

School No.: 516309

Focus Inspection Report (Translated Version)

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Kindergarten**

**G/F., Block C, Ko Chun Court, Ko Chiu Road, Yau Tong,
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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 designs its thematic, integrated curriculum by making reference to the teaching packages while taking into account children's life experiences. The curriculum is comprehensive in content and covers all learning areas. The school organises activities like project learning, field trips and festive celebrations to enrich children's learning experience. Children have sufficient time to take part in music, physical, art and free choice activities every day, helping their balanced development. The content of some homework of K3 is rather difficult. The school must review and remove the inappropriate parts of the assignment in order to meet children's developmental needs.
- 1.2 The school actively promotes positive education and creates an affirmative campus atmosphere. It introduces a campus radio for cheering where teaching staff can encourage one another and spread positive messages to children. The school launches a scheme rewarding positive conduct and invites parents to record children's satisfactory behaviour at home as well, which facilitates the development of good character in children. As observed, teachers use positive language and always commend children. Children demonstrate politeness. They are able to show love and care to peers while giving support to one another. When there are divergent views among them, they reach consensus through discussion and negotiation.
- 1.3 The school has established a clear mechanism for the assessment of child learning experiences. Teachers observe children's learning performance continuously and formulate explicit criteria for the assessment items so that they can evaluate children objectively. The school invites parents to write down children's daily habits, which is conducive for teachers to understand children's development from different perspectives. Teachers meet with parents on a regular basis and keep them

informed of their children's learning progress.

- 1.4 The school environment is tidy and well-lit. Teachers make good use of the campus space to exhibit children's work with a view to letting children appreciate each other's creation. Teachers also decorate the game walls and set up a wide range of interest corners in the classrooms, in which various types of toys and materials are provided for children to manipulate, explore and carry out collaborative games. Teaching aids are designed with different levels of complexity to accommodate children's diverse needs and abilities. During the free choice activities, teachers observe children's participation in the corner activities and offer them suitable guidance or support. Teachers should assist children in collating and concluding what they have learnt in order to consolidate or extend children's learning.
- 1.5 Teachers are kind and teach children with patience. Through asking questions, they encourage children to express ideas. Teachers are well-prepared for teaching. When conducting collaborative teaching, they understand each other well. Children are engaged in doing rhythmic movements and singing, hence enjoying the fun of music activities. During physical activities, teachers arrange for children to learn fundamental body movements by providing them with sports equipment allowing them to explore freely and invent a variety of playing methods. Children love creating their own games and demonstrate good gross motor coordination.
- 1.6 The school has developed a mechanism to plan, monitor and review the curriculum. At the end of the school term, the management devises an outline of curriculum progress for the next school year, teachers then prepare lesson plans with clear procedures, which is favourable for carrying out teaching activities. The management stays informed about the curriculum implementation through attending meetings, scrutinising curriculum documents and conducting lesson observations. It also provides timely suggestions to teachers at an opportune time to help them

effectively carry out classroom activities. Teachers conduct teaching reflections regularly, reviewing teaching arrangements based on children's performance adjusting teaching strategies and informing curriculum planning accordingly. The school arranges lesson observations for the management and teachers. As a result, teachers can observe one another and share teaching experience, therefore enhancing their professional competence.

2. Recommendations for Fostering Sustainable Development of School

The school has established a curriculum management mechanism. It is advised to review the content of homework and remove the inappropriate parts in a bid to cater for children's development. Besides, teachers may sum up the play experiences with children after activities to assist children in consolidating or extending their learning.