

School No.: 564834

Focus Inspection Report (Translated Version)

ELCHK Ling On Nursery School

**5/F, Lam Tin (West) Estate Community Centre, 71 Kai Tin Road, Lam Tin,
Kowloon**

20 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 makes reference to the *Kindergarten Education Curriculum Guide* to devise an integrated school-based curriculum of which the content fully covers all learning areas, taking into account the cultivation of positive values and attitudes as well as the acquisition of skills and knowledge in children. The school maps out themes that meet children's abilities, life experiences and interests. It adopts a project approach to implement learning. Teachers and children jointly set the content of exploration. They collect information, explore and share their findings so that children can learn through manipulation, discovery and play. Teachers exploit diversified activities, such as outdoor visits and snack tastings, to provide children with more opportunities to have hands-on experience. The daily schedule of the school is balanced that children have sufficient time to participate in music, physical, art and free choice activities every day, which is conducive to their holistic development.
- 1.2 The school develops learning portfolios for children to maintain assessment information, observation records, children's work and so forth as evidence of their growth. Teachers devise suitable assessment items according to the learning objectives of the themes which cover different learning areas. They observe and record children's learning and development continuously to grasp children's performance in all aspects. Teachers meet and communicate with parents to let them understand their children's learning progress so as to take appropriate follow-up action. The school is able to collate and analyse children's assessment information to review the curriculum planning and adjust the curriculum content timely. The school is required to formulate specific assessment criteria to enhance the effectiveness of the assessment for children's learning.
- 1.3 The school makes good use of its space. It allocates the venues flexibly for children

to carry out learning activities. There is a small garden in the school so that children can learn to take care of and observe the growth of plants. Play walls are set along the corridors to enable children to gain experiences by manipulation and playing. After numerous attempts and improvements on the ways of play, children successfully solve the problems encountered in the process. Teachers set up the environment of the classrooms meticulously. They place rich natural materials like slices of timber, pebbles and pine cones to encourage children to take the initiative to observe and engage in sensory exploration, hence stimulating their interest in nature. Proper tools and materials are provided for children to create wool-work, photo frames, etc., on their own, inspiring their creativity. Teachers also offer a pictorial flowchart to guide children to mix water with materials in optimal proportion so as to make aroma stones in different shapes and sizes. Authentic tableware is placed in the imaginative play corner. Children simulate having a picnic with peers there, thoroughly enjoying themselves.

1.4 Teachers are amiable and care for children. They are well prepared for teaching, speak articulately and make good use of questions to guide children to think and express their thoughts. Teachers observe children playing while joining in and giving guidance to children when necessary. Singing and rhythmic movements are the major components of music activities of all grade levels in general. The teaching team is advised to systematically plan the content of music activities for each grade level in view of children's developmental characteristics and foster children's aesthetic development in a step-by-step manner. In alignment with traditional Chinese festivals, teachers organise lantern fairs and make festival food like mooncakes and glutinous rice balls with children, in order to let children learn about Chinese culture.

1.5 Children are curious and creative. They use a wide range of materials or toys to

design different games and ways of playing. Children are active and energetic. They love taking part in physical games. They joyfully climb the wooden ladders, ride tricycles and kick balls, showing excellent body coordination. Children are good at expressing themselves and enjoy talking with others. They get along with peers and play together happily. They have favourable self-care abilities as they can put on and take off their shoes and socks by themselves. They take the lead in assisting teachers in moving the desks and chairs as well, demonstrating the spirit of service.

- 1.6 The management leads teachers to discuss the teaching content in curriculum meetings. Teachers reflect on the design and arrangements of activities based on children's learning performance. In tandem, they adjust the teaching strategies to suit children's interests and abilities. The management keeps abreast of the implementation of the curriculum by scrutinising curriculum documents and observing lessons. It also gives proper advice to teachers for carrying out classroom activities effectively, thus elevating the effectiveness of learning and teaching unceasingly. Moreover, the management steers teachers to review the effectiveness of the curriculum and make adaptations aptly.

2. Recommendations for Fostering Sustainable Development of School

The school has established a clear curriculum management mechanism. Teachers are conscientious in teaching and make good use of questions to guide children's thinking and support children's learning in a timely manner. The management should lead teachers to set forth specific assessment criteria and plan the content of the music activities for each grade level systematically to further facilitate children's learning.