

School No.: 565288

Focus Inspection Report (Translated Version)

**Hong Kong Society for the Protection of
Children SIA Whampoa Nursery School**

1/F, Willow Court, Whampoa Garden, Hunghom, Kowloon

8 December 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 curriculum materials of the organisation and teaching packages to devise an integrated curriculum using themes. The curriculum content takes into account the life experiences and needs of children and covers all learning areas. In addition to thematic learning, teachers observe children's learning performance and set topics for project learning based on children's interests, which is conducive to enhancing their learning interests and effectiveness. The school arranges a balanced daily schedule that children are given ample opportunities to take part in music, physical, art and free choice activities, facilitating their balanced development. However, K1 children are asked to follow the strokes of characters in some line drawing exercises. The school must remove such homework in order to meet children's developmental needs. The school organises learning activities regarding Chinese culture which include encouraging parents and children to tie Chinese knots and make dim sum artworks to facilitate children to understand traditional Chinese art and culture. The school conducts national flag raising ceremony on important days and national anthem singing on a weekly basis in order to foster proper etiquette in children and build their sense of national identity.
- 1.2 The school devises assessment items and criteria in accordance with the curriculum objectives and content. It assesses children's learning and development through continuous observation. Assessment forms, anecdotal observation, children's works and other information are kept in the learning portfolios to serve as evidence of children's growth. Teachers report children's performance in various learning areas to parents regularly so as to help parents grasp the learning performance of their child. Teachers cater for the different needs of children that children are free to express themselves through pictures or verbal communication.
- 1.3 The school utilises children's works for decorating the classrooms and corridors to

help children appreciate and learn from one another. Interest corners and teaching aids tying in with the learning themes are set in the classrooms. Children could choose to play different corner games according to their preference. As observed, teachers read stories with children in the reading corners and played with them. In the role-play corners, children acted customers and shop assistants in buying and selling games that were connected to their life experiences. In the constructive zones, children unleashed their creativity when making masks out of cardboard, or putting small branches in plastic bottles to replicate bottled juices for serving peers. Teachers could design more diversified corner activities such as letting children construct new knowledge through observation and comparison, thus further stimulating children's learning motivation.

1.4 Teachers are conscientious in teaching and possess good classroom management skills. They make prudent use of real objects to facilitate children's learning while employing scenarios of stories to enhance children's interest in learning. Children are eager to respond to teachers' questions and active to share their life experiences. With respect to the music activities, teachers design a wide range of contexts to engage children in singing activities. Children sing and perform rhythmic movements along with music and tap the beat with instruments to enjoy the fun of music activities. Circuit games and free choice activities are arranged during physical activities. Teachers explain clearly and provide demonstration. They pay close attention to children's performance as well and correct children's movement at an opportune time. In tandem, children are provided with sufficient opportunities to make attempts, thereby fostering their gross and fine motor skills as well as their body coordination.

1.5 The school has established a curriculum management mechanism. Teachers conduct collaborative lesson planning meetings for each learning theme, discussing

the learning foci and setup of interest corners. The management keeps track of the curriculum implementation by scrutinising lesson plans and conducting classroom walkthroughs, and gives timely suggestions. The school provides teachers with opportunities to observe and learn from one another by arranging peer lesson observations, which is conducive to enhancing their professional capacity. The management leads teachers to review the curriculum through meetings with a view to informing curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school strives to enhance the effectiveness of learning and teaching. Building on the existing foundation, teachers could design more diversified corner activities for children to construct new knowledge through observation and comparison, thus further arousing children's learning motivation. Besides, the school must remove the inappropriate homework of K1 so as to cater for children's developmental needs.