

School No.: 325252

Focus Inspection Report (Translated Version)

**Sheng Kung Hui Sham Shui Po Kei Oi Church
Kindergarten**

Block 1, High Block, Chung Hou House, Li Cheng Uk Estate, Kowloon

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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 makes reference to the teaching packages and selects real-life themes that are of children's interest to devise a school-based curriculum which integrates various learning areas and incorporates theme-relevant picture books. The curriculum is comprehensive in content, covering the acquisition of values and attitudes, skills and knowledge. The school launches project learning in every grade level so as to cultivate children's active pursuit of knowledge, as well as their exploratory ability and communication and collaborative skills. The school attaches importance to promoting moral and national education. It sets monthly moral themes and shares relevant stories with children during morning or afternoon assemblies, along with religious activities and award schemes, so as to let children learn and practise good character traits, including gratefulness and compliance with rules. The school adds content related to understanding the country and Chinese culture into the curriculum. For instance, the school introduces the origins of Chinese traditional festivals. It sets up a mobile van for promoting Chinese culture where the national flag, moral and ethical stories are shown. The school also holds the national flag raising ceremony on special days, thereby fostering children's sense of belonging to the country.
- 1.2 The daily schedule of the school is generally balanced, providing children with ample opportunities to take part in various activities. Besides, K1 children are asked to copy English alphabets, and some pieces of homework for K3 in the second school term are too difficult. The school must examine and revise such situations.
- 1.3 The school develops learning portfolios for children to maintain their development record in a systematic manner. Teachers adopt continuous observation and record-keeping to conduct formative and summative assessments on child learning experiences. According to the appropriate criteria, teachers evaluate children's

performance in learning themes objectively, providing descriptions and comments in the observation records. Teachers also summarise children's performance in each learning area every school term to present children's development at different stages. Meanwhile, children conduct the brief self-evaluation using a suitable number of stickers to indicate their satisfaction with their artwork, hence facilitating children's sense of contentment of artistic expression. Parents put forward expectations on their children in the aspect of learning performance in the assessment reports whereas teachers keep parents informed of their children's development regularly through parents' meetings and daily liaison. Thus, parents and school work together to nurture children's growth.

- 1.4 The school premises are bright and spacious. It organises the venues properly so as to provide children with adequate space for activities. Teachers take into account the themes to design classroom corners, including an exploratory corner, a constructive corner and an art and craft corner, for children to choose their preferred activities during the free choice activity sessions. A wide range of materials is available in the art and craft corner for children's free creation. In the learning corner, there are Language and Early Childhood Mathematics teaching aids, offering various levels of complexity to cater for children's diversity. As observed, children are engaged in the activities. For example, children observe carefully how plastic sheets transmit light and try opening different locks in multiple ways, enhancing their proactive exploratory abilities through play.
- 1.5 Teachers design teaching activities attentively. Children are arranged to explore freely during project learning activities. Teachers excel in guiding children to share their life experience and collect information together for further discussion in light of the favourite topics of children within a class. In the meantime, teachers aptly support children in concluding and collating discoveries so that children understand

the major concepts well and consolidate what they have learnt. In regard to non-Chinese speaking (NCS) children, teachers are able to read Chinese vocabularies clearly and make demonstrations to assist children in mastering the pronunciation of Chinese characters. Teachers also allocate the seating arrangement appropriately for NCS children to get peers' support. Children are enthusiastic and polite. They care for peers. They familiarise themselves with the thematic scenarios of the music activities to unleash their imagination and perform rhythmic movements to the beat. They also create using different lines and colours in art and craft activities, fully revealing their sense of music and creativity. Children possess satisfactory self-care abilities as they are able to put back personal belongings and tidy up the equipment by themselves. They also serve as group leaders to get materials for their members, being willing to serve the community.

- 1.6 The school has developed a curriculum management mechanism. The management and teachers discuss the curriculum, activity designs and the performance of children through curriculum meetings of grade level and whole school level. The management monitors the implementation of curriculum and offers timely assistance to the teaching team by scrutinising curriculum documents and teachers' reflections, as well as conducting classroom walkthroughs and lesson observations. Teachers possess reflective abilities, regularly reviewing the teaching effectiveness and offering a variety of suggestions to improve teaching strategies based on children's performance. The team reports and reviews the effectiveness of curriculum implementation of all grade levels and children's learning performance, thus informing curriculum planning for the next school year.

2. Recommendations for Fostering Sustainable Development of School

The school places emphasis on cultivating children's moral character and exploratory

abilities. It puts much effort into designing learning activities. However, the school is required to remove the homework for K1 and K3 that is inappropriate with a view to accommodating children's developmental needs.