

School No.: 563919

Focus Inspection Report (Translated Version)

**Po Leung Kuk Tse Wong Pui Kuen
Kindergarten**

G/F, Lok On House, Tsz Lok Estate, Tsz Wan Shan, Kowloon

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**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 makes reference to the curriculum outline of the organisation and takes account of children's interests and life experiences to design an integrated curriculum using themes. The curriculum content covers all learning areas, encompassing the cultivation of values and attitudes as well as the acquisition of skills and knowledge. The school arranges activities for children, such as ink painting and paper cutting, and helps them learn about China's achievements in aerospace technologies and other areas. All these are favourable to children's understanding of Chinese culture and development of their sense of national identity. Besides, children are provided with sufficient opportunities for taking part in music, physical, art and free choice activities every day and the daily schedule is balanced.
- 1.2 The school formulates content of assessment of child learning experiences in accordance with the curriculum objectives. It adopts continuous observation to assess children's performance, prepares observation records and keeps the self-chosen works of children as evidence of their growth. The school informs parents of their child's learning on a regular basis and sums up children's development at the end of a school term while giving specific suggestions to facilitate parents' grasp of the performance of their child. Teachers review the child assessment information and adjust the teaching schedule in response to children's learning needs, which also serves as a reference for curriculum planning.
- 1.3 The school space is divided into different learning zones and diversified games are set up in these zones. Children are free to choose their favourite activities and learn in a joyful environment. Children of different ages can play together. Teachers thoughtfully design learning aids that are of different levels of complexity and manipulative, which is conducive to catering for learner diversity. Art materials are plentiful to attract children to draw and produce hands-on creative works. Their

works are displayed in the classrooms and lobby for their mutual appreciation. There are elements of exploration in corner activities like light and shadow experiments. Children are willing to conduct the experiments, cultivating their curiosity. In addition, teachers set up corner activities, including story theatres, sharing corners and simulated rocket launch, to foster the interaction between children and their peers. It is pleased to see that children start conversations and get along well with one another. Teachers play with children to observe children's performance. After play, teachers guide children to share their creative works or experiences. Teachers also make good use of questions to help children organise and express their thoughts and connect their life experiences while thinking of solutions to their problems with concerted efforts, hence extending children's learning and constructing new knowledge. The review sessions after play are beneficial for children's mutual learning and appreciation as well as increasing their opportunities for expression. Some of the interest corners are equipped with computers for children to watch videos related to themes. Teachers guide children to use the electronic screens from time to time, but some children still watch the videos at a short distance. Teachers must pay heed to how children use the computers during free choice activities and let children keep a proper viewing distance from the electronic screens.

- 1.4 Teachers are friendly, care about children and have good communication skills. Apart from making use of pictures to facilitate teaching, teachers also let children manipulate real objects frequently, such as providing different types of New Year flowers in thematic activities and observing light and shadows with translucent and opaque items, to motivate children to learn. Children are keen to take part in music activities, in which they sing, perform rhythmic movements and manipulate musical instruments. They dance to music as well, enjoying the pleasure of the activities.

Regarding physical activities, children have opportunities to play slides and design games with tyres, cardboard boxes, hula hoops and other materials, which are highly creative and conducive to developing children's gross motor skills and body coordination. Children switch to another activity venue in an orderly manner and take the initiative to put back toys and items used after play to keep the place clean and tidy.

- 1.5 The school has established a systematic curriculum management mechanism. The management leads teachers to jointly discuss the learning content, activity design and the setup of interest corners, assisting teachers in planning and reviewing the curriculum based on children's needs. In tandem, the management keeps track of the curriculum implementation and gives timely advice to teachers by means of observing lessons, attending meetings, scrutinising documents and so forth. Teachers conduct teaching reflection regularly. They review the teaching effectiveness in light of children's performance and make suggestions for improvement, thereby enhancing the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school provides children with different learning experiences and strives to enhance the effectiveness of learning and teaching while adapting the curriculum by making reference to children's performance. Teachers are required to pay attention to the use of electronic screens among children and let children keep a proper viewing distance from the electronic screens.