

School No.: 565202

Focus Inspection Report (Translated Version)

Hong Kong Society for the Protection of Children Operation Santa Claus Fanling Nursery School

**G/F, Wah Koon House, Wah Sum Estate,
Fanling, New Territories**

20 October 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 teaching packages to organise its curriculum with themes tying in with children's life experiences. The curriculum content covers all learning areas while the activities facilitate the cultivation of children's positive values and attitudes, development of their skills and construction of their knowledge. With respect to the promotion of national education, the school has designed a Chinese culture month for children to carry out experiential activities, including wearing Chinese costumes, playing shadow play puppets and making dough figurines, to learn about Chinese culture. Children are given sufficient time to take part in music, physical, art and free choice activities every day, which is favourable to their balanced development. However, the learning content of some English, Putonghua and exploratory activities could relate more closely to the themes in order to enhance the integration of the curriculum, hence increasing the learning effectiveness of children. Besides, the learning content of some language activities and corner activities is too difficult and fails to meet the development of children. The school is required to examine and remove such content.
- 1.2 The school has a well-defined mechanism for the assessment of child learning experiences. Teachers devise the assessment items for thematic learning based on the learning objectives of each learning area, with clear assessment criteria, and evaluate children's performance through daily observation. At the end of a school term, teachers conclude the thematic assessment information to keep parents informed of the development of children at different stages. Teachers create learning portfolios for children to maintain a collection of thematic learning assessment forms and assessment reports at different developmental stages as well as comprising activity observation records and analysis of various learning areas, which serve as evidence of children's growth. The school identifies the special

needs of individual children from the child assessment information and reviews the teaching materials and activity design against the performance of children during meetings.

1.3 In connection with the major concerns, the school places many materials, including sandpile and potted plants, that facilitate children's exploration and observation on campus. During free choice activity sessions, children throw themselves into taking part in activities together. A variety of interest corners such as reading corner, language corner and exploratory corner is also set up in the classrooms for children to choose from. In the art and craft corner, mainly coloured pencils and pieces of paper are there for children to draw. It is recommended that more diverse materials could be provided to help children unleash their creativity. Teachers always encourage children when they are playing and guide children to find out alternative ways to play or change the playing methods through participating and asking children about their games in order to make the games more fun and more challenging. After play, teachers reserve time for reviewing with children together. Apart from leading children to consolidate their experiences, teachers also create opportunities for other children to express their views. As observed, children love to play with teachers. They were lively and cheerful that they spoke enthusiastically and were eager to respond to teachers during review sessions.

1.4 Teachers give concrete instructions and speak articulately to deliver effective messages. Teachers praise children and empower their sense of achievement in the activities. Teachers create a wide range of scenarios for music activities and guide children to perform rhythmic movements according to the beats with a view to cultivating their imagination and sense of rhythm. During physical activities, teachers organise circuit games or let children choose physical equipment to design activities freely. The amount of exercise is quite adequate. That said, it is

observed that teachers did not fully utilise the play venue. The school is recommended to plan the use of venue properly to further increase the amount of activities for children and enhance the learning efficacy. Children enjoy reading that they are able to observe closely the drawings in the picture books while paying attention to the facial expression of the characters in order to understand the stories. Children speak clearly and get along well with peers.

- 1.5 The management monitors the curriculum by scrutinising the teaching plans and teachers' reflection. In tandem, it reviews the arrangements in curriculum by grade levels with teachers during meetings. The teaching team has created a reflective culture and teachers examine the extent to which the learning objectives have been achieved in accordance with children's performance. Teachers render suggestions for improvement when needed, including replacing teaching materials and changing activity design.

2. Recommendations for Fostering Sustainable Development of School

The school organises its curriculum outline by using real-life themes. The management is advised to look into the integration of the curriculum closely for enhancing the learning effectiveness of children. Moreover, the school is required to remove the learning content which does not align with child development in a bid to foster the healthy growth in children.