

**School No.: 564281**

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

**Yan Oi Tong Mrs Augusta Cheung  
Kindergarten**

**3/F., Neighbourhood Community Centre, Wan Tau Tong Estate,  
Tai Po, New Territories**

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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 makes reference to the *Kindergarten Education Curriculum Guide* to plan its curriculum, with content covering various learning areas to cultivate children's positive attitudes while facilitating them to acquire skills and knowledge. Teachers choose themes in accordance with children's learning needs and life experiences, and incorporate the elements of story and drama to provide children with diversified learning experiences. The school arranges sufficient time for children to participate in music, physical, art and free choice activities every day to foster their balanced development.
- 1.2 The school puts emphasis on children's moral education by guiding them to learn to respect and care for others through stories and experiential activities. In this school year, the school has embedded environmental protection into the learning content, such as waste reduction, recovery and recycling, and optimum utilisation, to help children understand and practise treasuring resources, thereby cultivating in them the virtue of caring for nature. In addition, the school organises drama activities for children to act out moral stories with body and limb movements. This not only enhances children's creativity and communication skills, but also provides opportunities for children to negotiate as they listen to and share their ideas with one another, hence facilitating social development.
- 1.3 The school has formulated the policy on the assessment of child learning experiences which evaluates children's performance through continuous observation. The assessment items tie in with the learning objectives and reflect children's development at different ages and stages. Teachers develop learning portfolios for children to keep activity records, thematic assessment reports and so forth to inform parents of their children's learning progress. The school consolidates and analyses children's assessment information to follow up on and support children's learning

needs. It also makes reference to the assessment information to give feedback on curriculum design.

1.4 The school environment is clean and bright. Teachers make use of the venues flexibly to give children ample space to participate in various activities. The indoor play area is spacious, and physical equipment like a climbing frame, slide and see-saw is available for teachers to design physical activities to promote children's coordination abilities and gross motor skills. Teachers decorate the environment with children's artwork so that children can appreciate the work of their peers. Teachers also set up different interest corners in the classrooms to arouse children's learning interest and motivation. For instance, mirrors and light torches are arranged in the exploratory corner for children to explore the changes in shadows and reflections. A simulated kitchen with toy food is set up in the imaginative play corner to let children act as chefs to cook for diners. In this school year, teachers have attempted to increase the number of teaching aids on Early Childhood Mathematics to enable children to understand the concepts of mathematical operations, quantity, etc. through manipulation. However, the design of most of these teaching aids is uninspiring. The school should review and refine the design of activities to gradually help children discover the relationship between Mathematics and their everyday life through play as well as encouraging them to apply their acquired knowledge in a meaningful context.

1.5 Teachers are amiable and patient, and they cater for children's needs. They prepare teaching materials meticulously and make good use of real objects and pictures in teaching to inspire children's motivation to learn. Teachers use different voices to imitate the characters of the stories to draw children's attention and organise various props, such as toy dim sum, wigs and candles, in drama activities to add more fun to the activities. Children are arranged to play the roles of the elderly to learn about

caring for and understanding the elderly. During free choice activity sessions, teachers join children's play or give guidance in a timely manner. They also help children summarise their experiences, thus prompting children to learn effectively. Children create distinctive artwork with varied eco-friendly materials. They sing and dance to the music joyfully in music activities. Children take the initiative to talk with others, actively respond to questions and express their ideas. They are able to put on and take off their shoes on their own and assist in tidying things up as well, showing good self-care abilities.

- 1.6 The school has established a curriculum management mechanism. Through observing lessons, attending meetings and scrutinising curriculum documents, the management keeps abreast of the curriculum implementation and gives feedback to teachers aptly, which is beneficial for raising teaching standards. Teachers review teaching effectiveness based on the set-up of the environment and children's performance. They conduct reflections and follow up on the review results in a pragmatic manner to adjust the teaching strategies in a flexible way.

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

The management leads the team to refine the curriculum and promote the development of learning and teaching with concerted effort. Nevertheless, the school is advised to improve the design of the teaching aids on Early Childhood Mathematics to stimulate children's interest in learning, along with facilitating their mastery and application of the knowledge gained from life experiences.