

School No.: 543004

Focus Inspection Report (Translated Version)

Tung Chung Catholic Kindergarten

**2/F, Car Park No. 2, Yat Tung Estate,
Tung Chung, Lantau Island, New Territories**

21 June 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 outline by making reference to the teaching packages and integrating the content of various learning areas by real-life themes. The curriculum is comprehensive and covers the cultivation in three aspects, including values and attitudes, skills and knowledge. The school also organises project learning activities to deepen children's understanding of the projects through letting children gather information and explore, in order to enrich their learning experience. The school regards promoting reading as its major concern in this school year so as to strengthen children's reading interest as well as their literacy. The school maps out teaching themes. Teachers read picture books with children of all grade levels, then let children make personalised storybooks during the diversified learning activity sessions, including rewriting the stories based on the picture books and drawing illustrations. As observed from children's work, children meticulously create the story content that the illustrations are well-suited to the texts, fully demonstrating their interest in language learning. The school attaches great importance to national education. It incorporates elements of Chinese culture and the development of the country into the curriculum. For instance, traditional Chinese festivals are introduced, visits to parks designed in Chinese architectural style are arranged and national flag raising ceremonies are held for children to learn about Chinese culture and develop their sense of belonging to the country.
- 1.2 The school alternately arranges active and quiet activities for children while carrying out free choice activities on an all-grade-level basis to increase opportunities for children to interact with different peers, which is conducive to their affective and social development. Daily schedule of the half-day classes is balanced. However, the school must review the activity arrangement of the afternoon sessions of whole-

day classes to let children have sufficient time to take part in music and physical activities every day. Besides, some pieces of homework for K3 in the second school term are too difficult, the school is required to revise them so as to cater for children's developmental and learning needs.

1.3 The school adopts continuous observation to assess and record children's performance in each learning area. It also creates children's learning portfolios to keep thematic assessments, formative assessments and observation records, etc. With reference to the information such as assessment items suggested by the organisation, the school selects assessment details according to the objectives of thematic learning. It also sets forth assessment criteria for the assessment details for teachers to evaluate children's learning in an objective manner. Parents receive child assessment information on a regular basis to understand their child's development. The school comments on the overall performance of non-Chinese speaking (NCS) children in Chinese learning and makes suggestions to parents on how to offer assistance, thus parents and the school work together to facilitate children's learning.

1.4 The school premises are spacious and comfortable. With the flexible arrangement of venues by the school, children have ample space to carry out free choice activities. There are a constructive corner and an art and craft corner in the lobby, whereas an imaginative play corner has been set up in the multi-activity room. Children are allowed to actively explore and learn based on their preference in there and other interest corners in the classrooms. Adequate materials are provided in the constructive corner and the art and craft corner where children are free to discover or unleash their creativity. The school expects to lead the way in enhancing children's language abilities through reading. The school has a small library in place for children to borrow books. In the language corner, meaningful writing activities are

organised for children to help them build a language usage foundation. In response to the diverse needs of children, the school increases the language elements of the teaching aids such as component grouping and picture-to-word matching, so that NCS children can consolidate vocabularies that they have learnt.

1.5 Teachers are amiable and friendly. Teachers often praise children and encourage them to express their thoughts. Teachers make good use of real objects, pictures and puppets to facilitate teaching, so that children know about the features of things clearly and stay focused on learning. Meanwhile, teachers care about the learning needs of NCS children at all times. After the free choice activities, teachers let children present their work or elaborate on their experience of play, with a view to collating and consolidating the acquired knowledge. Children are active and energetic. They are keen to participate in physical activities. Yet, teachers may review and revise the design of some activities in a bid to accommodate children's abilities and reduce the waiting time for games. Children are engaged in the activities enthusiastically and make artwork earnestly. They are also able to perform rhythmic movements along with the music. Children treat people nicely and are willing to express their opinions. They also possess good self-care abilities as they are able to assist in tidying up teaching aids on their own accord, realising a spirit of serving others.

1.6 The school has established an explicit mechanism for curriculum management, through which the management and teachers jointly discuss the overall curriculum planning of the entire school year. The management attends meetings of collaborative lesson planning across all grade levels to maximise the roles of its members as coordinators and leaders. It also monitors the implementation of the curriculum and supports the teaching team aptly through scrutinising documents, conducting classroom walkthroughs and observing lessons. Teachers conduct

reflection regularly and propose suggestions for improvement to adjust the activity design for the next theme. At the end of the school year, the team examines the child assessment information and takes reference from teachers' reflection to inform curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school offers a holistic curriculum for children. However, it must remove the inappropriate homework for K3 so as to meet children's developmental and learning needs. Teachers are recommended to review and revise the design and arrangement of some of the physical activities, thereby further promoting children's gross motor development.