

School No.: 564443

Focus Inspection Report (Translated Version)

**Hong Kong Young Women's Christian
Association Shiu Pong Nursery School**

G/F, 66 Begonia Road, Yau Yat Chuen, 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 With reference to the teaching packages, the school formulates the school-based curriculum using real-life themes that suit children's life experiences and interests. In recent years, the school has regarded fostering the moral development of children as its major concern. It has incorporated learning elements like benevolence, kindness and self-control into the curriculum and cultivated children's positive values through stories, nursery rhymes, simulated scenarios and so forth. According to the needs of children, teachers map out class-based goals of virtues, such as loving one another, helping others and speaking softly. They also appreciate and record children's good behaviour and guide them to learn the proper attitudes of getting along with others. Besides, the school devises an appropriate daily schedule to arrange different types of activities every day for children to have enriched and balanced learning experiences. A weekly parent-child morning exercise session is set for children and parents to stretch their bodies along with the music and develop an exercise habit to build a strong physique together. The school keeps improving the homework arrangements but it is required to further review the homework design in the learning area of Early Childhood Mathematics for K3 children to remove the inappropriate parts, and employ simple learning tasks that are fun and related to daily life to consolidate and extend what children have learnt.
- 1.2 The school ties in with the curriculum objectives to devise the content of the assessment of child learning experiences. Teachers adopt continuous observation and documentation to assess the performance of children in various learning areas, and summarise children's overall development at the end of a school term. Parents are also informed of their children's learning progress. The school properly keeps the assessment forms, activity observation records, children's works, etc., to display children's learning and growth in a systematic manner. Moreover, it collates and

analyses different child assessment information on a regular basis to get a grasp and follow up on children's individual circumstances, serving as a reference for curriculum review and adaptation.

1.3 Teachers plan and decorate the campus area meticulously. They provide ample activity space and diversified facilities and materials, with a view to creating a good learning environment for children. The school sets a mixed-age activity session in the afternoons to allow all children to participate in various kinds of games freely. Children immerse themselves in the activities. They are willing to use physical equipment to think of new ways of play with peers, build their favourite things on the lego wall or use tools to play with sand in the sandpit, during which they unleash their creativity and imagination. In addition, teachers set up corner activities that align with the learning themes in the classrooms and place manipulative learning materials for children to construct knowledge through interaction, manipulation and firsthand experiences. K1 children play the roles of shopkeepers and customers of an ice-cream parlour in the imaginative play corners. They collaborate and communicate with one another under teachers' instructions to develop their social and language expression abilities. K2 children create paintings of fireworks with pastels and coloured paper. Their artworks are colourful and distinctive. In the exploratory corners, K3 children predict and record how the image of a coin inside a cup changes as water is poured into the cup, showing curiosity and observation abilities. Teachers take part in children's activities or provide guidance and assistance at an opportune time. Before class dismissal, some teachers invite children to share their findings and feelings during play to help children consolidate their learning and extend their experiences.

1.4 Teachers are kind and amiable. They always offer concrete compliments to children. They design learning activities addressing children's interests and

abilities while making good use of stories, real objects and multimedia to facilitate teaching, thus enhancing children's concentration and motivation in learning effectively. During teaching, teachers ask questions to guide children to think. They listen to children patiently and provide them with feedback. Children have sufficient time to express their thoughts or what they have seen and heard. Teachers select suitable equipment to plan physical activities with an adequate amount of exercise. They empower children to create their favourite circuit games as well. Such arrangement not only fosters children's gross motor development, but also ignites their creativity. Regarding music activities, teachers carry out vocal exercises, rhythmic movements, games, etc., with children so as to enrich their music experiences. Children love singing. They grasp the beats and perform different movements along with the pause of music and the fast and slow tempos of rhythms, thoroughly enjoying themselves.

- 1.5 The school has established an explicit mechanism of curriculum management. The management leads teachers to devise the curriculum outline. They jointly draw up and review learning activities while following up on children's needs in a timely manner, which are conducive to strengthening the effectiveness of learning and teaching. The management conducts routine classroom walkthrough and lesson observation to keep track of and monitor the curriculum implementation, thereby understanding teachers' needs and giving them appropriate guidance. The content of the teaching plans written by teachers is clear. Teachers are able to properly plan various learning activities and environment set-up. Teachers also reflect on their teaching regularly. They review the teaching effectiveness in accordance with the performance of children. Some teachers can even raise specific suggestions for amendments to refine the activity design and inform curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The leadership team steers teachers to collaboratively improve the school-based curriculum and enhance the teaching quality to create happy learning experiences for children. Nonetheless, the school must continue to review and revise some of the K3 homework design in the learning area of Early Childhood Mathematics to meet children's developmental needs.