

**School No.: 322687**

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

## **Sheng Kung Hui Holy Nativity Church Kindergarten**

**G/F, 25 A Kung Ngam Road, Shaukeiwan, Hong Kong**

**18 June 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**

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## **1. School Performance**

- 1.1 The school refers to the teaching packages to draw up its curriculum. It uses themes to connect the content of different learning areas, taking account of the cultivation of values and attitudes in children as well as their acquisition of skills and knowledge. Teachers design learning activities that tie in with themes to facilitate children consolidate and deepen their learning through hands-on exploration. The school carries out project learning with the theme of Lunar New Year, in which children taste traditional food, explore New Year flowers and learn about stories of Chinese zodiac to understand Chinese culture and traditional custom. Children are given sufficient opportunities to participate in free choice and art activities every day. However, the school is yet to arrange music and physical activities on the Friday activity day. It must amend the arrangement to ensure that children have a balanced daily schedule. Besides, some of the homework content of Early Childhood mathematics and English for K3 children is rather difficult. The school is required to review and remove the inappropriate content.
- 1.2 Teachers formulate assessment items and criteria in alignment with the learning objectives and assess children's development through continuous observation. The school creates learning portfolios for children to systematically maintain activity observation records, analysis of artworks, end-of-term reports, etc., and provides specific suggestions on children's developmental needs to help parents support their child's growth and learning in daily life. That said, grades are used to indicate children's learning performance in the English and Putonghua assessments, end-of-term reports and some assessment items of home observation. Parents might tend to label children's performance according to those grades, thus exerting unnecessary pressure on children. The school must adhere to the principles of promoting child learning to revise the practice of grading children's performance, with a view to

helping parents grasp the comprehensive development of children through assessments. Moreover, the school could collate the assessment information and get the holistic picture about children's performance to inform curriculum design.

- 1.3 The school makes optimal use of the campus space. While setting up easel stands and fine motor toy walls, the school reduces the large-scale facilities that serve the similar functions to expand children's activity space. Teachers decorate interest corners meticulously. They display children's artworks and provide various types of materials and tools to motivate children to create. The design of the teaching aids on the walls is interesting and manipulative, helping children consolidate what they have learnt through play and manipulation. There are plentiful materials in role-play corners. Children act out the story context using props. They interact with their peers as well as helping and caring for one another. Scenarios of *The Crow and the Pitcher* are created in the exploratory corner to inspire children to think of the relationship between marble count and water level. Children observe attentively, share and record the number of marbles and make multiple attempts to explore the change in the water level. The activities help nurture children's curiosity about their surroundings and their exploratory spirit. Reading corners are comfortably furnished and theme-related books are on display. However, only a few children read in the corners in general. Teachers are advised to arrange paired reading or interesting activities to arouse children's interest in reading. During review sessions, teachers invite children to briefly introduce their artworks and talk about their participation in corner activities. They may assist children in sharing their exploratory experiences and discoveries so as to extend their learning.
- 1.4 Teachers are patient and care for children. They give compliments to reinforce children's good behaviour. Teachers explain and instruct clearly. They flexibly use real objects, group discussion and games to facilitate children's grasp of learning

content. In tandem, teachers ask children to bring different materials to school for activities, motivating children to explore. During music activities, teachers lead children to sing and play musical instruments as accompaniment, while encouraging them to create different body movements according to the beats. Children are full of energy, enjoy creating and playing interactive games. Some of the physical activities are thoughtfully designed. Teachers set up an environment that is in line with the content of themes while levelling up the difficulty of the activities based on children's performance to keep children engaged. On the whole, children love learning and are keen to take on challenges. They swiftly clean up after activities, demonstrating good self-care abilities.

1.5 The school has established a curriculum management mechanism. The management leads teachers to devise the curriculum outline and teaching plans. It keeps track of the curriculum implementation by attending meetings and scrutinising teaching documents. Teachers conduct teaching reflection against the learning performance of children. Some teachers are able to make concrete suggestions for improvement to enhance children's learning effectiveness. The school may collate the teaching reflection information to take timely follow-up action with a view to improving teaching.

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

The school must strengthen its curriculum management, remove the inappropriate homework content of K3, revise the Friday daily schedule and cancel the practice of grading children's performance so as to reflect the comprehensive development of children. The school is also advised to make good use of the teaching review findings to inform the curriculum, thereby enhancing the effectiveness of learning and teaching.