

School No.: 564826

Focus Inspection Report (Translated Version)

ELCHK Chung On Nursery School

**Wing A & B, G/F, Kam Lan House, Kam Fung Court, Ma On Shan,
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 upholds the core value of child-centredness. Under the support and guidance of the leadership team, it draws up the school-based curriculum of which the content is distinctive and flexible to cater for children's different interests and pace of development. The management leads teachers to employ diversified strategies in a nimble way including life learning, project learning and learning through play in order to make the learning content more fun-filled and relevant to daily life, hence providing children with integrated and comprehensive learning experiences. The school alternately arranges active and quiet activities in its daily schedule to offer children sufficient time to participate in music, physical, art and free choice activities, thus promoting their holistic development.
- 1.2 In the previous school year, teachers attended school-based training to master the skills in environment set-up, activity design, etc. They were keen to help children build a joyful learning journey, enabling children to perceive problems from life exposure, explore actively, and sum up the experience. Carrying on the good work of last year, the school continues to regard enhancing children's capability to explore as its major concern this school year. It takes a step forward to let children develop personalised themes of their projects. For instance, children can choose their favourite sports or modes of transportation to conduct an in-depth investigation in relation to their preference. This is beneficial for promoting active learning in children and enriching their knowledge and life experiences. Teachers and children go to the library in the district together to select suitable reference. In view of children's queries raised in the course of project activities, teachers provide appropriate assistance to them such as inviting professionals to school to give explanation regarding individual themes, and adding new materials for children to conduct tests so as to satisfy and extend their curiosity. Children are engaged in the

activities enthusiastically, sharing their findings and feelings with teachers and their like-minded peers. Children unleash their potential and creativity by showcasing the results of their projects through creating stories, dramas or photo albums and models. The plan is in good progress and is effective in nurturing children's learning interest and inquisitive mind.

- 1.3 During daily teaching, teachers carefully observe and record children's learning, including their interaction with peers and the discussion content, and give children guidance in a timely manner. Apart from collating the activity photos, teachers also analyse children's work and integrate the observation findings to assess the performance and development of children, thus reflecting their learning and growth systematically. At the end of a school term, teachers summarise children's performance in different domains comprehensively to help parents understand the learning interest and developmental progress of their children.
- 1.4 The school puts effort into implementing the major task of promoting life learning. It incorporates the set-up that suits children's developmental needs and real-life contexts into the classrooms. For example, a small kitchen is furnished to encourage children to prepare meals for peers by themselves like peeling and dicing fruits, hence increasing hands-on opportunities for children, which in turn enhances their eye-hand coordination and fine motor skills. Children fry eggs and beef with flameless cooking utensils skilfully, during which they show their awareness of safety and hygiene. The activity also enriches children's understanding of food nutrition and healthy eating habits while facilitating them to build an attitude of being willing to serve others. Moreover, teachers provide brooms and vacuum cleaners suitable for children and let them clean the floor after sand play to nurture their self-care abilities. Children take the initiative to learn through practice and apply the life skills with ease. The effectiveness of the major task is encouraging. Besides,

before K3 children are promoted to primary one, the school arranges a self-care camp that provides opportunities for them to learn to make the bed, clear tables after meals, care for and look after peers. It enables children to be prepared in various aspects and welcome the changes at the primary school level with confidence.

- 1.5 During physical activities, children participate in physical games energetically. They love challenging exercises, demonstrating good balancing and controlling skills. In the mixed-age play sessions, children play constructive games with peers of different grade levels, showing pleasing teamwork. Children also learn about respecting others' ideas and following the rules that they jointly set, cultivating an attitude of cooperating with peers. During free choice activity sessions, children can use large paintbrushes and paints to create freely on the corridor walls. Their works are colourful with imaginative content. The school has succeeded in nourishing a positive and friendly campus atmosphere which facilitates children's mutual help and understanding, healthy growth and enjoyment of social life.
- 1.6 The management fully grasps the daily teaching and implementation of the major concerns through attending curriculum and task group meetings, conducting classroom walkthroughs and observing lessons. It also aptly gives advice to teachers on the curriculum content and teaching strategies. Teachers reflect on the teaching arrangements and share children's learning progress with one another to set proper support measures. There is a slightly lack of progression in the existing music activities at each grade level. The school is advised to map out more specific teaching focuses according to the abilities of children in different grade levels so as to foster children's aesthetic development.

2. Recommendations for Fostering Sustainable Development of School

The school team strives to provide children with appropriate and effective learning

experiences to help children develop their active learning, self-care and social skills. The school may further refine the planning of music activities to facilitate children to enjoy music activities.