

School No.: 156272

Focus Inspection Report (Translated Version)

Fu Yiu Kindergarten

**South West & North Wings, Fu Yiu House, G/F, Lai Yiu Estate,
Kwai Chung, New Territories**

14 May 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 makes reference to the teaching packages to devise an integrated curriculum using themes, with content covering various learning areas and encompassing the acquisition of values, attitudes, skills and knowledge. The school puts much effort into establishing an inclusive campus. Through festive celebrations and learning activities, the school lets children know about the costumes, food culture and living habits of different countries in order to foster mutual respect and care between Chinese speaking and non-Chinese speaking (NCS) children. Moreover, the school conducts the national flag raising ceremony on important days for children to learn about displaying the national flag and the etiquette to be followed, cultivating children's sense of belonging to the country from an early age. Children have ample opportunities to engage in physical, music, art and free choice activities every day, which facilitates their balanced development. Some teaching content and pieces of homework for K3 are rather difficult. The school must review and remove the inappropriate content to cater for the children's abilities and developmental needs.
- 1.2 The school creates learning portfolios for children to keep their assessments and works. Teachers assess children's performance through continuous observation and documentation. They are generally able to set assessment items corresponding to the learning objectives of the themes. Teachers may revise content in the learning area of Self and Society so as to reflect children's affective and social development at different stages in an effective manner. Teachers observe and analyse children's daily performance meticulously to prepare clear observation records, while providing follow-up advice to parents in a timely manner. The school is advised to integrate the assessment information and conclude children's overall performance covering different developmental objectives at the end of a school term. By doing so, parents

are able to better understand their children's learning so that home and school can work together to facilitate children's growth.

- 1.3 The school environment is spacious and bright. Teachers make use of the classroom space flexibly to set up scenarios and interest corners relevant to the themes. Children can extend what they have learnt by having role-play, exploratory activities and manipulating teaching aids. Children act as drivers to imitate driving vehicles to take passengers to various landmarks, during which their peers change the paper traffic lights and the drivers give way to the pedestrians properly to let them cross the road. Children take the initiative to invite their peers to play together. They are fully devoted to the games while learning to obey traffic rules. With sufficient art materials, children are agile to perform fine motor skills that they string colourful beads into little swans and share their crafts to their good friends excitedly. Meanwhile, children show an interest in exploratory activities. For instance, they carry out tests of sliding different objects on a slanted surface. However, in some exploratory activities, teachers may provide guidance or include simple illustrations of the steps for children to know the purposes of activities and the content and key points of observation, thereby enhancing the learning effectiveness.
- 1.4 Teachers care for the needs of children from various cultural backgrounds. When designing thematic teaching, teachers select activities of children's interest as an entry. Examples include small-scale sports events and buying and selling games, leading children to construct knowledge and apply what they have learnt from their life experiences with a view to fostering interactions between peers, and enabling NCS children to learn and use Chinese with ease during exciting competitions and interesting games. In the course of the events, children follow the rules and are polite. They are able to queue up and wait for their turn, and also help their peers. A good relationship is established between teachers and children. Children actively

express their thoughts to teachers and are pleased to share their creative ideas. Children are lively and energetic that they love having physical games and show good body coordination. Music activities comprise a variety of elements, which enable children to engage in singing, dancing and performing rhythmic movements. Yet, teachers could devise more explicit learning objectives to help children accumulate and consolidate their music experiences.

1.5 The school has a curriculum management mechanism in place. The management steers teachers to conduct cross-grade level lesson planning meetings to collaboratively discuss the learning objectives, design of interest corners, art and craft activities, etc., and also enhance team communication in promoting professional exchange. Teachers conduct teaching reflection and take into account children's abilities and learning needs to make suggestions for improvement. The management examines the teaching effectiveness through lesson observation and provides chances for teachers to observe and learn from one another. The management is recommended to recognise teachers' teaching needs and lead the team to strive for sustainable improvement through focused curriculum review and professional development activities.

2. Recommendations for Fostering Sustainable Development of School

The school endeavours to create a learning environment that facilitates children's interaction and learning in a relaxing context. The management is advised to recognise the needs of the teaching team and deploy professional development and exchange to optimise the teaching and assessment design with concerted efforts for enhancing children's learning effectiveness and promoting the continuous development of the school.