

School No.: 564931

Focus Inspection Report (Translated Version)

Hong Kong Society for the Protection of Children Hong Kong Bank Foundation Nursery School

**6/F & Roof Playground, Henry G Leong Yau Ma Tei Community Centre,
Public Square Street, Yau Ma Tei, Kowloon**

31 January 2024

**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 With reference to the curriculum information of the organisation and teaching packages, the school designs an integrated curriculum using real-life themes. The curriculum content covers all learning areas and encompasses children's cultivation of positive values and attitudes, acquisition of skills as well as construction of knowledge. Teachers devise a curriculum outline based on children's development and interests while leading children to conduct project learning on certain themes, thus fostering children's active exploratory spirit. The school plans a proper daily schedule for children so that they can have ample opportunities to engage in music, physical, art and free choice activities every day.
- 1.2 The school assesses children through continuous observation. It creates learning portfolios for children to keep various kinds of assessment forms and children's artworks, which is conducive to parents' understanding of their child's learning. In the meantime, teachers invite parents to keep records of children's behaviour at home in order to grasp evidence of children's growth from different perspectives. At the end of a school term, teachers review children's learning performance. That said, the items about art development are missing from the end-of-term assessments. Additionally, teachers set the assessment content of project learning and yet all of the content is the same for three grade levels. Such assessment fails to concretely reflect the development progress of children at different ages. The school must review and revise both the end-of-term and project learning assessments with a view to effectively helping teachers and parents get a holistic picture of children's development.
- 1.3 Teachers meticulously decorate the school environment according to themes and festivals. Children created artworks such as Chinese opera masks, Chinese-style embroidered shoes and dough figurines during the Chinese Art and Culture Week.

Teachers furnish the lobby and classrooms with the aforementioned children's artworks such that the campus is brimmed with traditional culture and artistic ambience. Upon the approach of Lunar New Year, teachers put much effort into decorating the role-play corners where children can experience the tradition of preparing for the new year through play, including year-end clean-up, hanging up spring couplets and auspicious flower arrangements. Furthermore, children learnt about Chinese culture by manipulating puppets for shadow play or wearing costumes and hair accessories of Cantonese Opera to imitate actresses and actors' operatic singing performance. Meanwhile, children took the initiative to explore shadows in the exploratory corners. They shone torches at different animal figures to try composing simple stories, or made funny poses in front of a table lamp. Children carefully observed the changes of shadows to show curiosity towards natural phenomena.

1.4 Teachers are friendly. They care for and respect children. Teachers make good use of questioning to guide children to think and respond while providing opportunities for them to express their views and feelings. The team caters for and embraces learner diversity. Facial expressions and body movements are used to assist non-Chinese speaking children and children with special needs in understanding the activity content. Teachers employ suitable equipment for devising physical activities and provide children with a rich variety of materials so that they can choose from them to play independently or collaboratively, which is effective in promoting their physical development. During the music activities, teachers arrange for children to tap Chinese musical instruments by following the rhythm of Lunar New Year songs in an organised manner. Children play ensemble songs joyfully amid a lively atmosphere.

1.5 The curriculum coordination mechanism of the school is well-developed. Teachers

take turns to prepare thematic lesson plans with clear learning objectives and activity rundown. The management monitors the curriculum implementation through regular lesson observations, classroom walkthroughs and scrutiny of documents. Before the commencement of a theme, the management and class teachers conduct collaborative lesson planning and share teaching experiences with one another, which is conducive to teachers' identification of teaching difficulties whereby they can discuss and revise the lesson plans. The teaching team reviews the learning and teaching in a timely manner and demonstrates favourable reflective abilities. The team is able to describe in detail children's learning through thematic teaching reflections and render specific suggestions for improvement to promote children's learning.

2. Recommendations for Fostering Sustainable Development of School

The team promotes the sustainable development of the school with concerted efforts. Under the leadership of the management, the school has laid a good foundation for the curriculum. With respect to curriculum evaluation, the teaching team is required to revise both the end-of-term and project learning assessments to ensure that the information collected is a holistic and accurate reflection of children's learning performance and developmental progress, thereby effectively helping teachers and parents understand children's overall performance and development.