

School No.: 564257

Focus Inspection Report (Translated Version)

Yan Oi Tong Ng Wong Fung Ying Kindergarten

**5/F, Tin Yiu Community Centre, Tin Yiu Estate, Tin Shui Wai, Yuen Long,
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 draws up its curriculum outline by making reference to the teaching packages and picture books of different topics, setting real-life themes as well as choosing the relevant learning objectives. The curriculum is comprehensive which covers various learning areas to nurture children's values and attitudes while facilitating them to acquire skills and knowledge. In this school year, the school further strengthens the elements of play in learning activities. Teachers design diversified activities according to the content of the picture books to let children explore, express and share their thoughts, hence enhancing the learning effectiveness. The school attaches importance to the promotion of Chinese culture and the cultivation of a sense of belonging among children towards the country. For instance, it organises activities of creating ink paintings and sets learning themes such as "China" and "Hong Kong" to enable children to understand that Hong Kong is a part of the country.
- 1.2 The daily schedule of the school is balanced in general that children have adequate opportunities to participate in various activities every day. To psychologically prepare K3 children for the transition to primary school, the school designs relevant thematic learning and plans to conduct primary one adaptation activities. Teachers are advised to pay more attention to providing children with appropriate and balanced curriculum content and arrangements when mapping out these activities. On the other hand, some pieces of homework for K3 children are rather difficult, and the school must revise such homework.
- 1.3 In accordance with the curriculum aims, the school selects assessment items from the assessment guidelines of the organisation. The school assesses children on a regular basis. Teachers adopt continuous observation to evaluate and record children's learning progress in various areas. They describe children's specific performance

in words based on the daily observation and summarise children's development at each stage at the end of the school term. The school systematically maintains children's assessment reports, observation records, artwork and so forth in the learning portfolios. In tandem, it regularly informs parents of their children's learning progress and gives advice on nurturing children. The school is advised to set forth assessment criteria so as to help teachers assess children's performance in a more objective manner.

- 1.4 The school premises are bright and tidy, with children's two-dimensional and three-dimensional creations displayed in the classrooms to enhance their sense of belonging to the school. There are different interest corners in the classrooms, such as role-play corners, art and craft corners and exploratory corners, for children to choose the games therein according to their preference. The school aligns with the learning themes to decorate the role-play corners. For example, virtual scenarios of nature are set up in consonance with the theme of camping for K1 children to simulate picnicking in a tent and enjoying scenic views through binoculars with peers, hence extending children's learning. In the exploratory corner, K2 children find out the right animals by matching their footprints. This activity leaves a lasting impression on children regarding the shapes and features of animals. K3 children visit the reading corner and select books with peers. Then, they sit together, read and share the stories relaxedly. Nonetheless, during free choice activities, teachers may flexibly arrange the switch of groups after a certain period of time to maximise children's learning through play.
- 1.5 Teachers are kind and friendly. Teachers always praise children and encourage them to express their ideas through asking questions. Teachers are able to guide children to revisit their experience so as to collate and consolidate what they have learnt. Teachers are recommended to make immediate adjustments to the level of

difficulty of the activities in view of children's performance and abilities. Teachers must also revise the design of some physical and music activities, so as to reduce the waiting time for children and increase their opportunities of participating in activities. Children are engaged in the activities. As observed in the art and craft activities, children create with different art and craft materials like making collages and origami, showing that they have mastered fine motor skills and hand-eye coordination. Children have good self-care abilities as they can put on and take off shoes on their own. They also cheer for peers during physical activities, demonstrating favourable social development.

- 1.6 A curriculum management mechanism is in place in the school. The management leads teachers to review the information of assessment of child learning experiences to inform curriculum planning for the next school year. Through attending the meetings of collaborative lesson planning of each grade level, scrutinising documents, conducting classroom walkthroughs and observing lessons, the management monitors the curriculum implementation and gives teachers proper support. Teachers make teaching reflections where they review their teaching across various learning areas, taking into account children's performance and making suggestions for improvement. However, the reflections are mostly about thematic activities. The management may remind teachers to review different learning activities in order to boost children's learning effectiveness.

2. Recommendations for Fostering Sustainable Development of School

The curriculum of the school is comprehensive. Nevertheless, the school is required to revise the design of some physical and music activities to increase children's participation opportunities. It must also remove the inappropriate homework for K3 to meet children's developmental and learning needs.