

**School No.: 231398**

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

**Yiu Wing Anglo-Chinese Kindergarten**

**G/F., Yiu Wing House, Yiu On Estate, Ma On Shan, N.T.**

**22 November 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 With reference to the teaching packages and taking into account of children's life experiences and interests, the school organises its integrated curriculum using themes. The curriculum content is comprehensive, attaching importance to the cultivation of children's values and attitudes as well as their acquisition of different skills and knowledge. The school promotes national education in a step-by-step manner. It incorporates relevant elements into the curriculum, such as letting children experience festival celebrations, traditional Chinese art and sports, while holding the national flag raising ceremony to deepen children's understanding of Chinese culture. Children are given the opportunities to carry out different activities every day. However, children of the whole-day class are not provided with sufficient time to take part in music, physical and art activities on a particular day every week. The school must make amendments to the abovementioned situation to ensure a balanced daily schedule. Regarding the homework design, a small amount of the homework content for K2 and K3 children is rather difficult. The school is required to remove such content for meeting children's developmental needs.
- 1.2 The school has a policy on the assessment of child learning experiences. Teachers assess children through continuous observation. The assessment content is comprehensive and in alignment with the learning objectives. The school creates learning portfolios for children to keep the thematic assessments, observation records and other information. It also concludes children's performance at the end of each school term and informs parents of their child's development regularly. The school refers to the assessment information to understand the needs of individual children and the overall performance of classes and then takes follow-up actions accordingly, which is conducive to enhancing the learning effectiveness.

- 1.3 The school environment is neat and comfortable. Children's artworks are displayed all over the premises for their mutual appreciation. Teachers decorate the theme-related interest corners based on children's interests and design manipulative and interesting learning tools to attract children to learn. Children are familiar with the corner routines and participate in various corner activities, including role-playing, constructing simulated houses and making art and craft works, thoroughly enjoying themselves. Moreover, children and their peers take part in the exploratory activities, such as comparing different vegetables using multiple senses, to arouse their curiosity. During free choice activities, teachers take up the role of an observer. They join in and guide children's games at an opportune time as well. After playing, some teachers arrange children to share their play experiences with their peers. Upon such foundation, the management may encourage the team to give more guidance when revisiting the games so as to inspire children's thinking and extend their interest in learning.
- 1.4 Teachers are kind and patient. They encourage and praise children to strengthen children's good behaviour. Teachers give clear explanations and ask questions to lead children to share their ideas. Furthermore, they provide opportunities for children to interact with their peers, fostering children's language and social development. During physical activities, children have an adequate amount of exercise as they can engage in different gross motor activities. Yet, some of the physical activities fail to meet children's abilities. It is necessary for teachers to design appropriate physical activities and adjust the level of difficulty in response to children's performance, with a view to enhancing the teaching effectiveness.
- 1.5 Children love their school life. They are warm, courteous and get along well with one another. Children participate in the activities enthusiastically and respond to teachers' questions eagerly. During music activities, children sing, play musical

instruments, etc. The atmosphere is relaxing and joyful. Children know how to take off and put on their shoes by themselves and organise their personal belongings. They also help teachers tidy up the place and put away teaching aids, showing self-care abilities and a spirit of service.

- 1.6 The school has a mechanism of curriculum management and monitoring. The management gets a grasp of the curriculum implementation through attending meetings, scrutinising documents and observing lessons. The school arranges peer lesson observation for teachers to have more chances to share professionally and learn from one another, hence fostering the continuous improvement of the team. Teachers reflect on their teaching periodically. They conduct reviews and make suggestions in relation to the teaching arrangements, activity design and so forth. The school revises the learning content according to children's performance for refining the curriculum sustainably.

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

The school has evaluated its curriculum on a regular basis. However, it must remove the small amount of inappropriate homework and devise a balanced daily schedule for children. Teachers are required to review and revise the design of some physical activities and make adaptations during lessons when necessary. The management is advised to encourage teachers to give full play to its role of an inspirer when leading children to revisit the free choice activities, thereby extending their thinking and interest in learning.