

School No.: 157449

Focus Inspection Report (Translated Version)

Po Leung Kuk Tang Bik Wan Memorial Kindergarten

**Units No. 118-131, G/F, Kwong Yee House, Kwong Fuk Estate, Phase 1B,
Tai Po, New Territories**

9 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 upholds the core value of child-centredness and devises its curriculum content based on the developmental needs of children. The integrated curriculum is designed by selecting themes dovetailing with children's life experiences, covering all learning areas for children to cultivate proper attitudes, acquire skills as well as constructing knowledge. The school strives to promote a positive school culture. It incorporates books about moral characters into the curriculum and holds parent-child activities, which are conducive to nurturing children's good behaviour such as caring for others and mutual appreciation. The school organises diversified art activities with traditional Chinese characteristics for children to know about Chinese culture. For instance, activities related to the themes including visits, experiencing ink painting, blue and white porcelain and paper cutting are arranged. Through these outdoor visits and school activities, children can develop a sense of national identity. The daily schedule of the school is balanced that children are given sufficient opportunities to take part in music, physical, art and free choice activities every day. The school has adjusted the homework content and reduced the amount of copying in recent years. However, the design of some pieces of K3 language homework are still rather difficult. The school is required to continue to review and remove the homework that is inappropriate for children's developmental needs.
- 1.2 The school has a sound policy on the assessment of child learning experiences. Teachers compile assessment content for each grade level and formulate assessment criteria according to the curriculum objectives. They utilise learning portfolios to maintain assessment forms, children's work and other information systematically so as to present children's development in different ways. Teachers continuously observe and record children's performance in various learning areas. They meet parents face-to-face at the end of a school term to keep parents informed of the

development of their child, which is beneficial for teachers and parents to jointly follow up on children's needs. The team collates child assessment information regularly and systematically for examining curriculum planning in meetings, hence the assessment can achieve the objective of facilitating learning and teaching.

- 1.3 Teachers put much effort into environment planning and set up interest corners with a wide range of activities that align with the themes. These corners include reading, exploratory and construction corners. Items like animal costumes, leaves and small wooden cubes are provided in the imaginative play corners. Children interact with their peers through role-play to foster their social and language development. The artwork corners are furnished with abundant art materials. Children make collages with different materials and their artworks are colourful and creative. Teachers observe and take part in children's play while intervening at opportune times to support children's needs. After the free choice activities, teachers are advised to invite children to share their discoveries or solutions to problems during the activities in order to assist children in extending their learning experiences.
- 1.4 Teachers are amiable. They always encourage children to be friendly and observe rules while praising children's good behaviour. Teachers speak articulately. In addition to using lively voice, along with body language, to tell story for engaging children in activities, some of the teachers are able to adjust the pace of teaching in light of children's performance in the course of the activities for the enhancement of teaching effectiveness. In music activities, teachers guide children to sing, perform rhythmic movements and play musical instruments, facilitating children to feel the beats and melodies of songs.
- 1.5 Children are attentive in listening to teachers' explanations and are bold to express their views, showing a diligent learning attitude. Children possess favourable self-care abilities as they can put on and take off their shoes by themselves and put things

back to the original places. Children are familiar with the free choice activity routines that they switch to another corner activities in an orderly manner. Children get along well with their peers and are able to offer help and prompts to one another. When there is a divergence of views, they try communicating with each other to solve the difficulties. During physical play, some children stay optimistic and encourage one another despite the failure to complete the tasks.

- 1.6 The school has established a proper curriculum management mechanism. The management discharges its duties of a curriculum leader to guide teachers to plan and implement the curriculum. The management instructs teachers and keeps track of the curriculum implementation by participating in meetings, scrutinising teaching documents and conducting lesson observation. Teachers carry out reflection regularly and assess the effectiveness of individual activities based on children's performance. They evaluate the implementation of themes from the perspectives of activity arrangement, environment setup, etc., and take follow-up actions such as revising curriculum and teaching materials with a view to enhancing the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

Members of the management steer teachers in curriculum planning and setup of learning environment conscientiously. They cooperate with each other to promote the development of learning and teaching with concerted efforts. Building on the existing foundation, the management may lead the team to remove the inappropriate homework and arrange for teachers to conduct reviews with children after activities for helping children consolidate their experiences with a view to facilitating learning.