

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

## **Yuen Long Public Middle School Alumni Association Lau Leung Sheung Memorial Kindergarten**

**Wings A & B, G/F, Yiu Chak House, Tin Yiu Estate, Tin Shui Wai,  
Yuen Long, New Territories**

**24 May 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**

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

## 1. School Performance

- 1.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the teaching packages to design an integrated curriculum using themes that are related to children's life experiences. The curriculum covers various learning areas comprehensively. Teachers carry out project activities with topics that children are interested in and extend diversified exploratory learning based on the themes to guide children to learn about things in daily life through play and exploration. The school arranges celebrations of traditional Chinese festivals, ink-wash painting creation and other activities for children to experience and appreciate Chinese culture. The school's daily schedule is properly planned that children have sufficient time to participate in music, physical, art and free choice activities every day to foster their balanced development. However, some of the learning content and pieces of homework for K3 children in the second school term are rather difficult. The school is required to review and revise them.
- 1.2 The school upholds its mission of striving to nurture children's moral development. Teachers share virtue-related news and positive messages in the morning assemblies while sharing moral stories in classes and designing extended activities for children to understand good character traits. The school assigns children as "Courtesy Ambassadors" and asks them to draw greeting cards. In tandem, it invites parents to record their children's good behaviour at home. Thus, home and school work together to facilitate children to practise good behaviour. As observed, teachers are amiable and polite. They are patient with children and teach by deeds to let children learn interpersonal skills, enabling children to build a positive attitude towards life. Children get along well with peers. They always encourage, help and share joy with one another.
- 1.3 The school has a clear policy on the assessment of child learning experiences and the

assessment content is in line with the curriculum aims. Teachers observe children continuously to record their performance. Moreover, teachers gather assessment information, observation records, children's work and so forth as evidence of children's growth. There are explicit criteria for teachers to evaluate children's learning objectively. The school also invites parents to record their children's daily habits for teachers to comprehend children's situation from multiple perspectives. Teachers inform parents of their children's learning progress through regular meetings. The school utilises the child assessment information wisely to review the curriculum, giving feedback to curriculum planning effectively.

- 1.4 The school environment is clean and neat. The play area in the lobby provides ample space for children to play. The school makes good use of the campus to display children's artwork. Game walls and scribble walls are set up along the corridors to let children play and create. Teachers decorate the interest corners of the classrooms thoughtfully. They incorporate the elements of play into the corners and place a wide range of materials there for children to manipulate and explore. Teachers make board games and cooperative games according to children's interests and encourage children to communicate with one another, facilitating their social skills. Teachers also design teaching aids of different levels of complexity for children to challenge themselves, hence building their self-confidence.
- 1.5 Teachers prepare for teaching conscientiously. They leverage real objects, photos of learning activities and multimedia information as teaching materials and let children share with one another, encouraging them to express their ideas. Children are able to conceive creative games such as creating a tossing game of a shoe-themed hanging painting so that they can revisit the different parts of a shoe, or playing ball rolling activities with shoe boxes. Music activities create a pleasant atmosphere. Children engage in role-playing along with the music, play musical instruments and

sing to the beat. Through an array of physical activities, children grasp the skills in climbing, balancing and jumping, showing excellent body coordination. They get along well and play together. Their social development is good.

- 1.6 The management monitors the curriculum implementation through attending curriculum meetings, scrutinising teaching documents and observing lessons. It gives professional advice to teachers as well. When teachers are conducting collaborative lesson planning, they discuss the design of the activities and interest corners, and then prepare teaching plans. Teachers reflect on their teaching. They are able to make concrete suggestions for improvement, adjust the teaching arrangement in a timely manner and inform curriculum planning. The school organises peer lesson observations for teachers to enable them to communicate and learn from each other. It may set the foci for lesson observation in view of the development priorities such that teachers could discuss the proper teaching strategies in a focused manner and the major concerns could be implemented more effectively.

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

The school has a clear curriculum management mechanism. It is able to make good use of the teaching reflection, child assessment information, etc., to review the curriculum. The management is required to lead teachers to examine the learning and homework content of K3 in the second school term and remove the inappropriate parts to meet children's developmental needs.