

**School No.: 595365**

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

**The Salvation Army Centaline Charity Fund  
Yau Tong Kindergarten**

**Level 4, Carpark Block, Yau Lai Estate, Yau Tong, Kowloon**

**26 April 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 takes into account children's life experiences and interest to organise a thematic curriculum, which covers the six learning areas, for cultivating children's positive values and attitudes, and helping children develop skills and construct knowledge. The school arranges sufficient time for children to take part in music, physical, art and free choice activities every day. The curriculum is comprehensive and balanced. This school year, the school regards promoting national education as its major concern. Teachers incorporate learning elements of Chinese culture into activities and employ experiential activities of traditional festivities to facilitate children to learn about the country and its cultural characteristics, with the aim of cultivating a sense of national identity.
- 1.2 The school sets up a clear mechanism of the assessment of child learning experiences. Items of the thematic assessments correspond to learning objectives. Teachers observe and keep records continuously while distributing assessment information to parents in a timely manner, such that parents are informed of their children's learning progress. Teachers provide activity observation records of children to elaborate children's creative ideas behind their self-selected works. All the aforementioned assessment information has been kept in child learning portfolios as evidence of children's growth. Teachers prepare assessment reports regarding child development every school year to explain children's performance throughout the school year. However, the school takes the average value of the assessment items under the same learning area to present children's performance of a school term. Such practice is not able to reflect children's development accurately. The school is required to make improvement.
- 1.3 The school proactively creates a joyful learning atmosphere and makes use of the space on campus to provide facilities for play. For instance, the school sets up a

room as a supermarket for children to carry out buying and selling games. Meanwhile, it places items around the indoor play area to encourage children's exploration. These items include a great variety of seashells, stones, twigs and other natural substances as well as an array of eco-friendly materials. In regard to promoting reading, books are placed neatly in the reading corner at the lobby. The books can be reached easily by children. With proper graphic indications, it is effective in drawing children's attention. Additionally, there is a reading corner in each classroom, in which theme-related books are displayed for children's extended learning. Children take books and read whenever they are given free time, hence gradually developing a reading habit. Different corners are set up in all classrooms to offer diversified materials and tricks for motivating children to participate in the activities. Children grasp mathematic concepts through manipulating real objects, learning aids and toys while strengthening their fine motors skills. They love to cooperate with others, play and read together. They are full of imagination that their artworks display various distinctive features.

- 1.4 The school arranges training for teachers to enhance their skills in designing and leading project learning activities, thus nurturing children's exploratory spirit. Teachers design activities to encourage children to explore things of the surrounding environment, for example, by comparing a wide range of noodles and finding ways to ripen bananas. Children are engaged in the activities to search for various types of noodles, suggest different testing methods and predict the results of experiments, during which they use their senses for exploration and keep simple records. The activities designed are effective in enhancing children's curiosity and thinking abilities.
- 1.5 Teachers undertake effective classroom management and reinforce children's good behaviour by praising them, facilitating children in following classroom routines.

Teachers also maintain interaction with children through questions, guiding them to explore and make association. Teachers always pay attention to and guide children with sitting posture and the way to hold a pencil, which is conducive to cultivating children's good habit. In free choice activity sessions, teachers observe and record children's performance in the activities and invite them to share their experiences in summary sessions. During physical activities, teachers design circuit games and competitive activities. They also guide children for doing warm up and stretching exercises, resulting in sufficient amount of exercise. Music activities are conducted in a spacious area. Teachers lead children to listen to music while giving responses to experience the dynamics and tempo of music. Children love singing with body movements, demonstrating a sense of rhythm.

- 1.6 The school has established a curriculum monitoring and review mechanism. The management examines the arrangements in curriculum by grade levels with teachers through scrutinising lesson plans and homework design as well as participating in meetings. It advises teachers on their weekly reflections as well. At present, teachers' reflections stress on describing how children perform in activities. To enhance the effectiveness of learning and teaching, the management may guide teachers to conduct reflections from multiple perspectives, such as the extent to which the learning goals have been achieved and the setting up of the environment, in order to review the effectiveness of children's learning.

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

The school has a comprehensive and balanced curriculum and an explicit mechanism for the assessment of child learning experiences. It utilises the child assessment information on a regular basis to examine the arrangements in curriculum and strategies of learning and teaching. However, the school must rectify the practice of presenting children's

performance in average value. The management may also guide teachers to reflect the effectiveness of children's learning from multiple perspectives with a view to enhancing the quality of learning and teaching.