

School No.: 564001

Focus Inspection Report (Translated Version)

**Pok Oi Hospital
Mrs. Yam Wing Yin Kindergarten**

Level 1, Tower 23, Laguna Verde, Hung Hom, Kowloon

28 June 2023

**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 draws up a curriculum outline with content related to children's life experiences and interests according to the *Kindergarten Education Curriculum Guide* and the teaching packages. It then designs an integrated curriculum using themes. The curriculum content covers various learning areas, taking into account the cultivation of positive values and attitudes as well as the acquisition of skills and knowledge in children. In recent years, the school has put effort into fostering children's communication and social skills. Through curriculum planning and activity design, the school increases the opportunities for children to share and cooperate to promote their social development. Children are provided with sufficient opportunities to participate in music, physical, art and free choice activities every day for their balanced development.
- 1.2 The school assesses children's development in various learning areas through continuous observation. It collects assessment information, including activity observations in different learning areas in the first and second school terms, to create children's learning portfolios so as to reflect children's learning performance and serve as a reference for preparing children's assessments at different stages. The management is advised to lead the team to review and revise the existing assessment method so that teachers can grasp children's performance in different themes and learning areas in a timely manner as evidence for curriculum adaptation and children's phased assessments. In addition, the management should also lead the team to set more specific assessment criteria based on the assessment content to ensure that the assessments conducted by teachers are more objective and consistent.
- 1.3 In response to the major concern of this school year, the school displays moral-related pictures and slogans everywhere on campus to encourage children to appreciate and be grateful for the things around them, hence creating a positive learning atmosphere.

To tie in with the themes, teachers decorate the interest corners meticulously to provide children with manipulative and interesting teaching aids to help consolidate children's learning. As observed, children spun firmly two liquid-filled bottles that were conjoined on the rims. Children pointed out the whirlpool formed in the bottles to their peers excitedly. Under the theme of touring around Hong Kong, K2 children went to the role-play corner together to act as drivers, tour guides and tourists, playing cooperative games joyfully. K1 children enjoyed creating artworks. They showed their creativity by collaging paper slips of different shapes and colours into vehicles. Teachers set up the venues for physical activities to let children play circuit games and take part in different physical activities to foster their gross motor development. The school may display more clearly the books in the reading corners of the classrooms to attract children to read actively, thereby enhancing their interest in reading.

- 1.4 Teachers are conscientious in making teaching preparations. They flexibly use real objects, pictures and self-made teaching aids to arouse children's interest in learning while facilitating them to grasp the learning content. Children are given ample opportunities to share their life experiences, feelings and views, during which they learn to listen to others, express their ideas and accept the opinions of others. Teachers employ games to guide children to appreciate the melodies and rhythms of the songs and children enjoy the activities thoroughly. Children love to play and learn with peers, showing good social skills. When encountering difficulties, children take the initiative to ask teachers for help while also willingly trying to solve the problems themselves. Children also have favourable self-care abilities as they put back the used items neatly after activities, demonstrating a sense of responsibility.
- 1.5 The school has in place a mechanism of curriculum coordination, monitoring and review. The management keeps track of the design and implementation of the

activities by attending meetings, scrutinising documents and observing lessons. It gives teachers advice timely as well. The management reviews the curriculum with teachers regularly and revises the curriculum content in light of the review results. Teachers evaluate their teaching based on teaching reflections. Some teachers are able to make specific suggestions for follow-up, which is conducive to improving the activity design or environment set-up.

2. Recommendations for Fostering Sustainable Development of School

The management strives to lead the team to develop the curriculum while the teaching team enhances the quality of learning and teaching unceasingly. The school is required to review and revise the existing assessment method and formulate more specific assessment criteria so as to help teachers assess children more objectively and consistently. The school should also adjust the teaching based on children's learning performance timely and enhance the effectiveness of utilising children's assessments to inform the curriculum. Besides, the management may guide the team to follow up on the environment set-up of the reading corners to cultivate children's reading interest and habit from an early age.