

School No.: 159093

Focus Inspection Report (Translated Version)

Yan Oi Tong Pang Hung Cheung Kindergarten

**G/F, Fu Tai House (Block 15), Tai Wo Hau Estate, Tsuen Wan,
New Territories**

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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 uses themes to organise its curriculum of which the content covers all learning areas. Active and quiet activities are alternately arranged in the daily schedule for children. The curriculum is in line with children's life experiences and interests, and helps cultivating positive attitudes as well as the acquisition of skills and construction of knowledge. The school attaches importance to the physical development of children. It makes good use of the school premises to organise circuit games in the daily morning exercise session to foster children's gross motor development. The school holds an activity day every other week of a month and provides different learning activities on campus. However, children can only participate in some of the games. The school must review and improve the relevant arrangements to ensure that children have a balanced schedule on activity days. Besides, some learning content and pieces of homework for K3 children are rather difficult while the amount of copying is quite excessive. In view of children's developmental needs, the school must revise the homework design and remove the inappropriate part.
- 1.2 With reference to the child development information provided by the organisation, the school devises specific assessment items that tie in with the thematic learning objectives. It adopts continuous observation to assess children's learning experiences. In tandem, the school creates learning portfolios to retain information such as thematic assessment forms, activity observation records, child development reports and so forth as evidence of children's growth. The management leads teachers to review and analyse the child assessment information regularly so as to understand children's learning effectiveness and revise the curriculum content in a timely manner.
- 1.3 The school premises are spacious, tidy and bright. The school utilises the campus

space to set up a reading zone where a wide range of books is available and the environment is cosy for children to enjoy reading. Books related to the themes are also placed in the reading corners of the classrooms to encourage children to read. Theme-related works of art and craft as well as activity photos are displayed on the classroom bulletin boards so that children can observe and learn from one another. Teachers design interest corners that match with the themes. For instance, they decorate the classroom as a Chinese medicine clinic to let children act as Chinese medicine practitioners and patients. Children simulate the processes of performing diagnosis, giving massage and dispensing medication, which is beneficial for extending what they have learnt from the themes. Children are willing to play and get along well with peers, showing good social development. Nevertheless, the materials in the art corners somewhat lack variety. Teachers might provide more diversified materials in greater variety for children to further unleash their creativity.

- 1.4 Teachers are kind and amiable. They cater for and accept children's diversity. Moreover, teachers render appropriate care and support to help children engage in learning. Teachers are conscientious in teaching. They always pose questions to guide children to express their thoughts. Children are eager to answer the questions and keen to speak their mind. After the activities, teachers lead children to conduct reviews and assist children in sharing their learning experiences. Teachers make use of different types of equipment and items to design physical activities for fostering the development of children's body coordination. Nonetheless, teachers are advised to perform cool down exercises with children after the physical activities in order to maintain the safety benefits of exercise.
- 1.5 The management gives proper advice to teachers through attending meetings, scrutinising documents, conducting classroom walkthroughs, etc., which helps monitor the curriculum implementation. Teachers reflect on their teaching

regularly. Some of them are able to make suggestions on areas for improvement in teaching according to children's performance. The management may further strengthen its curriculum leadership and provide more opportunities for teachers to conduct a holistic review of the curriculum while taking follow-up actions constantly to refine the curriculum, hence enhancing the effectiveness of informing curriculum planning through teaching reflections.

2. Recommendations for Fostering Sustainable Development of School

The school is careful in creating an enriched learning environment for children. Yet, it must review and remove the rather difficult learning content and inappropriate homework of K3 to meet children's developmental needs. The management is required to lead the team to evaluate and adjust the arrangements of the activity day and take further follow-up action on the curriculum review so as to enhance the effectiveness of learning and teaching.