

School No.: 158488

Focus Inspection Report (Translated Version)

**Po Leung Kuk
Fiona Cheung Sum Yu Kindergarten**

Units No. 208-214, Fu Ching House, Tai Wo Hau Estate, Tsuen Wan, N.T.

4 May 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

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1. School Performance

- 1.1 The school adheres to the mission of the organisation and makes reference to the teaching packages to formulate a curriculum that is related to children's life experiences and designed in an integrated approach using themes. The curriculum content covers various learning areas and takes into account the cultivation of attitudes as well as the development of skills and the construction of knowledge in children. The school puts much effort into fostering children's moral development. It is keen on promoting positive education through the curriculum to guide children to care about and treasure the people and things around them while nurturing their optimistic and grateful attitudes. Besides, the school holds celebrations of traditional Chinese festivals and forms a team of flag guards to let children understand Chinese culture and build a sense of national identity. Children are given sufficient time to participate in music, physical, art and free choice activities every day. However, some of the homework content of K3 designed by the school is relatively difficult. The school must revise the content to meet children's abilities and development.
- 1.2 The school assesses children's learning and development through continuous observation. Regarding thematic assessments, teachers discuss the assessment content that ties in with the curriculum goals and devise specific assessment criteria for objectively assessing and documenting children's performance. In tandem, the school utilises the information of children's thematic assessments as a reference for adjusting and planning the curriculum. Yet, the presentation of the assessment records at the end of the first school term did not show clearly children's performance in different learning areas and failed to reflect their learning concretely. The school is advised to make reference to the term-end assessment record of the second term to make amendments to that of the first term so that parents can fully grasp the

development of their children in a timely manner.

- 1.3 The school makes good use of its space to allocate activity venues flexibly for children to participate in various types of activities. Teachers decorate the physical activity venues meticulously. Every day, children take part in physical activities and freely choose the equipment to play with, which is conducive to the development of the coordination of their gross and fine motor skills. Teachers design theme-related interest corners that are stocked with diversified materials. As observed, there were small mailboxes and wishing trees in the classrooms to encourage children to use pictures and words to express their thoughts. Picture books about water were available in the exploratory corner. Teachers guided children to read and carry out different exploratory activities to enhance children's understanding of the three forms of water. At the start of a theme, teachers invited children to jointly decorate the role-play corner and prepare the props. Children were engaged in making bathtub and soap bubbles with cardboard boxes and waste paper balls, unleashing their creativity.
- 1.4 Teachers are conscientious in making teaching preparations. They exploit real objects, pictures and multimedia resources to help children comprehend the learning content. Teachers ask children questions to arouse their learning interest while providing opportunities for them to express. Children are willing to express their thoughts verbally or in drawings. Children follow the classroom routines. They possess self-care abilities as they tidy up the classrooms on their own after activities, keeping the environment clean and neat. Children are enthusiastic and courteous. They take the initiative to greet teachers and peers, and play and learn with peers daily. Children care and support their peers who are tripped and fell. The campus is imbued with love, care and harmony.
- 1.5 The school has established a curriculum monitoring mechanism. The management

demonstrates its role of a curriculum leader and understands the curriculum implementation by scrutinising teaching documents, conducting classroom walkthroughs and attending meetings. It aptly gives teachers advice and support as well. At the end of the school term, the management leads teachers to hold a summary meeting to review the implementation of learning activities to serve as a reference for revising the curriculum and improving the teaching strategies. Teachers have reflection skills in general and they make concrete suggestions for improvement and follow-ups according to children's learning performance. The school has embedded the rationale of school self-evaluation (SSE) in daily teaching, which is beneficial for promoting curriculum development.

2. Recommendations for Fostering Sustainable Development of School

The school has realised the rationale of SSE in daily teaching. The management leads the team to utilise the child assessment information as a reference to adjust and plan the curriculum. Nevertheless, the management is required to review and revise the term-end assessment records of the first school term so that parents can fully grasp the development of their children. The school must also adjust and make amendments to the relatively difficult learning content and homework of K3 to meet children's interests and learning needs.