

School No.: 564265

Focus Inspection Report (Translated Version)

Yan Oi Tong Lau Wong Fat Kindergarten

**3/F., Yan Oi Tong Jockey Club Community and Indoor Sports Centre,
18 Kai Man Path, Tuen Mun, New Territories**

5 October 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 makes reference to the teaching packages and selects themes related to children's life experiences to devise an integrated curriculum that covers all learning areas. It makes good use of resources to organise different types of in-school learning and outdoor experiential activities for children in order to cultivate their interest in learning, thus achieving a balanced development. In addition, the school arranges for children to visit museums, enjoy Cantonese opera, make traditional festive food and decorations, etc., to help children understand our country and Chinese culture, as well as building a sense of national identity from an early age. K1 children engage in practices including crumpling paper into balls, stacking blocks and folding towels to develop their fine motor skills and hand-eye coordination, thus preparing them for writing. However, some homework content of Early Childhood Mathematics for K3 in the second school term is rather difficult. The school is required to review and revise such content so as to cater for children's abilities and developmental needs.
- 1.2 Teachers set explicit assessment items and criteria based on objectives of thematic learning and assess children's learning performance through daily observations. They compile observation records and child development reports, analyse children's progress in various areas, as well as following up on and supporting children's individual needs. Teachers create learning portfolios for children to keep all types of assessment information and activity records. The portfolios are disseminated to parents in a timely manner so that they can understand their children's learning and development. The school and parents jointly facilitate children's engagement in learning and happy growth.
- 1.3 The school is clean and brightly lit with spacious classrooms. Teachers set up different interest corners according to themes. As observed, children enjoyed

having art activities with diversified materials in the art and craft corner. Children were attentive when making crafts. They had mastered skills like tearing, rubbing and sticking things. Their works were distinctive and full of childlike fun. In the role-play corner, children acted as cooks to prepare traditional Chinese snacks for diners, or imitated the scenarios in daily lessons as teachers and children, so as to develop their expressive language and social skills through interaction. Teachers are required to review the location of the reading corner and its environment set-up with a view to effectively attracting children to read there, thus enhancing children's interest in reading.

- 1.4 Teachers are well prepared for teaching and make use of real objects, teaching aids, etc., to facilitate teaching. They also adopt play-based strategies to motivate children to learn. Teachers may design different play modes like dividing children into groups so that the waiting time for children to participate in the activities can be reduced. Teachers are recommended to adjust the teaching pace flexibly in light of children's performance, guiding children to extend their learning. During music activities, teachers lead children to sing and manipulate musical instruments, etc., which allow children to experience the rhythm and melody of music. Teachers design diversified physical activities to help children develop gross motor skills. However, the school should examine the selection and position of equipment and utilise the venue in a flexible way to ensure that children carry out physical activities in an appropriate environment. Teachers respect and accept the diverse needs of children. Through individual guidance, teachers assist children in learning. In tandem, they adjust the mode of homework and assessment items to build children's confidence in learning. Children take the initiative to participate in various activities and are pleased to respond to teachers' questions and express their opinions. Children are energetic and kind. They get along well with peers and are willing to

cooperate and share with one another, demonstrating positive values and attitudes.

- 1.5 The management keeps abreast of and monitors the implementation of curriculum through attending meetings, scrutinising teaching documents and observing classroom activities. It gives suggestions to teachers as well. Teachers review the teaching effectiveness corresponding to the learning objectives and children's performance, while some of them even make concrete suggestions for continuous self-improvement. Upon such foundation, the management may further put forward professional exchange among teachers to strengthen their reflective skills. It may also encourage teachers to review from the perspectives such as environment set-up, activity design, etc., and adjust the teaching strategies at an opportune time with an aim to boosting the effectiveness of learning and teaching unceasingly.

2. Recommendations for Fostering Sustainable Development of School

The school optimises its curriculum continuously to foster children's whole-person development. It is recommended to examine the set-up of the physical activity venue to ensure that children carry out physical activities in a suitable environment. The school has to review the content of the K3 homework and remove the inappropriate parts to suit children's abilities and developmental needs. It is also required to facilitate teachers to aptly adjust their teaching strategies, hence boosting the effectiveness of learning and teaching sustainably.