

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

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Kindergarten**

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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 of the sponsoring body, the school designs its integrated school-based curriculum using themes that are related to children's life experiences and interests. The curriculum content is comprehensive and balanced, covering all learning areas. The school puts emphasis on mutual learning among children and their interaction with the environment. Children develop positive values and attitudes as well as enhancing the acquisition of skills and knowledge through play. The school arranges visits and experiential activities to enrich children's learning experiences. Children also learn about and appreciate Chinese culture through the festivities and diverse art activities. The school provides sufficient opportunities for children to engage in music, physical, art and free choice activities, thereby promoting a balanced development of children.
- 1.2 The school formulates an explicit policy on the assessment of child learning experiences with clear assessment guidelines. Teachers adopt the approach of continuous observation and record keeping to assess children's performance and understand their developmental progress in a holistic manner. Teachers also develop learning portfolios for children to maintain assessment information and children's work systematically such that parents are aptly informed of their children's needs and take follow-up actions. The school utilises the child assessment information properly to review and analyse children's learning progress on a regular basis, hence adjusting the curriculum and teaching strategies.
- 1.3 The school environment is comfortable and bright. The school makes good use of space to set up different learning corners to facilitate children's learning through play. Teachers meticulously design a rich diversity of corner activities of which materials are plentiful and placed orderly. The activities are arranged with multiple levels of complexity to cater for children's needs effectively. Children feel at ease when

using a wide range of materials for creation. They have great fun during the activities. Teachers optimise the school premises to display children's work, which is also used as teaching aids and for decoration, to promote appreciation among children. Children enjoy playing with one another. They play the roles of salesperson and customer to sell and buy hats. Meanwhile, they write letters to teachers attentively to express their feelings. In a fun-filled mini drama play, they act out stories with hand puppets. Children carefully observe the physical characteristics of goldfish and tortoises and test the light shielding properties of different materials in the exploratory corner, thus unleashing their exploratory spirit. This school year, the school has stepped up its efforts to cultivate children's willingness to face challenges. For instance, it has incorporated problem-solving elements into exploratory play and designed simple learning tasks for parents and children. As observed, children jointly guided a pinball to roll along the lanes they built. During the constructive activities, they also tried various methods to stabilise materials and create work, demonstrating their problem-solving abilities and proactive learning attitudes.

- 1.4 Teachers are amiable and friendly. They care for, respect and often commend children. Teachers adjust the homework arrangements based on children's needs and give individual guidance to them in activities. Teachers are conscientious in teaching and adept at enhancing children's interest in learning with real objects. They also design play to increase children's engagement and interaction. Teachers schedule a variety of physical activities to help children grasp the basic body movements so as to ensure that children have adequate amount of exercises. Children sing, perform rhythmic movements and play during music activities to feel and experience the fun of music activities. In the review sessions, teachers show video clips of children during play and invite children to share their experiences in

play and introduce their work. Some teachers make good use of questions to guide children to share their solutions to problems, thus fostering them to learn. The school may continue to encourage teachers to exchange questioning techniques so that they can learn from one another. Children are polite and obedient. They take the initiative to greet others and often share with peers, showing that they get along well. Children can pour water, put and tidy up tableware on their own, possessing good self-care abilities.

- 1.5 The school has a robust mechanism for curriculum management. The management leads teachers to plan the curriculum, design teaching activities and review the effectiveness of learning and teaching. It also monitors the implementation of the curriculum by scrutinising documents, conducting lesson observation and attending meetings, with a view to giving timely guidance and advice to teachers. Teachers are allowed to observe and learn from one another and they work together on studying methods of improving their teaching, which are conducive to promoting teachers' professional development. They constantly reflect on their teaching and evaluate the effectiveness according to children's performance. Some teachers make follow-up suggestions in a focused manner with reference to areas for improvement to optimise learning and teaching.

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

The school fully utilises different corner play to implement the school-based curriculum and facilitate children's learning. Building on the solid curriculum management mechanism, the school is advised to lead teachers to exchange effective questioning techniques continuously in order to further enhance the effectiveness of children's learning.