children perform in the interest corners. Teachers may join in children's play at opportune time and inspire them to think. Teachers are friendly and maintain a good relationship with children. Children get along with peers and greet others proactively, demonstrating good social development. They are willing to share experiences and express their views, showing good language abilities. Yet, some children from K2 and K3 are not able to grasp pencils correctly and write with proper posture. Teachers are required to strengthen their guidance regarding children's way of grasping a pencil to write with proper posture and providing them with suitable fine motor exercises, thereby equipping children with pre-writing related skills.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 The school is required to revise its daily schedule to ensure that children have sufficient opportunities to engage in music, physical, art and free choice activities every day. It may also design interesting and diversified corner activities based on themes in order to facilitate children to learn through play.
- 2.2 The school must cancel the arrangement of asking K1 children to write with a pencil and remove the inappropriate homework and learning content, with a view to catering for children's developmental needs. The school is recommended to provide children with adequate fine motor exercises and individual guidance for them to have appropriate pre-writing preparation and cultivate a good writing habit.
- 2.3 It is necessary for the school to revise the child assessment items so as to reflect

children's performance accurately and comprehensively. The management may also guide teachers to leverage information such as child assessments and teaching reflection to examine the effectiveness of curriculum implementation, hence informing curriculum planning.