

**School No.: 152498**

# **Focus Inspection Report (Translated Version)**

**Fuk Loy Chuen Kam Chuen Kindergarten**

**Wing Hong Building, G/F, Fuk Loi Estate, Tsuen Wan, NT**

**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 makes reference to the *Kindergarten Education Curriculum Guide* to draw up its curriculum in an integrated design using real-life themes. The curriculum content connects each learning area systematically and fosters children's development in the aspects of attitude cultivation, skill and knowledge acquisition. The school arranges visits or experiential activities for children according to themes to broaden their learning experiences. In recent years, the teacher training for employing drama as a teaching strategy has been strengthened. Teachers have incorporated elements like role-playing into activity design to enhance children's interest in learning. Regarding the daily schedule, children have sufficient time to participate in music, physical, art and free choice activities every day. However, some of the content of the learning areas of early childhood mathematics for K3 children is excessively difficult. The school must review and remove such content to meet children's developmental needs.
- 1.2 The school formulates the assessment content of child learning experiences based on the curriculum objectives. Teachers evaluate children through continuous observation and gain a comprehensive understanding of children's performance in various aspects by inviting parents to share information about their children's living habits and self-care abilities at home regularly. At the end of the school term, teachers summarize children's developmental milestones in different areas and create learning portfolios for maintaining children's assessment information, snapshots of their school life, messages from parents and so forth as their evidence of growth. With reference to the assessment information, the school reviews the curriculum to cater for the diverse needs of children. It may further focus on children's areas that are yet to be developed to provide parents with follow-up suggestions so that parents can cooperate with the school in a more effective way to promote children's growth

together.

- 1.3 Teachers decorate classrooms with children's photos and work to create a childlike and playful learning environment. There are plentiful play materials that are suitable for children's abilities and encourage manipulation. The content of the interest corners in each class ties in with the learning themes which facilitates children to consolidate their learning through play. Corner activity guidelines and rules, such as treasuring toys and tidying up after use, are posted on the classroom walls to cultivate children's proper attitudes during play. Children take part in corner activities according to their interests. For instance, they collage and draw the things they like with diversified art and craft materials, or observe the differences in the appearance of objects when they are held in their hands versus when they are placed in water. The school is advised to place more play materials that can facilitate children's interaction and to encourage children to play together or to cooperate in completing simple learning tasks, hence fostering their social development. In tandem, the school may enrich and add more fun to the design of learning activities on walls to boost children's motivation to participate.
- 1.4 Teachers are kind and amiable. They always praise and encourage children and have a good relationship with them. Teachers make good use of gestures and teaching materials to portray story characters vividly. They also adopt different tactics to conduct activities including letting children find hidden pictures in the classrooms or pretending to do exercises together, thus drawing children's attention effectively and elevating the learning efficiency. Teachers have good classroom management skills. They give clear and well-organised demonstrations in physical and music activities to help children grasp techniques such as tossing bean bags and playing musical instruments. Children are lively and energetic as well as willing to learn. They take the initiative to put things back when finished playing, tidy their

clothes during toilet time and make their beds before and after naptime, showing good self-care abilities. Teachers are recommended to provide more opportunities for children to share their life experiences or conduct a brief oral presentation to improve their skills and self-confidence in speaking.

- 1.5 The school has established a mechanism for curriculum coordination, monitoring and review. The management leads teachers to choose suitable picture books to draw up the curriculum and arranges collaborative lesson planning regularly so that teachers can brainstorm the design of teaching activities together. The management often carries out classroom walkthroughs while giving teachers support and feedback through attending meetings and scrutinizing teaching documents. Teachers reflect on their teaching periodically and take follow-up actions in response to children's individual performance. They may ponder suggestions for improvement from angles like adapting teaching strategies or revising the design of teaching aids to further enhance the effectiveness of learning and teaching.

## **2. Recommendations for Fostering Sustainable Development of School**

The school is required to remove some excessively difficult teaching content for K3 children in the learning areas of early childhood mathematics to meet the developmental needs of children. It must spice up the wall activities in classrooms and offer more games that promote interaction among children to bolster the learning effectiveness of interest corners. Furthermore, children should be provided with more opportunities to share and express themselves in classes so as to improve their speaking skills and confidence.