

School No.: 527211

Focus Inspection Report (Translated Version)

Kwok Man Vernacular Normal Anglo-Chinese Kindergarten

**G/F., Commercial House of Greenery Crest, 33 Cheung Shek Road,
Cheung Chau, Hong Kong (Including Child Care Centre)**

15 December 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 By making reference to the teaching packages, the school selects themes which are related to children's life experiences to design integrated learning activities that cover all learning areas and tie in with children's abilities and development. Teachers organise an array of visits and experiential activities for children to extend their learning. Regarding the daily schedule, the school allocates sufficient time for children to participate in music, physical, art and free choice activities, which helps cultivate their positive values and attitudes as well as acquiring skills and knowledge. The school has gradually incorporated the element of free exploration into the free choice activities in recent years. Through the set-up of environment and the provision of various types of play materials, children attain all-round learning experiences from self-directed play and enhance their attitude of active learning, boosting their creativity and imagination.
- 1.2 The school formulates the policy on the assessment of child learning experiences. Teachers observe and record children's performance continuously while creating learning portfolios for children to orderly maintain thematic assessment forms, artworks, activity records, etc., as evidence of their growth. The school keeps parents informed of their children's development timely and supports children's diverse needs through home-school cooperation. However, it should review the design of assessment tools and devise relevant assessment items by referring to the teaching objectives so as to maximise the effectiveness of assessment for learning to a further extent.
- 1.3 The campus is spacious and comfortable. Teachers are flexible in planning and make good use of space for children to carry out different types of activities. In response to the characteristics of the community, the school decorates the physical play area and furnishes the walls with patterns related to beach, windsurfing as well

as dragon and lion dance. In tandem, it designs the climbing area into a Bun Tower and a fishing net to add a touch of fun to the activities, increasing children's sense of belonging to the school as well as deepening their knowledge of local custom. Teachers organise theme-related corner activities. The materials in the interest corners are manipulative and orderly placed for children's easy access. This is conducive to developing children's self-care abilities according to the classroom routines. Children act as shop assistants and customers of a pet shop in the role-play corner. They are skilful in drying the dogs with hair dryers and choosing suitable dog food for puppies, nurturing a sense of responsibility in caring for animals. During art activities, children work together to draw marine life including waterweed, dolphins and fish, demonstrating good aesthetic and social development from their interactions. Children concentrate on making stones and coral in the ocean by crumpling paper balls, creating a scene of fish swimming in the sea to exploit creativity. The school may refine the planning of the curriculum related to the learning area of Nature and Living and enrich the exploratory elements in the design of corner activities to strengthen the problem-solving skills of children.

- 1.4 Teachers are well prepared for lessons. They utilise real objects, teaching aids and pictures to facilitate teaching, thus fostering children's understanding of the learning content. Teachers are kind and care for children while using questions to encourage children to share their thoughts. Children are given opportunities to exchange ideas and express themselves. They are active and energetic. They show interest in learning and devote themselves to the activities. Children take the initiative to offer help to peers in need. They get along well with one another and love playing together. Children enjoy taking part in music activities. They try playing sleigh bells and maracas to the beat of music. Alternatively, they tap different parts of their body to produce sounds as accompaniment. Children have a good sense of

rhythm. Teachers create story contexts and use facial expressions and gestures to guide children to engage in physical activities. Children jump and cross the obstacles with agility. They also accurately throw things at the targets, demonstrating good body coordination.

- 1.5 The school has established a curriculum management mechanism. By walking through the classrooms, participating in meetings and scrutinising documents, the management keeps track of the curriculum implementation. Teachers conduct teaching reflection and generally manage to review the effectiveness according to the teaching objectives and children's performance. They can also make suggestions for improvement. The school assigns all teachers to plan lessons collaboratively so as to enhance the connection between curricula of all grade levels.

2. Recommendations for Fostering Sustainable Development of School

The school arranges teaching activities and sets up the environment meticulously to provide children with holistic learning experiences, facilitating their balanced development. It is necessary for the school to review various assessment tools and devise assessment items according to the teaching objectives, with the aim of further maximising the effectiveness of assessment for learning. The school is also required to optimise the curriculum planning related to the learning area of Nature and Living, and enrich the exploratory elements in the design of corner activities for strengthening children's problem-solving skills.