

School No.: 325821

Focus Inspection Report (Translated Version)

Po Leung Kuk Kam Hing Kindergarten

G/F, Fung Chuen Court, Fung Tak Estate, Diamond Hill, Kowloon

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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 makes reference to the teaching packages and picture books to devise its curriculum in a thematic learning approach. The curriculum content is comprehensive and facilitates children's cultivation of proper values and attitudes, as well as the acquisition of skills and the construction of knowledge. The school endeavours to promote Chinese culture and conduct the national flag raising ceremony on a regular basis to enhance children's sense of national identity. In tandem, it organises festivities for children to learn about traditional custom. Meanwhile, the school offers children ample time to carry out music, physical, art and free choice activities to foster their balanced development. Some pieces of language homework of K3 are relatively difficult. The school must review and revise them.
- 1.2 The school has an explicit policy in place on the assessment of child learning experiences. Apart from assessing children's learning, physical and psychological development through continuous observation, the school also creates learning portfolios for children to maintain thematic assessment forms, records of learning activities and children's work as evidence of their growth. Teachers conclude children's performance regularly and report to parents in a timely manner so that parents can grasp the learning of their child. Besides, parents record the living habits and behaviour of their child at home, providing different perspectives for teachers to understand children's development.
- 1.3 The school campus has undergone renovations in recent years. A creative wall has been added for children to make two-dimensional works whereas white magnetic boards have been installed on the walls outside the classrooms to display activity snapshots. Moreover, the school has the ceiling exquisitely painted to carry a connotation of children thriving under teachers' nurture and mentorship, thus creating

a warm and joyful school environment. Teachers put much effort into designing corner activities of the classrooms to extend children's learning experiences. There are various kinds of toys in the classrooms. Children love to play with their peers and help each other, demonstrating good social development. The reading corners are comfortably furnished. Children read with their peers together and take turns to read aloud for one another to enjoy the fun of reading. The art corners have a wide range of materials and teachers give children sufficient room for creativity. Children show their infinite creativity as their artworks are diverse in terms of both composition and colour choice.

- 1.4 The school has followed up on the recommendations of the previous Quality Review to let children choose their favourite corner activities first, and then participate in the play activities during the free choice activity sessions. On the theme of "Lunar New Year", teachers set up the role-play corners of the classrooms into different stalls of Lunar New Year Fair, selling treats, flowers and windmills. Each of the setting has its own characteristics. There are children acting as customers to buy New Year food such as puddings and candies or flowers like pussy willows and orchids. Meanwhile, some of the children pretend to be shop assistants to introduce goods to customers and receive money in accordance with the selling price of products. Children understand the custom of Lunar New Year through play. They experience Chinese culture on one hand, and apply their acquired knowledge in an integrated manner on the other for extending their learning interest. Teachers may provide more opportunities for children to share their experiences of play upon completion of the free choice activities, thereby facilitating children to revisit their learning.
- 1.5 Teachers fully cooperate with the school in promoting this year's major concern of positive education to encourage and praise children from time to time. They lead the whole class to commend for what children's peers have expressed or shared,

including praising children who speak clearly or creatively, resulting in a learning atmosphere of mutual appreciation. Teachers are articulate. They may use pictures, real objects, puppets and so forth to facilitate teaching more often during the thematic teaching in order to help children grasp relevant concepts. Teachers mostly arrange group activities for children after the briefings. Activities include exploring the texture and smell of food by using senses. Teachers also let children discuss and apply what they have learnt to foster child-child interaction. In view of the great effort made by the school to promote music and physical activities, teachers conduct a variety of music activities such as asking children to perform rhythmic movements to the beats and scales. By playing ensemble songs with different percussion instruments, singing Chinese New Year songs and congratulating one another, children can make use of music to express happiness. Additionally, teachers employ group games as an entry point during the physical activity sessions to stimulate children to throw paper balls enthusiastically or run and jump with agility such that children can develop their gross motor skills under a relaxing atmosphere.

- 1.6 The school has established a sound curriculum coordination and monitoring mechanism. The management guides teachers to conduct collaborative lesson planning and discuss the corner activity design and teaching strategies as well as reviewing the delivery of the curriculum aptly during meetings. In addition, the management keeps track of the implementation of curriculum by scrutinising the teaching documents and conducting lesson observations and gives timely suggestions on improving teaching. Teachers reflect on teaching periodically to review the teaching effectiveness based on children's learning performance, which is conducive to informing learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school has strived to promote music, physical activities and positive education in recent years and attains satisfactory progress. Building on this foundation, the school is required to revise the relatively difficult homework and encourage teachers to give children more opportunities to share after the free choice activities with a view to assisting children in revisiting what they have learnt.