

School No.: 566705

Focus Inspection Report (Translated Version)

**Hong Kong Christian Service
Shek Kip Mei Nursery School**

**Unit 201-218, 1/F, Block 23, Shek Kip Mei Estate, Woh Chai Street,
Shamshuipo, Kowloon**

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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 uses the curriculum information of the organisation as the basis for formulating the school-based curriculum. It makes adjustment in light of children's daily experiences and pace of development to devise real-life thematic learning content as well as conducting project learning based on things or topics of children's interest. The school arranges a balanced daily schedule while optimising community resources to organise diversified activities with the aim of providing rich and holistic learning experience for children, hence facilitating their all-round development.
- 1.2 In recent years, the school has strengthened the promotion of moral education. The management leads teachers to systematically set focuses for nurturing virtues according to the themes and children's needs of each grade level and draw up a framework of school-based life education lessons. Teachers utilise suitable picture books to help children understand themselves, and their relationships with others, society and nature. Children also gain an initial concept of relevant values and attitudes. The school continues to refine its work by designing learning activities and simple parent-child learning tasks corresponding with the story content. It also incorporates relevant activities into specific thematic days and project learning. For instance, experiential activities are arranged which tie in with the International Day of Persons with Disabilities to let children realise and perceive the need of different people, and learn about acceptance and inclusion. Besides, during the project learning on senior citizens, children are enabled to take action for expressing respect and care to their elders. The school is committed to creating opportunities for children to gain first-hand experience and practise good morals.
- 1.3 Teachers continuously observe children's performance at school and aptly inform parents about the progress of children through thematic learning reports. Moreover,

teachers analyse and conclude children's development in various areas at the end of the school term, assuring children of their effort and performance, and providing directions for their improvement to parents' references or follow-ups. The school keeps all kinds of assessment reports, children's and parent-child work properly in the learning portfolios of children. The portfolios also include records of the process and results of their participation in specific activities or project learning at school. All these are evidence of children's growth from different learning experiences.

- 1.4 The school has been gradually improving the campus environment in recent years. Teachers leverage classroom space to display children's artwork and parent-child creation to boost the confidence of children while adding artistic atmosphere to the classrooms. In line with the theme of "autumn", maple leaf lights, which are made from fallen leaves and recycled plastic bottles by children, are hung all over the paper trees in a classroom to create a mood full of autumn colours. In free choice activity sessions, children imitate buying food and going for barbecue or picnicking in the countryside, during which they apply the acquired concepts in Early Childhood Mathematics. Alternatively, children act as Chinese medicine practitioners to prescribe decoctions in front of a Chinese apothecary cabinet. They learn about the common fall diseases and Chinese food therapy from the activity. The reading corners are cosy and the art and craft corners are furnished with an array of materials to stimulate children to read and create. The setting of the science corners can facilitate children to explore with their senses. Through manipulation and observation, children can identify objects that are attracted by magnets. They also touch materials with various textures or match pairs of mystery boxes that emit identical sounds, demonstrating their curiosity and inquisitiveness.
- 1.5 Teachers prepare for lessons meticulously. They use stories, games, news sharing

and so forth to increase children's understanding of the learning content and always invite children to answer questions. Teachers may let children express their views and communicate with peers more often so as to enhance interactions among children and enable them to learn from one another. During physical activity sessions, teachers set up appropriate games to foster children's gross motor development. A variety of materials and tools are also given to children for unleashing their creativity and designing new ways to play according to their preferences. There are different elements in music activities such that children sing happily, perform rhythmic movements and play musical instruments to the rhythms of songs. Teachers provide assistance to children during free choice activities at an opportune time. Besides, they read and play with children. Children follow the routines of interest corners and get along with peers. They also have good self-care abilities as they know how to tidy up things on their own. During review sessions, children are pleased to share the activities they have participated in or the works they have created. Teachers are recommended to further guide children to describe their play experiences and what they have discovered, helping children organise and consolidate the new knowledge and skills gained.

- 1.6 The management conducts curriculum meetings with teachers regularly to plan and review the teaching content collaboratively. In tandem, it keeps abreast of the implementation of curriculum and major tasks effectively through routine classroom walkthroughs and focused lesson observations, and provides concrete teaching suggestions to teachers. Teachers generally are able to reflect on the effectiveness of learning and teaching by making use of their observation and the assessment information. They can also adjust the teaching strategies and activity design in light of children's performance, thus following up on children's learning in a timely manner.

2. Recommendations for Fostering Sustainable Development of School

The school develops its curriculum proactively. It strengthens the cultivation of children's good moral character and puts emphasis on offering children an enriched learning environment and opportunities of hands-on exposure, facilitating their all-round development. Building on the existing foundation, teachers are advised to encourage children to interact with others, exchange ideas as well as sharing play experiences and discoveries more often, with a view to further elevating the learning effectiveness.