

**School No.: 563960**

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

**Po Leung Kuk Malina Ngai (Yau Oi)  
Kindergarten**

**G/F., Block 6, Oi Lai House, Yau Oi Estate, Tuen Mun, New Territories**

**6 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 The school plans its integrated curriculum with reference to the curriculum information of the organisation. It adopts the strategies of sensory exploration and play according to children's interests and learning characteristics to connect the curriculum content with the life experiences of children to foster their all-round development. The school strives to create a caring campus atmosphere and puts a great effort into equipping the teaching team with relevant knowledge. Children receive appropriate support as teachers' skills in catering for their diverse needs are enhanced by training. The school launches a caring ambassador scheme to let children show their willingness to help others while holding song dedication activities to encourage children to express their gratitude and care to teachers and peers. The school arranges adequate daily music, physical and art activities for children to foster their balanced development. In tandem, it provides sufficient free choice activity time for children to develop an attitude of active learning.
- 1.2 The school assesses children's performance in thematic learning through continuous observation. It also summarises children's progress at different developmental stages at the end of a school term for the child development reports, along with observation records of activities, artworks and other information to create learning portfolios for children, serving as evidence of their growth. Teachers inform parents of their children's learning progress and development on a regular basis and share with them strategies for supporting their children, hence promoting home-school cooperation. Besides, the school makes good use of the assessment information to analyse and evaluate the effectiveness of curriculum implementation and inform the curriculum design and teaching arrangements.
- 1.3 Teachers plan and decorate the campus environment thoughtfully. They delineate each learning area according to themes, provide different types of play with various

levels of complexity as well as placing an abundance of manipulative materials. They utilise the walls of the classrooms to create construction space for children to select and play with those materials based on their own interests and pace of development. Children are engaged in the corner activities. They are willing to interact with the environment and peers. For instance, children learn about ways of exploration by observing, comparing and recording the growth of vegetables in the exploratory area. They develop a sense of responsibility through taking turns to look after the fish and turtles in the classrooms. Children unleash their imagination to simulate visiting the countryside and barbecuing around the barbecue pits in the imaginative play area. Alternatively, in the construction area, they collaboratively construct a bedroom with eco-friendly materials and act like resting at home. Children use chops and water-based markers to design sophisticated and original blue and white porcelain patterns on paper plates. They make colourful festive decorations with materials like corrugated sheets and leaves. Children demonstrate their favourable aesthetic development in these activities. Teachers observe children. They also play and read with children, resulting in a relaxing and joyful learning atmosphere.

- 1.4 Teachers facilitate teaching with real objects, pictures and multimedia while asking questions to stimulate children to share their experiences and express their thoughts. Moreover, children are invited to conduct demonstrations and take part in games so as to increase the interaction and fun of classroom activities effectively. Teachers are kind and amiable. They have a good rapport with children and work together to let children receive proper care. Teachers employ real-life scenarios to guide children to imagine and interpret the messages of songs with body movements. They lead children to perform instrumental ensemble to the beat and experience the pleasure of music activities. Suitable physical activities are organised to strengthen

children's gross motor control including balancing, tossing, jumping, etc. During physical activity sessions of K2 and K3, teachers encourage children to select different equipment to create novel and varied ways of play, thus developing children's creativity and problem-solving skills. Upon such foundation, teachers may provide opportunities for children to share their ideas behind the design of physical play and their discoveries during the process, helping children extend their learning.

- 1.5 A well-developed curriculum management mechanism is in place in the school. Members of the teaching team discuss the curriculum content together. In consonance with the characteristics of the school-based curriculum, they create a fun-filled campus environment that is infused with the element of exploration to promote children's active learning through play. Furthermore, diversified experiential activities outside the school are arranged purposefully to enrich children's learning experiences. The management monitors and gives support to the implementation of the curriculum through scrutinising teaching documents, conducting lesson observation and in-class collaboration. Teachers review the effectiveness of various types of learning activities against children's performance and make specific suggestions for improvement, thereby enhancing the effectiveness of learning and teaching continuously.

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

The school upholds the curriculum core value of child-centredness. It is keen to foster learning through play in children while gradually enhancing the element of free exploration in activity design to foster children's all-round development. The management may continue to promote professional exchange among team members and lead teachers to provide opportunities for children to share their ideas behind the design of physical play

and the discoveries therein in a timely manner, hence inspiring children's learning to a further extent.