

School No.: 159190

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

## **Guideposts Kindergarten 3rd Branch (Tin Shui Estate)**

**G/F, Block 11, Shui Lam House, Tin Shui Estate, Phase 4, Tin Shui Wai,  
Yuen Long, New Territories**

**22 February 2024**

**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 an integrated curriculum according to the learning themes compiled by the organisation and taking into account children's life experiences and needs. The curriculum content comprises all learning areas to cover the cultivation of values and acquisition of skills and knowledge. The school arranges a balanced schedule which provides sufficient opportunities for children to take part in music, physical, art and free choice activities every day to facilitate their healthy development. The school incorporates the learning elements of Chinese culture into learning themes to nurture children's moral character including love oneself and others, filial piety and complying with rules and so forth. In tandem, children are arranged to draw ink paintings, write spring couplets, design pottery and participate in other experiential activities to gain a better understanding of traditional art and culture. The school has formed a flag-guard team and conducts the national flag raising ceremony weekly. Children can learn the warranted etiquette and enhance their sense of national identity.
- 1.2 The school sets assessment items and criteria that align with the curriculum objectives. Teachers assess children's learning performance and development through continuous observation. There are children's learning portfolios which keep information such as assessment forms, teachers' observation records and children's works systematically as evidence of the growth of children. Teachers inform parents of children's staged progress regularly to help parents grasp their child's learning performance and pace of development. The school utilises the child assessment information for adapting the learning content and activity design.
- 1.3 In connection with the learning themes, the school designs a variety of learning corners. Diversified materials are placed neatly in art corners for children's easy access. Reading corners with children's favourite storybooks available are quiet

and comfortable attracting them to read. Role-play corners are set to tie in with the life experiences of children. In the interest corners such as a simulated bakery, Chinese restaurant and hair salon, children and peers play different roles and carry out interactive games, which is conducive to their language and social development. Children are free to draw and use playdough to make fruits in art corners, unleashing their creativity. They learn through their senses in exploratory corners and use the sense of smell to identify and name the items in the bottles correctly. They also observe changes in tea leaves when cold water and hot water were poured over the tea leaves respectively, and compare the colour of tea. Children choose activities according to their interests, which facilitates their active learning attitude. Upon completion of the games, apart from inviting children to share their feelings towards the activities, teachers could also assist children in collating what they have learnt to consolidate and extend their learning.

1.4 Teachers are kind and amiable. They attach importance to classroom interaction and design various scenarios to get children engaged in learning. Teachers pose questions tactfully to guide children to think. Children are active to respond and express their views. They learn with peers joyfully. Children enjoy taking part in music activities. They sing, move rhythmically and tap beat to the music. They try to create lyrics and are able to perform corresponding movements as required by teachers. With respect to physical activities, teachers arrange circuit games, free choice physical activities and so forth for children, ensuring children have an adequate amount of exercise. Having conducted demonstration, teachers observe and correct children's movements in a timely manner, which is favourable to the development of children's body coordination.

1.5 The school has a sound curriculum management mechanism. It discusses the learning foci of each theme and the set-up of the interest corners through regular

meetings. The management keeps track of the curriculum implementation by conducting classroom walkthroughs and lesson observations. It also gives suggestions at opportune times. In addition to scheduling peer lesson observations at school for teachers, the school also organises lesson observations at other affiliated schools of the organisation for teachers to learn from one another. All these help teachers enhance their professional competence. At the end of a school term, the management leads teachers to consolidate the teaching reflections and recommendations while making use of the assessment information for informing curriculum planning.

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

The school strives to offer children a comprehensive and balanced curriculum. Upon the existing foundation, the management could guide teachers to facilitate children to collate their learning when reviewing games with a view to consolidating and extending their learning, thereby further enhancing the effectiveness of learning and teaching.