

School No.: 523445

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

**Po Leung Kuk Cheung Poon Mei Yee  
Kindergarten**

**1/F, Fu Tung Plaza, Tung Chung, Lantau Island, N. T.**

**26 March 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 teaching packages, the school adopts real-life learning themes to devise an integrated curriculum which caters for children's interests and covers all learning areas. The school arranges a balanced daily schedule that children are provided with sufficient opportunities to engage in music, physical, art and free choice activities. However, some pieces of K3 homework are inappropriate. The school must review them and remove those homework in order to meet children's developmental needs. The school puts emphasis on nature education. It sets up a planting area on campus for children to develop an attitude of cherishing food through planting. The school incorporates Chinese cultural elements into thematic learning activities. With activities like paper cutting, Chinese New Year spring couplets writing and opera masks making, children experience the traditional culture and deepen their understanding of Chinese art and culture. The school conducts the national flag raising ceremony every week and on important days for children to learn about the proper etiquette and strengthen their sense of national identity.
- 1.2 The school assesses children's learning performance through continuous observation. The devised assessment items dovetail with the curriculum objectives and content. In tandem, clear assessment criteria are available to assist teachers in evaluating the performance of children using the same standard. The learning portfolios not only retain assessment forms, observation records by teachers and children's works, but also keep children's record of behaviour at home, serving as evidence of their growth. At the end of a school term, teachers summarise children's performance in each learning area and report to parents, which is conducive to parents' mastery of their child's learning and needs. The school makes reference to the child assessment information for curriculum adaptation.
- 1.3 The school decorates the classrooms and corridors with children's works, giving

opportunities for children to appreciate and learn from one another. Apart from designing corner games based on the learning themes, teachers also make good use of space to set up wall activities and a reading zone so that children can have more opportunities to choose activities. As observed, children were free to draw or construct building blocks. Children and peers held paper puppets and pictures to create stories in a mini theatre. They exploited their imagination and attracted peers to watch. The interaction among children is favourable for their social development. During the concluding session, teachers are advised to let children share their findings and express their feelings in games so as to help children consolidate or extend what they have learnt.

1.4 Teachers prepare for teaching conscientiously. They make good use of pictures and story contexts to facilitate children's understanding of the learning content while posing questions to guide children to think. Children are eager to respond and share their thoughts. Children are willing to follow instructions that lead to good classroom order. In music activities, children respond according to audio cues, for example, they stand still or imitate people or things. Children are joyful and devoted to sing and tap the rhythm with musical instruments along the songs. Teachers arrange physical games to enable children to develop body coordination by choosing physical activities freely, such as crawling tunnels, climbing frames and throwing rubber rings. These also enhance children's interest and confidence in physical activities and strengthen the interaction and collaboration between children and peers.

1.5 The curriculum management mechanism of the school is well-developed. The management and teachers discuss the curriculum outline and learning foci during meetings. The management keeps track of curriculum implementation by scrutinising lesson plans, conducting classroom walkthroughs and lesson

observations while making suggestions at opportune times. Meanwhile, it organises peer lesson observations for teachers to observe and learn from one another, thus increasing the professional capacity. At the end of a school term, the management and teachers collate teaching reflections and suggestions for improvement and analyse the assessment information to inform curriculum planning.

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

The school strives to offer children a comprehensive and balanced curriculum. However, it must remove the inappropriate homework of K3 in order to meet the developmental needs of children. The management should guide teachers to provide children with opportunities to share their findings and express their feelings in games during the concluding sessions, thereby consolidating or extending their acquired knowledge.