

School No.: 563641

Focus Inspection Report (Translated Version)

Po Leung Kuk Chu Lee Yuet Wah Kindergarten

66 Leighton Road, Causeway Bay, Hong Kong

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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 With reference to the curriculum outline devised by the sponsoring body, the school plans its integrated curriculum using real-life themes. The curriculum covers all learning areas and encompasses the cultivation of children's values and attitudes, as well as the acquisition of skills and knowledge. The school has been attaching great importance to fostering children's moral development. It helps children build positive values by sharing moral stories while encouraging them to practise good behaviour in their daily life. Children learn about Chinese traditional custom and culture through thematic and festive activities to cultivate a sense of national identity from an early age. As for the daily schedule, children are provided with sufficient opportunities to engage in music, physical and art activities every day to facilitate their balanced development. The school has adjusted the progress and reduced the amount of copying homework for K2 and K3 in recent years, which heads for the right direction. However, a few of excessive drills on calculation have been found in K3's mathematics homework. The school is gradually revising the relevant content to be in line with child's development.
- 1.2 Teachers assess children by continuous observation. They present children's learning progress in all learning areas through thematic assessment and observation records, and inform parents of children's growth. On the basis of the assessment items formulated by the curriculum team of the sponsoring body, the school sets assessment criteria which are in consonance with the curriculum content and teaching plans to evaluate the performance of children objectively. The school makes use of the assessment information as reference for reviewing teaching strategies and adapting the curriculum, with a view to catering for the diversity of child development.
- 1.3 The school designs learning activities according to themes that draw on rich content

and varying levels of complexity, which are for children of different abilities to consolidate and extend their learning through play. Children are eager to participate in corner activities. Language corners provide a wide range of language learning materials for children to express their feelings and ideas in words or pictures, so as to have an initial understanding of language as a communicative tool and put it into practice. Meanwhile, children choose from an array of art and natural materials to create two-dimensional or three-dimensional artworks, unleashing their imagination and creativity. Children take part in exploratory corner activities, such as light transmission test and using a magnifying glass to look at their peers' fingerprints, to try and gain hands-on experiences. Children play with their peers happily while constructing knowledge.

- 1.4 Teachers are kind and care about children. They adapt the content of learning activities based on children's interests and needs. Children are provided with different levels of teaching aids to play with freely. Additionally, the corner activities are carried out in a mixed-age mode to provide children with diversified learning experiences. Teachers aptly join in children's games in order to understand their thoughts. Upon completion of the activities, teachers invite children to share their experience gained from the activities or their works, and then give positive feedback to children, motivating them to make attempts and developing their self-confidence. The spacious outdoor play areas at the school are conducive for teachers to designing a variety of gross motor activities which can stretch children's body and mind. Children are engaged in the music activities. They love to sing with teachers and express their emotions through body movement. Children are active to learn and willing to complete the simple learning tasks assigned by teachers. They get along with peers while being pleased to take care of junior schoolmates, showing good affective and social development.

1.5 The school has established a curriculum coordination and monitoring mechanism. The management leads teachers to conduct collaborative lesson planning, design learning activities and the interest corners. In tandem, it monitors curriculum implementation by attending meetings, scrutinising teaching documents and offering teaching assistance. Teachers have developed a habit of conducting teaching reflection regularly. They conduct a holistic review of activity design, teaching arrangement and corner set-up according to children's learning performance. They also take children's developmental and learning needs into account to enhance children's learning effectiveness by giving advice on adapting the teaching content, the use of teaching aids and so forth.

2. Recommendations for Fostering Sustainable Development of School

The school strives to promote curriculum development including analysing children's learning performance, with a view to informing curriculum design and teaching, so as to enhance the quality of teaching continuously. The management may continue to steer the team to review and optimise the homework design as well as removing the drills on calculation as planned in a bid to meet children's learning and developmental needs. The management is recommended to keep leading the teaching team to acquire and enhance their professional competence through the cyclical process of curriculum planning, implementation and evaluation, thereby fostering the school's curriculum development.