

School No.: 563951

Focus Inspection Report (Translated Version)

**Po Leung Kuk Cheng Kwan How Yin
Kindergarten**

Unit 2, 1/F, Tak Hong House, Tak Tin Estate, Lam Tin, Kowloon

4 January 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 With reference to the curriculum outline of the organisation and teaching packages, the school designs an integrated curriculum using real-life themes. The curriculum covers all learning areas and caters for the developmental needs of children. The school makes good use of community resources that it collaborates with a nearby elderly centre to arrange visits for children, which is conducive to cultivating children's character of caring for others and enriching their learning experiences. During free choice activity sessions, the school meticulously arranges mixed-age play for children so as to increase the opportunities for them to communicate and cooperate with peers of different ages. The games are designed with various levels of complexity and different ways to play to address children's different learning interests and development. Teachers plan a balanced daily schedule that children are given sufficient opportunities to take part in music, art, physical and free activities every day.
- 1.2 The school actively promotes Chinese culture. It incorporates relevant learning elements into the themes of all grade levels while designing diversified activities, enabling children to learn through play and understand traditional Chinese art. By creating distinctive handcrafts and experiencing games with Chinese characteristics such as blue and white porcelain, shadow play and Touhu, children appreciate traditional art and culture and develop a sense of national identity.
- 1.3 The school has formulated a policy on the assessment of child learning experiences. Teachers continuously observe and record children's performance in various aspects. Thematic assessments are in place and parents are informed of children's learning performance every week through the student handbooks. The school creates learning portfolios for children to keep their development reports, observation records, artworks and so forth. The development of children in every school term

is summarised using information in the portfolios to reflect their performance in each learning area effectively. Therefore, parents can grasp children's development at different stages. The school collates and analyses children's assessment information systematically in order to inform teaching, which also serve as reference to refine the curriculum planning and from the basis for following up on children's individual needs.

1.4 The school puts much effort into decorating the campus. To provide ample space for children to carry out free choice activities, the school sets up four learning zones and furnishes the environment in accordance with themes to offer different types of corner activities. Abundant and diverse materials are available at the learning zones for children to choose freely, effectively facilitating their interest in creation. The reading corner is spacious and comfortable that a wide range of books is placed in the corner. There is a bookshelf featuring books about Chinese culture to attract children to read in the corner effectively. The fun-filled language teaching aids allow children to consolidate their acquired knowledge through manipulation and play. Teachers who emphasise catering for children's diversity make diversified teaching aids meticulously and design appropriate activities based on children's developmental characteristics at different ages. Children can make their own choice and embrace challenges. With a view to extending children's learning to a greater extent, teachers could further observe children's performance, give timely guidance and assistance by joining in children's games, as well as understanding what children have gained in play and then inviting them to share their experiences during review sessions.

1.5 Teachers prepare for their teaching earnestly. In conjunction with the teaching activities, teachers arrange teaching aids and set up learning environment. They arouse children's learning interest with games and guide children to think through

questioning. Teachers have mastered classroom management skills. They reinforce the good behaviour with the prudent use of commendation. In thematic teaching, teachers keep pace with children's learning needs and draw their attention with the use of sounds, pictures, real objects, etc., thus stimulating children's learning motivation. As observed, children were engaged in learning and eager to respond to teachers' questions. However, some free choice activities, including games of constructing plastic building blocks and water bottles, fail to facilitate children's gross motor development. Teachers are required to revise the activity arrangements to provide suitable materials and guidance to children, ensuring adequate amount of exercises for children.

- 1.6 The school has established a curriculum coordination, monitoring and review mechanism. The management discusses the environment setup and arrangements of the learning activities with teachers through curriculum meetings. It understands and monitors the curriculum implementation by scrutinising documents and conducting classroom walkthroughs, and gives concrete feedback to teachers at an opportune time. Teachers reflect on teaching regularly and review the teaching effectiveness against the learning objectives and children's performance, thereby rendering suggestions for improvement and taking follow-ups.

2. Recommendations for Fostering Sustainable Development of School

Building on the solid foundation, the management is advised to steer teachers to improve the design and arrangements of the physical activities in a bid to strengthen the effectiveness of activities. The school could keep on sharpening teachers' skills in inspiring children through training in order to further foster children to learn through play, thus contributing to the betterment of the school in terms of teaching effectiveness.