

School No.: 565857

Focus Inspection Report (Translated Version)

**Christian & Missionary Alliance
Shatin Nursery School**

**1-13, G/F, Oriole House, Sha Kok Estate,
Sha Tin, New Territories**

19 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 plans the curriculum with reference to the curriculum outline provided by the organisation. The curriculum content is comprehensive and balanced, covering all learning areas. Teachers use picture book stories to start a theme. They adopt a project approach to guide children to collect information and conduct exploration on topics that interest them, which are conducive to enhancing children's active learning abilities. To tie in with the major concern of strengthening children's knowledge of Chinese culture, the school brings in external support to assist teachers in incorporating learning content related to Chinese culture or national development according to the themes. For instance, activities of ancient China are introduced under the theme of "sports", in which children gain firsthand experience in playing Cuju while the development of high speed rail is explained under the theme of "transportation", with an aim to increasing children's understanding of our country and cultivating their sense of national identity. The school has been gradually improving its homework arrangement by reducing the amount of copying in recent years. However, it is required to modify the writing space in some of the Chinese exercise books of K3 in order to meet children's developmental needs.
- 1.2 The school formulates its policy on the assessment of child learning experiences. The assessment content aligns with the curriculum objectives and fully reflects children's performance. The school creates learning portfolios for children to systematically maintain observation records, children's work, assessment reports and so forth. The content of the portfolios is shared with parents timely to let them know their children's learning progress. The school also invites parents to observe their children's living habits and attitudes, helping teachers understand children from different perspectives. Teachers follow up and support the individual learning needs of children based on the assessment information. They give concrete

suggestions on nurturing children's healthy growth to parents in light of children's situation. The school may collate and analyse the assessment results in a systematic manner for reference in curriculum adaptation.

1.3 Teachers utilise the classroom space properly to plan an array of corner activities and set up interesting games on the walls to encourage children to cooperate with each other and extend their learning. Children take turns to throw small balls or bean bags against the wall or the floor to match character cards with pictures related to their meaning, and then read aloud the words, thus children enhance their language abilities through play. The learning atmosphere is relaxing and pleasant. Real objects related to the themes are placed in the exploratory corners for children to manipulate and explore. Teachers guide children to observe and discuss the appearance and scent of different vegetables and fruits through questioning. Children are active in sharing with teachers their experiences of growing plants. They are pleased to explore the differences between various types of timers and patiently teach their peers to master the methods of timekeeping. The activities can stimulate children's inquisitive minds and exploratory spirit. The school is recommended to further enrich the set-up of the role-play corners and equip the corners with sufficient materials so as to engage children more deeply in role-playing and exploit their imagination. Teachers offer assistance to children at an opportune time during free choice activities. Some of them even join in children's games and revisit the activity content of the day with children before dismissal to help children consolidate their learning.

1.4 Teachers are amiable and caring for children. Teachers and children have a harmonious relationship. The school carries out project learning, art and free choice activities in small groups with a view to increasing teacher-child interactions and children's participation, which is effective in boosting the teaching effectiveness and

catering for children's individual needs. Teachers design art activities meticulously and make use of pictures and songs to support children in conceiving artworks to express their feelings and let children grasp different drawing skills in a step-by-step manner. Children create distinctive work with a variety of colours and lines, and introduce their drawings to others proactively, showing self-confidence while having great fun.

- 1.5 The management leads teachers to devise learning content and corner set-ups of the themes. In addition, it keeps abreast of curriculum implementation through classroom walkthroughs and scrutiny of teaching documents, and provides timely guidance based on teachers' needs. The management also values teaching reflections that it regularly looks into and provides feedback to teachers on the evaluation of various learning activities, prompting them to examine learning and teaching from multiple perspectives. Such practice is favourable for the enhancement of the team's self-evaluation abilities. The management is advised to lead teachers to take into account the review findings, select appropriate teaching materials for music activities, and refine the activity design to foster children's aesthetic development.

2. Recommendations for Fostering Sustainable Development of School

The school puts effort into promoting curriculum development to enhance children's exploratory ability and creativity. The management is recommended to keep guiding teachers to select proper teaching materials for music activities based on the findings of teaching review, improve the activity design and utilise children's assessment information to inform curriculum planning.