

**School No.: 214248**

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

## **Wisely Kindergarten**

**1-3 Basement, G/F (Entrance Hall only), 129-133 Caine Road, Hong Kong**

**1 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 With reference to the teaching packages, the school adopts real-life themes to devise its curriculum that covers all learning areas. It puts emphasis on reading and encourages children to read more often to build their vocabulary through a parent-child reading scheme. This school year, daily reading sessions have been introduced in which teachers select books and tell stories to children. They borrow the experiences of the characters in the stories to help children learn about emotions and morals. However, the school generally focuses on the acquisition of knowledge and skills in its learning activities and seldom specifies learning objectives related to the cultivation of values and attitudes. The school is required to review the overall planning of the curriculum, revise the learning objectives and content and improve the teaching design with a view to enhancing the integration of the curriculum and promoting children's all-round development.
- 1.2 Children have time to take part in music, physical, art and free choice activities every day. Nevertheless, there is a timeslot in the afternoon where the learning activities for whole-day classes are arranged according to ethics, intellect, physique, social skills or aesthetics aspects five days a week, focusing on one aspect each day. Some activity design is not integrated and does not accommodate music, physical or art learning, such that children have imbalanced daily learning experiences. In regard to homework, some K2 and K3 homework is rather difficult and fails to cater for children's developmental needs. The school must review and remove the inappropriate homework and adjust its daily schedule and activity design in order to ensure that children have sufficient opportunities to take part in different types of activities every day.
- 1.3 The school assesses all aspects of children's performance through continuous observation. Assessment forms, observation records and artwork assessments are

included in children's learning portfolios to keep a record of their learning, so that parents are informed of their children's learning progress. However, the designated artwork hinders children from being creative, and the performance of children is reported in grades. The assessment design cannot clearly reveal children's ideas. Besides, children's performance and development are reported as "satisfied" or "fairly satisfied" in the assessment forms. The assessment criteria are vague. The school must examine and amend the assessment design and lead teachers to jointly discuss the assessment criteria, providing parents an accurate picture of their children's learning and development. In tandem, the management is advised to guide teachers to collate and analyse children's assessment information to serve as reference for following up on the learning of individual children and informing overall curriculum design.

- 1.4 The school makes use of corridors and classrooms to display children's artwork. Teachers put a lot of work into setting up interest corners, with some of the free choice activities are designed to be manipulative. For example, water games coincide with the theme of summer in which children imitate washing and hanging towels, and making air flow with hand fans to move a boat. The activities allow children to explore properties of water while strengthening their fine motor skills. Moreover, children interact and gain opportunities to express themselves verbally as well in the role-play corner. To further enhance the effectiveness of corner games, teachers are recommended to observe children more intently during the free choice activity sessions and help them revisit the games and summerise their experiences, thereby consolidating what children have learnt.
- 1.5 Teachers are patient. They care for children and always encourage and praise children. Teachers use pictures, videos and real objects to facilitate their teaching. They speak clearly and articulately. Children are willing to follow teachers'

instructions and most of them listen to teachers' explanation intently. Yet, some thematic learning activities and storytelling sessions are mainly in direct instruction mode. Children lack opportunities to explore and think. Teachers are recommended to strengthen their interactions with children by asking questions to guide children to observe and share, so as to consolidate the acquired knowledge. Children enjoy participating in music and physical activities. They perform rhythmic movements and sing along with the rhythm as well as engaging in competitive games with peers, demonstrating good coordination in gross and fine motor skills.

- 1.6 The school has established a curriculum review mechanism. The management monitors the curriculum implementation through conducting classroom walkthroughs and lesson observations, attending meetings and scrutinising documents. Teachers discuss teaching content, design of teaching aids and interest corners together during meetings, keeping records of children's performance and conducting reflections.

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

The management is required to strengthen its curriculum leadership to steer teachers to review the overall planning of the curriculum and refine the daily schedule. It must also remove the homework that is difficult to ensure that children have balanced and suitable learning experiences. Additionally, the school must improve the assessment design to collate and analyse the information of child learning experiences to inform the curriculum. The teaching team is advised to promote professional exchange and improve the quality of teaching by sharing and discussion, as well as through focused lesson observations.