

School No.: 564630

Focus Inspection Report (Translated Version)

Lai King Rhenish Nursery

**1/F., Block 5, Yeung King House, Lai King Estate, Kwai Chung,
New Territories**

29 June 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 and selects picture books that meet children's interests and life experiences to set themes and design an integrated curriculum. The curriculum content covers various learning areas, cultivating children's positive values and attitudes as well as helping them acquire skills and knowledge. The school arranges diversified visits and experiential activities for children to deepen their understanding of the themes while enriching their learning experiences. In recent years, the school has utilised external resources to bring in support programmes and regarded fostering children's language development as its major concern. Teachers apply what they have learnt from training to design interesting language activities, make teaching aids and encourage parent-child reading so as to offer children more opportunities for listening, speaking, reading and writing, hence enhancing children's language skills effectively. The school arranges a balanced daily schedule for children to participate in music, physical, art and free choice activities every day to facilitate children's healthy growth physically and psychologically.
- 1.2 Teachers continuously observe and systematically record children's performance in different areas to assess children's learning and development. They create learning portfolios for children to maintain information of formative and summative assessments including assessment forms, observation records and children's artwork, as evidence of children's growth. Teachers devise assessment items according to teaching objectives. In tandem, they formulate assessment criteria to assess children's performance objectively. The school disseminates assessment reports periodically to keep parents informed of the progress of their children. Thus, children are nurtured through home-school cooperation.
- 1.3 The school premises are clean, bright and spacious. Teachers flexibly arrange

children of all grade levels to take turns to carry out various learning activities in different venues. Teachers decorate the classrooms based on themes and set up a number of interest corners so that children can play corner activities with peers according to their preference during free choice activities, hence learning through play. Teachers plan the role-play corner meticulously. They create scenarios and provide plentiful materials to let K1 children act as old men, pregnant women and young people to learn the steps and rules of bus rides as well as putting the virtue of caring into practice. K2 and K3 children play the roles of staff and customers in a simulated laundry. They use the simulated washing machine and clothes dryer that are jointly made by teachers and children to learn to do the laundry with reference to a pictorial flowchart, calculate the fees according to the weight of clothes, fold and iron the clothes, etc. Children communicate and cooperate with one another in the role-play corner. There is enough interaction to foster children's social and language development effectively while consolidating and extending their learning. Teachers design teaching aids of different levels of complexity to cater for learner diversity. They also encourage children to try taking part in activities of different difficulty levels to build their confidence in facing challenges. There is an abundance of art and craft materials in the classrooms. Children are engaged in creating, unleashing their imagination and creativity.

- 1.4 Teachers are kind and friendly. They care for children and accept children's diverse needs. An array of facilities and equipment are set up in the physical play venue. Children ride tricycles, toss paper balls and walk on the balance beams joyfully with peers, developing gross motor coordination and control. During music activities, teachers give clear explanation and demonstration to lead children to sing nursery rhymes, tap musical instruments and perform rhythmic movements so that they learn about the rhythm of the songs and enjoy the pleasure of music activities. Teachers

are advised to design exploratory and sensory experiential activities that correspond to the objectives of thematic teaching and help children comprehend relatively abstract concepts to elevate learning effectiveness. Children are conscientious in learning and participate in various activities enthusiastically. They respond to teachers' questions actively and express themselves eagerly. They get along with peers as they are willing to share toys with peers.

- 1.5 A curriculum management mechanism is in place in the school. The management leads teachers to conduct collaborative lesson planning, discuss teaching objectives and activity design while giving timely guidance and support in aspects of teaching arrangements, the use of teaching aids and so forth. The teaching plans that teachers prepared are clear and specific, meeting the interests, abilities and life experiences of children. Peer lesson observation is arranged to facilitate teachers' observation and professional exchanges. The management also keeps abreast of the curriculum implementation through attending curriculum meetings, observing lessons and scrutinising teaching documents. It makes suggestions for improvement on teaching as well. The management may take a step further to lead teachers to review the activity effectiveness against teaching objectives to inform curriculum planning and improve the quality of education unceasingly.

2. Recommendations for Fostering Sustainable Development of School

The school upholds the rationale of child-centredness to devise the school-based curriculum. It creates a rich learning environment to encourage children to learn through play. In order to refine the effectiveness of learning and teaching continuously, the management is required to lead teachers to tie in with the teaching objectives in improving the activity design of thematic teaching and strengthens the effectiveness of curriculum review to inform curriculum planning.