

**School No.: 564389**

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

**Sisters of the Immaculate Heart of Mary Gospel  
Sau Mau Ping Kindergarten**

**G/F, Wing B & C, Sau Yue House, Sau Mau Ping Estate, Kowloon**

**21 June 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 makes reference to the teaching packages and ties in with children's life experiences and abilities to design an integrated curriculum using themes. The curriculum covers all learning areas. The school utilises community resources to arrange visits actively in order to enrich children's learning experiences. In light of the trend of education development, the school incorporates the elements of traditional Chinese culture into the curriculum. For instance, children are arranged to make five-coloured threads of Dragon Boat Festival, learn ink paintings and paper cutting. As such, children can deepen their understanding of the Chinese culture. Through conducting national flag raising ceremony on special occasions, the school cultivates children to observe the relevant etiquette and attitude in the ceremony, thereby strengthening their sense of national identity. The school's daily schedule is balanced that children are given ample opportunities to carry out music, physical, art and free choice activities every day, facilitating their healthy development.
- 1.2 The school devises the assessment items in accordance with the curriculum objectives. Teachers discuss the assessment criteria together and evaluate children's learning performance by continuous observation. Teachers summarise children's performance and development in each learning area while reporting children's development at each stage to parents on a regular basis. The school creates learning portfolios for children to keep information such as teacher observations, assessment reports and children's works systematically, which serve as a reference for class teachers in the next school year. The child assessment information is also used for curriculum adjustment.
- 1.3 The school premises are bright and tidy. Teachers decorate classrooms with children's works so that children can appreciate each other's creation. Corner games integrated with the learning themes are set up in the classrooms, in which

diversified materials are provided for children to choose from. In the art corner, children draw dragon boats and make artwork of rice dumplings. They learn weighing the rice dumplings with tools in the exploratory corner. Teachers let children move the dragon boat forward by fanning with different things, encouraging children to explore the features of those things. Overall speaking, the corner activities provide children with opportunities to choose their favourite activities, which is conducive to enhancing children's learning interest and consolidate their learning.

- 1.4 Teachers are kind and speak clearly and articulately. They make good use of teaching aids and real objects while using questions to guide children to engage in learning activities. Children are encouraged to share their views and life experiences, resulting in good interaction between teachers and children. As observed, children and their peers built models and car tracks together, fostering their affective and social development. Children love music activities that they sing and perform rhythmic movements to music. During the activities, teachers invite children to create lyrics in order to unleash their creativity, making the activities more fun. Teachers design physical activities related to the learning themes, including simulating dragon boat race, practising picking up rice dumplings after passing through barriers. Meanwhile, children can choose other activities including riding tricycles and playing slides, thus developing a strong physique.
- 1.5 The school has a clear curriculum monitoring mechanism. The management leads teachers to map out the curriculum outline, design teaching activities and set up the environment. The management keeps abreast of the implementation of the curriculum while offering recommendations at an opportune time through scrutinising curriculum documents, conducting classroom walkthroughs and meetings. Teachers review the effectiveness of teaching every day and collate

teaching reflections upon completion of each learning theme, and then make suggestions for improvement in order to inform curriculum. However, some teaching reflections focus mainly on the description of the teaching process. The management should guide teachers to make specific suggestions for improvement based on children's performance with a view to enhancing the learning and teaching effectiveness.

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

The management performs the role of curriculum leader to consolidate the professional competence of the team. Building on the existing foundation, the management is advised to continue to lead the team to review the effectiveness of learning and teaching. The management should strengthen the reflection abilities of teachers and give concrete suggestions for improvement to further inform curriculum planning.