

Focus Inspection Report (Translated Version)

Christian & Missionary Alliance Tin Chung Nursery School

**1/F, Tin Chung Court Ancillary Facilities Block, Tin Chung Court,
Tin Shui Wai, New Territories**

15 June 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 devises its comprehensive curriculum by making reference to the *Kindergarten Education Curriculum Guide* and in accordance with children's interest. Teachers conduct project learning with children based on real-life themes, and then organise interesting activities and outdoor visits, allowing children to learn through hands-on experience and broadening their horizons. The daily schedule of the school is evenly distributed which facilitates children's balanced development. However, there are exercises of writing along dotted lines for K1 children and some learning content and homework for K3 are rather difficult. The school must review and revise the relevant content in light of children's development, as well as removing those inappropriate parts.
- 1.2 The school attaches importance to children's moral development. It makes good use of the campus environment to display Bible stories and verses. Teachers share moral books with children and hold award scheme to help children understand and practise good deeds. Teachers are amiable and always wear a smile on their faces, encouraging children to express appreciation for peers by using positive words and phrases. The teacher-child relationship is harmonious. As observed, children treat others with courtesy. They greet and talk to others actively. They also demonstrate care towards others, being pleased to offer help and praise their peers.
- 1.3 The school has established an explicit policy on the assessment of child learning experiences, with assessment content which is in consonance with the curriculum objectives. Teachers log children's performance during continuous observation while maintaining assessment information, observation records, children's work and so forth in the learning portfolios in a systematic manner. Teachers also distribute the relevant documentation to parents aptly so that parents can keep track of their children's learning and development. The school formulates concrete criteria for

the assessment items, which is beneficial for teachers to evaluate children's learning performance objectively. The school taps assessment of child learning experience properly for curriculum review, which effectively informs curriculum design and enhances the effectiveness of learning and teaching.

- 1.4 The school environment is tidy and bright with children's artwork exhibited all over the campus for children to observe and learn from one another. To extend children's learning, teachers set up interest corners in the classrooms that tie in with the themes. For instance, the role-play corner is decorated as a Light Rail Transit compartment where children can have simulated experiences of train rides. Teachers provide manipulative materials so that children are stimulated to explore actively and engage in sensory learning such as looking into how different shapes of objects roll down from slopes. Board games are also arranged in a way that encourages children to cooperate and play with one another, facilitating their social development. Teachers play with children together while offering guidance and assistance at an opportune time. They also assist children in consolidating learning experience during the concluding sessions after activities.
- 1.5 Teachers prepare teaching activities conscientiously and well. They make good use of real objects to help children grasp the learning content and make effective use of questions to guide children to share their life experiences, hence strengthening interaction among children and enhancing their verbal expression. Teachers utilise the venues and facilities in a flexible way to plan physical activities, which is conducive to developing children's abilities in body movements. Teachers lead children to take part in music activities and sing. It is necessary for them to enrich the music elements in the design of some activities, enabling children to feel the melodies and tempo of songs, thereby boosting the effectiveness of the music activities.

1.6 The school has established a clear mechanism of curriculum management. Teachers conduct reflection in a focused manner and some of them are able to make suggestions for improvement in learning and teaching. They also adjust the teaching strategies and revise curriculum planning according to the review and assessment results. The management monitors the implementation of the curriculum through meetings, document scrutiny and lesson observation, and then gives feedback timely to teachers. Peer lesson observation is arranged for teachers to observe, learn and communicate with one another while refining their teaching, hence promoting the professional development of the team.

2. Recommendations for Fostering Sustainable Development of School

The school has an explicit curriculum management mechanism in place. Building on the existing foundation, the management is advised to lead teachers to review and cancel the exercises of writing along dotted lines for K1 children. Additionally, it is recommended to remove the learning content and homework that are rather difficult for K3 children in order to cater for children's development. Besides, the school is required to refine the design of the music activities continuously with a view to further enhancing the effectiveness of these activities.