

School No.: 564559

Focus Inspection Report (Translated Version)

Lutheran Philip House Oi Lun Nursery School

**3/F., Hin Keng Neighbourhood Community Centre,
Hin Wo Lane, Shatin, New Territories**

11 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

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

1. School Performance

- 1.1 The school uses themes to plan integrated activities which cover various learning areas and cater for children's life experiences. The school is improving its curriculum in a step-by-step manner by making reference to the teaching packages to devise the teaching outline while also organising a wide range of community experiential activities and visits according to children's interest. Children therefore can learn in an authentic context, cultivate proper values and attitudes, enhance their skills as well as constructing knowledge.
- 1.2 The school alternately arranges active and quiet activities for children daily. It designs mixed-age corner activities meticulously in order to enable children to carry out constructive, creative and imaginative play on their own preference. They can also interact and exchange ideas with children of different grade levels and learn with joy. However, the school needs to adjust the daily schedule of K1 so that children can have sufficient time to take part in free choice activities every day, meeting their developmental needs.
- 1.3 In accordance with the curriculum objectives, the school formulates a policy on the assessment of child learning experiences in which specific and clear assessment items are set out. Teachers assess children through continuous observation and records and compile activity observation records, artworks and so forth for the learning portfolios, as evidence of children's developmental progress. The school holds regular face-to-face parents' meetings to inform parents of their children's learning. In the meantime, parents are invited to observe children's living habits and attitudes in daily life to help teachers get a comprehensive understanding of children. At the end of the school term, teachers summarise and analyse the child assessment information to serve as reference to inform the curriculum.
- 1.4 Teachers allocate the space of the school premises for children to carry out activities

in different venues. A variety of equipment, such as trampolines and rope nets, is available in the physical venue to arouse children's interest in doing exercise. Children try to bounce and control a ball, and play on seesaw with their peers to develop body coordination. During free choice activity sessions, children choose their favourite corner activities to acquire new knowledge through play. Children are pleased to collaborate with their peers and learn to respect others in the process. They make cash registers and ovens out of carton boxes, straws, lids and so forth. Meanwhile, they focus on drawing bread recipes to demonstrate their rich creativity. Children conduct simple experiments that they drop feathers, pieces of paper and plastic bags from the same height and carefully observe and compare the speed at which these objects fall. They also engage in discussions actively to share what they have discovered, possessing an inquisitive spirit. Most of the decorations in the thematic corners are currently for display purposes. Teachers may make use of the walls to set up manipulative and exploratory games for children to consolidate their learning while increasing the levels of complexity of teaching aids for each grade level to meet children's developmental needs at each stage and enhancing the learning effectiveness to a further extent.

- 1.5 Teachers have good communication skills and demonstrate clearly. They put much effort into preparing the teaching aids, real objects and pictures to facilitate teaching, thus making it easier for children to understand the learning content. Being amiable and friendly, teachers care for children, listen to their thoughts with patience, intervene in a timely manner and provide individual assistance to support children's diverse needs. Children are engaged in learning. The overall learning atmosphere is relaxing and pleasant that children get along well while helping and collaborating with one other to show favourable affective and social development. As observed, children were self-disciplined and complied with the rules. They were able to tidy

up play materials and their personal belongings, possessing self-care abilities and the spirit of service. Children perform rhythmic movements with their bodies along with the melodies to play the roles of drivers and flying butterflies. They also play the musical instruments along with the songs under teachers' guidance, thus enjoying the fun of music activities.

- 1.6 The school has established a curriculum monitoring and review mechanism. The management keeps track of the curriculum implementation by attending meetings, conducting classroom walkthroughs and scrutinising documents. It proposes suggestions for improvement to teachers as well in terms of teaching content and strategies. Peer lesson observations are also arranged to foster professional exchange among teachers by observing the teaching of one another and launching post-lesson observation discussions. Teachers conduct teaching reflection, evaluate the teaching effectiveness based on the activity objectives and performance of children as well as making timely adjustments to the teaching design and methods.

2. Recommendations for Fostering Sustainable Development of School

The school strives to develop the school-based curriculum. However, it is required to adjust its daily schedule and provide K1 children with sufficient time to take part in free choice activities every day to promote their balanced development. The management should lead teachers to examine the set-up of the thematic corners, put up manipulative and exploratory play as well as designing teaching aids with different levels of complexity to cater for the developmental needs of children at various stages, thereby further enhancing the effectiveness of learning and teaching.