

**School No.: 546038**

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

**Lok Sin Tong Man Ng Wing Yee Kindergarten**

**G/F., Sau Wah House, Sau Mau Ping Estate, Kowloon**

**6 June 2024**

**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 With reference to the teaching packages, the school devises an integrated school-based curriculum using themes. The curriculum content covers all learning areas. Theme-related visits are arranged for children to know about the community as well as enriching their life experiences and broadening their horizons. The school attaches importance to children's moral development. It sets monthly core moral values such as integrity and respect, and conveys the message of caring for one another through drama in the morning assembly. In tandem, the school invites parents to serve as parent-child courtesy ambassadors at school so that home and school can work together to encourage children to practise good behaviour. Children are given sufficient time to participate in music, physical, art and free choice activities every day to have comprehensive and balanced learning experiences. The school is keen to promote Chinese culture that it holds the national flag raising ceremony on a regular basis and organises celebrations of festivals. Moreover, when planning the curriculum, the school thoroughly considers elements related to the traditional custom, art and culture and geographic landscape of China of each theme so as to guide children to deepen their understanding of the Motherland and develop a sense of national identity.
- 1.2 The school implements the policy of the assessment of child learning experiences systematically. Teachers adopt continuous observation and documentation to assess children's development and learning progress in the aspects of attitudes, skills and knowledge. They create learning portfolios for children to maintain assessment forms, activity observation records, artworks and so forth and keep parents informed of their children's school life in a timely manner. Thus, the school and parents jointly foster the growth of children. Teachers consolidate and analyse the assessment information to follow up on children's needs and inform curriculum

planning. However, some homework content of K3 is rather difficult. The school must review and revise such content to meet children's abilities and developmental needs.

1.3 The school finished its renovation in the previous school year and its environment is comfortable, clean and bright. In view of the Dragon Boat Festival, teachers display the ingredients of rice dumplings in the lobby for children to observe, enhancing the learning atmosphere. During free choice activities, children simulate driving different modes of transport. They fasten the seat belts and play the roles of a driver and a passenger with their peers to learn road safety rules. Teachers set up interest corners with exploratory elements. Children identify whether items like plastic and aluminum can reflect images, test the relationship between the gradient of a slope and car speed by placing toy cars on a slope, and compare the cleaning effectiveness of different materials. The diversity of activity design inspires children to carry out comparisons and tests on things around them, cultivating their inquisitiveness. Teachers set up a book recommendation section in the reading corners and read with children to help them develop reading interest and habits. There is a wide range of materials in the art corners. Children select pompoms, popsicle sticks, etc., to design art and craft works, unleashing their creativity.

1.4 Teachers are conscientious in teaching and various activities are carried out smoothly. Teachers guide children to tap musical instruments, perform rhythmic movements and sing along with the music. Children enjoy the pleasure of the activities, learning music elements like melodies and rhythms under a light atmosphere. Teachers design circuit games with different levels of complexity and an adequate amount of exercises according to the gross motor development of children of each grade level so as to enhance children's throwing, jumping, running and other skills. Children also make use of different equipment to create a variety of play with their

peers. They are fully engaged in doing exercises, enjoying themselves. Teachers join children's free choice activities to observe their learning progress. After the activities, teachers sum up the play experiences with children to consolidate what they have learnt. Children are courteous and take the initiative to greet others. They love learning and maintain a proactive learning attitude. Children get along well with peers, showing good social development.

- 1.5 The school has established a mechanism for curriculum coordination, monitoring and evaluation. The management leads teachers to make reference to the review findings of the last school year to prepare lesson plans, organise classroom activities and design corner play to embed the cyclical process of self-evaluation in curriculum implementation. The management scrutinises curriculum documents, visits classroom activities and so forth to monitor the curriculum delivery. Teachers reflect on children's learning performance to examine the teaching effectiveness and make specific suggestions to refine the curriculum design. The management is advised to resume peer lesson observation to strengthen mutual sharing and communication among teachers with a view to enhancing the effectiveness of learning and teaching to a further extent.

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

The management leads the team to make continuous improvement and promote children's learning. The school is required to review and revise the rather difficult homework content of K3 to meet children's abilities and developmental needs. The management is advised to resume peer lesson observation to strengthen mutual sharing and communication among teachers with a view to enhancing the effectiveness of learning and teaching to a further extent.