

School No.: 324647

Focus Inspection Report (Translated Version)

St. Mark's Church Bradbury Kindergarten

G/F & 2-4/F, 9 Shek Ku Street, Homantin, Kowloon

19 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 adopts a thematic approach to plan an integrated curriculum with content that centres on children's life experience and interests, covering all six learning areas. Teachers select suitable teaching packages and storybooks in accordance with the themes while designing an array of activities to help children build positive values and attitudes and acquire knowledge and skills. To promote children's balanced development, the school is required to improve the arrangement of daily schedule so that children have enough time to engage in music, physical and free choice activities every day, thereby accumulating experiences through exposure to different learning activities.
- 1.2 The school conducts the assessment of child learning experiences by continuous observation and recording. It understands and reflects children's development in different areas effectively through activity observations, thematic assessments and summative assessments. It also aptly informs parents of their children's performance at school. The management and teachers are conscientious in analysing assessment information and delving into children's learning difficulties, with a view to adjusting teaching content and strategies or rendering individual support to children. Such practices are appropriate and allow teachers to make good use of assessment to facilitate children's learning. For homework arrangements, the school must review the content of language and early childhood mathematics homework for K3 and revise the parts which are too difficult in order to meet children's abilities and needs.
- 1.3 Teachers plan and set up the learning environment meticulously. They showcase children's artwork on the walls both inside and outside the classrooms. Children appreciate each other's work and are willing to share their distinctive ideas and thoughts with peers. Teachers flexibly link children's work and corner activities

together, adding a touch of fun to the activities and increasing children's sense of belonging. For instance, they let children construct a community which is assembled from the house collages they made. Children enjoy designing routes for visiting one another. In response to the implementation of the major concern, the school has rearranged the areas for free choice activities in recent years, where classrooms are planned for conducting quiet activities and the lobby has diversified corner games in place to provide children with more space for free exploration. During the free choice activity sessions, children concentrate on reading, creating arts and crafts or manipulating teaching aids in the classrooms. They also engage in role-play and exploratory activities with peers in the lobby. For example, they act as car groomers to wash cars with various cleaning tools and adjust the distance between light and objects to observe how shadow changes, hence exploring the relation between light and shadow. They also shift the items behind the shadow play screen to create their guessing games. Overall, the design of the corner activities is effective in arousing children's learning interest and conducive to nurturing their creativity, curiosity and exploratory spirit.

- 1.4 Teachers prepare for their lessons thoughtfully. They design a variety of interesting learning activities in accordance with the themes, incorporating the use of real objects or producing teaching aids that enable children to learn through hands-on experience and manipulation. Children are involved in different activities. They act as shadows to perform rhythmic movements along to music and play physical circuit games orderly. Teachers explain and demonstrate clearly while giving children space to create freely during the art activities. Children take part in free choice activities according to their preferences and teachers observe children or provide assistance. Some teachers are able to duly encourage children to make further attempts based on children's performance to expand their potential. Teachers also

raise questions to inspire children to think of solutions to problems as well as appropriately guiding children to share their achievements and feelings during review sessions, thus helping children organise and consolidate learning.

1.5 The school has a sound curriculum monitoring and review mechanism. The management gets a firm grasp of the implementation of curriculum and teaching through regular meetings and lesson observations while offering suggestions and support to teachers in a timely manner. To follow up on the recommendations of the previous Quality Review, the school carries out focused peer lesson observations for teachers to observe and learn from each other, which is favourable for enhancing the professional competence of the team. Teachers at each grade level reflect on the teaching effectiveness of the themes. Taking into account children's learning and assessment information, they examine the efficiency of the activity designs and teaching strategies and take pragmatic follow-up actions. During the curriculum meetings held at the end of the school year, the team consolidates and analyses the review findings and makes good use of the results to inform curriculum planning for the next school year, improving learning and teaching continuously.

2. Recommendations for Fostering Sustainable Development of School

The school practises the self-evaluation rationale and keeps adapting and refining the curriculum for promoting children's all-round development. With a view to further enhancing the learning effectiveness of children, the school is required to amend the difficult homework content for K3 in order to cater for children's abilities and needs. The school also needs to revise the arrangement of the daily schedule, enabling children to take part in various types of activities every day and providing them with balanced learning experiences.