

**School No.: 216259**

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

**Shun Sang Anglo-Chinese Kindergarten**

**G/F, Wings B & C, On Yan House, Tse On Court,  
Tse Wan Shan, Kowloon**

**4 May 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 devises its curriculum with reference to the *Kindergarten Education Curriculum Guide* and teaching packages. The curriculum is comprehensive in content and covers the development of children in the domains of ethics, intellect, physique, social skills, aesthetics and spirituality. The school arranges visits to museums and community facilities in accordance with the themes to enrich children's learning experiences. The school conducts project learning regularly, allowing children to explore topics that interest them and have more chances to learn proactively. Meanwhile, children are given opportunities to practise good morals, such as bringing their handkerchiefs to learn to treasure resources, praying for people in need to nurture a caring attitude towards others, and serving as politeness ambassadors to develop their character of courtesy. Children have sufficient time to engage in music, art and free choice activities every day. However, children are unable to participate in physical activities once a week. The school must refine the arrangement of the daily schedule, review the English homework for K2 children and homework for K3 and remove the excessively difficult parts in order to meet children's abilities and learning needs.
- 1.2 The school creates learning portfolios for children to keep assessment reports, observation records and children's work to show children's performance from different perspectives. Teachers disseminate assessment information regularly, communicate and meet with parents to inform them of their children's development and give suggestions on supporting children's learning. The school must revise its practice of deriving children's summative assessment results from the average scores of each thematic assessment in every school term, in a bid to demonstrate children's development at each stage effectively.
- 1.3 Teachers set up various interest corners in the classrooms and provide adequate

teaching aids and materials for children to take part in play of their own accord. Children imitate news anchors with their peers to report the weather forecast and work together to separate waste for recycling, thus developing language and social skills. Children develop their exploratory spirit by using tools and real objects to identify items that are waterproof and can be rolled. In tandem, children draw different landscapes in response to weather changes and collaborate to add various types of marine animals to an underwater world, enjoying the fun of creating. Children are self-disciplined, obedient and care about their peers. They are able to share, queue up and tidy up things, demonstrating good performance in affective and social development. Teachers observe and support children's learning while assisting children in collating and drawing conclusions from their learning experiences, which helps extend their learning.

- 1.4 Teachers are amiable and friendly. They cater for children with different learning needs patiently and have a good rapport with children. Teachers are well-prepared for lessons. They select suitable learning content that meets children's life experiences. For instance, teachers share a newspaper clipping about waste pollution on the beach with children and connect it to children's experiences of visiting the beach, inspiring them to think about the impact of waste on the environment and humans. Teachers use props to simulate the scene of an MTR train compartment for children to demonstrate and learn the rules of rides through hands-on experiences. Teachers ask questions to guide children to think and enhance classroom interaction while offering commendation and encouragement to help children build classroom routines and confidence in active learning. During music activities, teachers lead children to sing theme-related nursery rhymes and get children to think of movements that express their feelings. Children play simple musical instruments made from recycled materials as accompaniment to the songs or

act as various modes of transport and move at varying speeds according to the melodies of the music. The classes are filled with pleasure and a relaxing atmosphere, which foster children's interest in participating in music activities. During physical activities, children master their basic skills such as jumping, throwing, catching and balancing in a step-by-step manner and play group games. Teachers place an array of play equipment and materials in the venue for children to choose from and play with freely. Teachers may review the design and arrangements of some free choice physical activities in order to give children sufficient space and opportunities to develop their gross motor skills, thereby promoting their physical development.

1.5 The school has established a curriculum management mechanism. The management understands the arrangements of teaching activities and corner set-up by attending curriculum meetings of all grade levels. It also keeps track of the implementation of curriculum and teaching through conducting routine classroom walkthroughs and scrutinising teaching documents while giving advice and guidance to teachers. Teachers reflect on their teaching constantly. They evaluate the effectiveness of learning and teaching based on children's performance, teaching strategies, activity design, etc., and make concrete suggestions for improvements, which is conducive to informing curriculum planning.

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

The school has a stable teaching team which collaborates to take the curriculum forward. The school is still required to refine the arrangements of the daily schedule to let children take part in physical activities every day and ensure an adequate amount of exercise for children so as to facilitate balanced development in them. The school must remove the inappropriate homework content for K2 and K3 children to cater for their abilities and

learning needs. The summative assessment must also be revised to reflect children's development accurately.