

School No.: 565431

Focus Inspection Report (Translated Version)

Heng On Baptist Nursery School

**Unit 1-5, Heng Sing House, Heng On Estate, Ma On Shan,
Shatin, New Territories**

23 May 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 devises its integrated curriculum outline with themes by making reference to the teaching packages. The curriculum is comprehensive in content and ties in with children's interests and life experiences, taking into account children's development in various areas. The school alternately arranges active and quiet activities in the daily schedule to help children develop positive values and attitudes as well as enhancing their skills and knowledge. Children have sufficient time to take part in music, physical, art and free choice activities every day, and they can learn through play. The school puts effort into incorporating the element of drama into the curriculum. Through role play and plot discussion, the school arouses children's interest in learning. Teachers act out the stories using props and different voices that appeal to children and get them involved in the plots while thinking with them about ways to manage emotions, thus promoting children's active learning. However, there are many restrictions in the line drawing exercises for K1 children, and some content of the Language and Early Childhood Mathematics homework for K3 is rather difficult as well. The school must review and revise relevant content to cater for children's developmental needs.
- 1.2 The school has formulated its policy on the assessment of child learning experiences. It also develops learning portfolios for children to keep children's work, assessment reports and anecdotal records, etc., which are conducive to teachers' understanding of children's learning as well as physical and psychological growth. The assessment items cover all learning areas. Teachers observe and record children's daily performance continuously while summarising and analysing the assessment results to offer appropriate feedback to children aptly. The school regularly distributes observation records to parents to keep them informed of their children's development. In tandem, it provides information about referral services as required

so that children in need can receive support services the soonest.

- 1.3 The school utilises various venues on the campus in a flexible way to organise all kinds of activities for children. Teachers decorate the classrooms based on themes and design teaching aids that meet children's interests and abilities, stimulating their motivation to learn. A pleasurable learning atmosphere is formed in the lessons. Children project words onto the ground with hand torches to learn Chinese characters in a fun way. In the imaginative play corner, children use umbrellas, hats and other props to simulate having outdoor activities under different weather conditions. Children put items such as tennis balls, paper tubes and plastic cups under the light of an exploration box to distinguish between translucent and opaque objects with peers. Teachers set up varied interest corners in the classrooms for children to learn through manipulation.
- 1.4 Teachers are amiable and approachable. They take active care of children and maintain a friendly relationship with children. They also prepare for teaching activities earnestly and offer diversified art materials for making teaching aids for thematic activities with children to enhance children's learning interests. Teachers coordinate with each other and join in and intervene in children's play in a timely manner, which helps strengthen the learning effectiveness of children. Children enjoy learning and take the initiative to explore and create in all activities. During music activities, children perform rhythmic movements and sing along with the rhythm of tambourines, getting involved in the music games. This facilitates the development of children's sense of rhythm. During physical activities, children take part in circuit games to develop their body coordination through games such as hopping, bean bag throwing and catching as well as climbing. Children are able to tidy up their personal belongings on their own, showing self-care abilities in daily life.

1.5 The school has established a mechanism of curriculum coordination, monitoring and review. The management prepares the lessons with teachers collaboratively while scrutinising documents like lesson plans to keep abreast of the curriculum and the progress of its implementation at all grade levels. The management guides and supports teachers in a timely manner through lesson observation and post-lesson discussion with a view to refining teaching. Teachers conduct reflections constantly. They are capable of analysing teaching effectiveness in light of children's performance and proposing concrete strategies for follow-up, thus informing curriculum design.

2. Recommendations for Fostering Sustainable Development of School

With concerted efforts, the teaching team reviews and improves the curriculum continuously. However, the school is required to amend the homework design of K1 and K3 to cater for children's learning needs.