

Focus Inspection Report (Translated Version)

Sung Kei Kindergarten

Block 6, GR. FL., Kwai Shing West Estate, Kwai Chung, N.T.

31 March 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 a comprehensive curriculum with an integrated approach to link up the content of various learning areas by using themes with reference to the teaching packages. Teachers design diversified learning activities that centre on real-life themes and set clear learning objectives, along with explicit implementation procedures. Every school term, the school chooses a theme for each grade level that children are interested in and encourages them to explore and study their surroundings, hence arousing their curiosity and exploratory spirit. The school strives to foster children's moral development. In the previous school year, it regarded strengthening the promotion of moral education as its major concern, and set forth a series of prominent virtues to be cultivated, such as respect, care and a sense of responsibility. The school selects stories that resonate with the themes as teaching content and organises activities that integrate naturally to help children learn to get along with and care for others as well as treasuring the environment, thereby nurturing children's positive values and attitudes. In respect of the daily schedule, the school arranges different activities like music, physical and free choice activities to facilitate children's balanced development.

1.2 The school has considered promoting national education and national security education as its major concern this school year. Teachers make use of the moral elements embedded in idiom stories, nursery rhymes and Tang poetry to teach children to abide by the law, take good care of public property and learn to respect and care for others. Teachers also design interesting activities to enable children to understand and appreciate Chinese culture from an early age. Such activities include letting children explore ways of playing traditional Chinese folk toys and games, comprehend the origins of the Chinese zodiac and create Peking opera masks. Apart from arranging professional training activities for teachers, the school also

holds workshops on national education for parents, which helps boost home-school cooperation as parents and the school work together to promote children's understanding of their national identity and gradually nurture their sense of belonging to the country.

1.3 The school has followed up on the recommendations of the previous Quality Review to formulate appropriate evaluation items that take into consideration the development progress of children at different ages and correspond to the thematic learning objectives. Teachers conduct assessments according to the assessment criteria and adopt the approach of continuous observation to record children's learning progress. At the end of the school term, teachers summarise children's performance in every development domain comprehensively while giving concrete suggestions on the aspects where children need to develop, thus helping parents get a grasp of their children's learning. Regarding homework, some pieces of the K3 homework in the second school term are excessively difficult. The school must revise the homework to meet children's abilities and needs.

1.4 Teachers plan the learning environment thoughtfully and decorate the classrooms in accordance with the themes. For instance, they hang the water drop ornaments made by children as a reminder to conserve water, and make sanitary fittings in the imaginative play corner from recycled materials to help children form a good habit of turning off the tap. Teachers also design the waste sorting games. All these create interesting real-life scenarios to facilitate children to cherish resources. The materials in the interest corners are rich in variety and full of exploratory elements, attracting children to manipulate and create. Children engage in artistic creation freely as they make rubbings, drawings and collages. Together with peers, they also use building blocks to construct motor racing circuits and think of different ways of play. In the exploratory corner, teachers build tubes of different gradients on the

wall with plastic bottles so that children can observe and test the speed of moving balls during the ball rolling games. The overall activity design is in line with children's interests, abilities and developmental needs, which prompts children to learn actively through exploration.

1.5 Teachers make teaching aids that contain elements of sensory learning. For example, they skillfully use aluminium foil to create three dimensional numbers in thematic activities for children to learn about numbers by touching. Through voices and gestures, along with pictures and real objects, teachers deepen children's understanding of the learning content. Children sing devotedly in music activities. They also manipulate self-made eco-friendly musical instruments to produce the sound of rain and thunder, demonstrating weather change vividly. During group games, children follow the rules and get along well with one another, showing good social development. They are relaxed and content in the reading activities as they listen attentively to teachers' stories with peers or sit on the cushion mats quietly by themselves to read picture books and experience the fun of reading.

1.6 The management keeps abreast of the daily teaching by attending curriculum meetings, conducting lesson walkthroughs and observations. It gives teachers advice on curriculum content and teaching strategies in a timely manner. Teachers have built a habit of routine teaching reflections. They are also able to adjust the learning content and teaching arrangements based on the teaching review results and children's performance, thus improving learning and teaching continuously.

2. Recommendations for Fostering Sustainable Development of School

The school team has put much effort into implementing moral education to nurture positive values and attitudes in children. The school must revise the excessively difficult K3 homework content of the second school term to cater for children's developmental needs and cultivate children's interest and confidence in learning.