

**School No.: 563803**

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

**Po Leung Kuk Lui Chan Wai Ching  
Kindergarten**

**G/F, Sheung Lok House, Sheung Lok Estate,  
Sheung Shing Street, Homantin, Kowloon**

**6 October 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**

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

## **1. School Performance**

- 1.1 The school devises its curriculum outline by making reference to the *Kindergarten Education Curriculum Guide* and curriculum materials provided by the organisation. It employs themes to organise the curriculum which covers all learning areas to facilitate children's nurturing positive values and attitude, as well as acquiring skills and knowledge. Children from consecutive grade levels are arranged to participate in mixed-age activities, thereby providing more opportunities for mutual communication and cooperation. Teachers invite children to serve as junior leaders to learn showing care and concern for their peers, which creates a caring atmosphere at school. Children have sufficient opportunities to participate in music, physical, art and free choice activities every day. They enjoy the fun in a variety of learning activities which promote their balanced development.
- 1.2 The school assesses children with reference to the organisation's assessment policy and criteria. The assessment content is comprehensive and aligns with the curriculum objectives. The teaching team grasps children's learning and development by continuous observation. It keeps observation records, children's works and parents' responses systematically in the children's learning portfolios, as well as distributing the assessment information to parents at opportune times, as evidence of children's growth. The management leads the team to consolidate and analyse children's assessment information regularly, which is conducive to evaluating the overall effectiveness of the curriculum, thereby informing the curriculum planning.
- 1.3 Teachers strive to create a plentiful learning environment for children and make good use of the classrooms by dividing them into activity zones with different learning elements. The corner activities are manipulative and interesting that attract children to explore actively, thus promoting learning through play. The team puts much

effort into setting up language, exploratory and art areas where teaching materials with different learning levels are available to encourage children to select activities based on their interest and needs. During free choice activity sessions, children love engaging in various corner activities. For instance, in the art area, they make Chinese and western food models out of clay, or collaboratively use natural materials such as branches and pine cones to make artworks to show their creativity. As the Asian Games in Hangzhou was in full swing, the school tied in the Games with the major concern of fostering children's understanding of Chinese culture. Children were arranged to observe the photos of Hangzhou's renowned buildings. They were also encouraged to try constructing famous attractions such as Yue Fei Temple with different shapes of building blocks, or watching the exhibition boards in the lobby where the appreciation of the achievements of Hong Kong, China athletes at the Games were displayed. All these facilitate children to be familiar with the characteristics of traditional architecture and build a sense of national identity.

- 1.4 Teachers are well-prepared for teaching. They utilise real objects, pictures and teaching aids to arouse children's learning interest, helping children grasp the learning content. During music activities, teachers employ music and body movement to guide children to perform rhythmic movement and sing along with the beat. Children were engaged with the activities. Physical play area is filled with plentiful facilities while the activities thereof can foster children's gross motor development and body coordination. Children can choose equipment of their own accord for designing physical games as well. However, teachers are required to raise children's safety awareness in the course of the games, and provide suitable protective measures based on the activity design and arrangements. Children get along well with peers in daily life. They always play and learn together to demonstrate good social development. Children enter and leave the activity venues

in an orderly manner. After activities, they tidy up the things in the classrooms and clean up rubbish, possessing a sense of responsibility and self-care abilities. Under the guidance of teachers, children revisit the activities, take the initiative to share their play experiences and introduce their artworks, demonstrating favourable language development.

1.5 The school has established a proper curriculum monitoring mechanism. The management keeps abreast of the implementation of curriculum through scrutinising curriculum documents, classroom walkthroughs and attending meetings. It also supports and praises teachers at an opportune time while providing suggestions for improvement, which is effective in discharging its duties of a curriculum leader. The management holds curriculum meetings regularly and conducts collaborative lesson planning with teachers to discuss the learning objectives and activity design. The management and teachers kept detailed records of the content of teaching aid making and interest corner decoration, and shared their tips for environment set-up. At the end of a theme, the management leads the teaching team to review the effectiveness of activities by referring to children's assessments and teaching reflections and discussing together specific feedback for improvement. The implementation of each recommendation is actively followed up to put forward the sustainable development of learning and teaching.

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

In conjunction with the major concerns and learning themes, the management leads the team to formulate curriculum content and decorate the campus meticulously to create joyful learning experiences for children. The teaching team is required to raise children's safety awareness in physical activities and ensure adequate protection measures are in place at the physical play venues so as to foster children's physical development through play.