

School No.: 565687

Focus Inspection Report (Translated Version)

May Nga Nursery

G/F, 146 & 146A Pau Chung Street, To Kwa Wan, Kowloon

21 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 organises the K1 curriculum by using themes with reference to the teaching packages. The curriculum content is related to children's life experiences and interests and covers all learning areas. The school emphasises national education. It incorporates the elements of Chinese culture, such as traditional stories, folk games and festive activities, into daily teaching and conducts the national flag raising ceremony to enhance children's understanding of the country and cultivate a sense of national identity in them progressively. The school provides children with daily music, physical, art and free choice activities but does not arrange sufficient time for music activities on Fridays. It must revise such practice to ensure that children have a balanced daily schedule every day.
- 1.2 The school has established a policy on the assessment of child learning experiences that is comprehensive in content and in line with the curriculum objectives. The school creates learning portfolios for children to keep thematic assessment forms, observation records and other information as evidence of children's growth. Teachers assess children's performance through continuous observation while informing parents of their children's development in a timely manner. Teachers refer to the assessment information to follow up on the needs of individual children. However, they may make use of and analyse the assessment information to gain insight into children's overall performance to inform the curriculum.
- 1.3 The school environment is bright and comfortable, with children's works and activity photos displayed in classrooms and corridors to develop children's sense of belonging to the school. The learning tools in the free choice corners are manipulative and their designs tie in with the themes. Children are engaged in corner activities. They focus on making crafts and have chances to feel the texture of sand and hold a seashell to their ears to hear. Children make collage using

building blocks and eco-friendly materials to jointly unleash imagination with their peers, which is conducive to their social development. During free choice activities, teachers observe children's performance and sometimes intervene in their activities. In tandem, teachers review the activities with children to assist them in sharing the learning content and their work, thereby consolidating children's learning.

1.4 Teachers are friendly and patient. Teachers often praise children and make use of questions to encourage them to express themselves. Meanwhile, teachers put effort into preparing theme-related teaching aids and help children grasp the learning content with real objects, pictures and so forth. Although teachers instruct children in accordance with the predetermined plans, they seldom follow up on children's responses. Teachers are advised to seize the opportunities to adjust the pace or arrangements of teaching in light of children's performance so as to support and guide children's learning. On the day of inspection, teachers designed games based on Dragon Boat Festival. Children had great fun singing and simulating paddling a dragon boat. Children are polite and abide by the rules. They show readiness to help others and get along with peers. Children are interested in learning while being willing to express their thoughts and participating in activities enthusiastically. Children are able to help teachers tidy up the items, demonstrating good self-care abilities.

1.5 The school has a mechanism for curriculum management and monitoring in place. By attending meetings, conducting classroom walkthroughs and scrutinising documents, etc., the management keeps track of the curriculum implementation and gives timely suggestions on improving teaching arrangements. Teachers reflect on teaching and review the curriculum regularly. However, most of them describe children's performance and seldom make recommendations. The management may

lead the team to evaluate the teaching results according to the learning objectives and children's performance, as well as suggesting concrete and feasible ways for improvement to enhance the teaching effectiveness.

2. Recommendations for Fostering Sustainable Development of School

The school gives K1 children an integrated learning experience. But still, it must examine the activity arrangement on Fridays to ensure that children have a balanced daily schedule every day. The management is advised to steer the team to review the teaching results against learning objectives and children's performance and utilise the child assessment information to serve as reference for curriculum revision. In view of the performance of children, teachers are recommended to adjust the teaching arrangement and provide guidance timely to enhance the learning effectiveness.