

School No.: 564982

Focus Inspection Report (Translated Version)

Po Leung Kuk Liu Sew Har Kindergarten

Shop 1-8, G/F, 44 Shui Che Kwun Street, Yuen Long, New Territories

21 December 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 formulates a school-based curriculum according to the curriculum information of the organisation and with reference to the teaching packages. It selects themes related to children's life experiences to design an integrated curriculum of which the content is comprehensive and balanced. Children's language development is of great importance to the school. It enhances children's expression abilities and self-confidence through story creation and interactive games. In this school year, the school strives to incorporate the element of free exploration into physical activities to boost the effectiveness of active learning in children. The daily schedule of the school is properly planned. Children are arranged to take part in activities in different play areas every day by adopting a mixed-age approach to facilitate their mutual learning and foster their social development.
- 1.2 The school devises appropriate assessment items in accordance with the curriculum objectives and children's developmental characteristics. Teachers regularly prepare activity observations and record the ideas and methods of children's works, thereby analysing their learning in different areas and reflecting their development progress holistically. Moreover, teachers show children's performance in each theme in the student handbooks and disseminate summative assessment reports at the end of a school term to let parents understand and follow up on their children's learning. The school examines and collates the child assessment information to get a grasp of children's learning situation, and using it as reference for informing the curriculum.
- 1.3 The spatial planning of the school is desirable. The school adopts an open-plan approach in the setting of the learning environment and flexibly divides all classrooms and venues into a number of learning zones. Teachers tie in with the themes and learning objectives to create multilevel and interesting games for children to construct new knowledge in an environment that is spacious and has an abundance

of materials. Children's two-dimensional and three-dimensional artworks are displayed in the visual art zone. The zone is colourful and full of artistic appeals. Children love to use the diversified materials therein to design houses and home appliances for the main characters of the thematic activities. Children make delicate clay cakes for teachers while drawing with big paintbrushes collaboratively. They concentrate on creating to unleash their unique creativity and enjoy the art activities very much. There is a variety of language learning activities in the expressive communication zone for children to use language in a meaningful and relaxing context. Children enthusiastically perform stories on a mini stage, eagerly discuss with peers the books that teachers recommended or express their gratitude with simple words and drawings in greeting cards. Different simple experiments and sensory play are available in the exploratory zone. Children explore whether magnetism can pass through an object. They also observe the fish that are in the tank and in the pictures for comparison and sorting, demonstrating curiosity and inquisitiveness. Before the activities of the learning zones come to an end, teachers guide children to share the process of play or introduce their works, which help children consolidate their experiences and enhance the learning efficacy.

- 1.4 Members of the team work closely together. They have a good rapport and cooperate with each other in teaching to create a lively and joyful learning atmosphere effectively. Teachers make good use of teaching materials like real objects, stories and pictures to illustrate concepts or facilitate children's understanding of the thematic learning content through observation and manipulation. Furthermore, teachers prepare simple props and invite children to act as small animals to perform rhythmic movements in music activities, with a view to enhancing their engagement. Teachers ask questions to encourage children to think deeper and express themselves more often, listen to them patiently and give timely

responses to their ideas. Children are willing to express their thoughts, showing good language expression abilities. During physical activities, teachers make use of the equipment of the physical venue to enable children to master basic physical skills. A self-initiated exploration session is also added to stimulate children to create games with various types of tools and eco-friendly items, hence developing their capability of active learning. Children work together to think of challenging games. They are courageous to explore ways for crossing over the obstacles, and jointly move the wheels and big cardboard boxes to simulate playing a car racing game. The activities are full of childlike fun. Teachers observe children's learning. Some of them are able to join in children's play. Teachers may apply the acquired skills in conducting reviews to interact with children after the physical activities, thereby further guiding children to consolidate their problem-solving skills through learning from one another.

- 1.5 The management leads the team to plan the curriculum and monitors the implementation of the activities in an effective manner through attending meetings, scrutinising curriculum documents and walking through classrooms. It has collaborative lesson planning with teachers to discuss the setting of the learning zones and share teaching experiences for drawing on collective wisdom, which is conducive to refining the activity design. The teaching team conducts reviews conscientiously. It reflects on the teaching skills, children's performance, etc., and makes suggestions for improvement. It also reports the implementation of curriculum to the organisation to serve as a reference for revising the overall curriculum. The school has followed up on the recommendations of the previous Quality Review to arrange peer lesson observation based on its development focuses and encourage team members to help and inspire one another, thus enhancing their professionalism.

2. Recommendations for Fostering Sustainable Development of School

The school strives to promote the development of the school-based curriculum to facilitate children to learn and grow through play. The management may keep leading teachers to accumulate experience in the pursuit of excellence and ongoing advancement.