

Focus Inspection Report (Translated Version)

**Hong Kong Sheng Kung Hui St Simon's
Leung King Nursery School**

**No. 9-16, G/F, Leung Chi House, Leung King Estate,
Tuen Mun, New Territories**

28 February 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 With reference to the teaching packages, materials from picture books and taking into account children's life experiences, the school designs an integrated curriculum that covers all learning areas, while also addressing the cultivation of attitudes, development of skills and construction of knowledge in children. The school places emphasis on letting children learn through hands-on experiences. It arranges visits or field trips according to the learning themes and carries out project activities based on children's interest so as to enrich their learning experiences. Teachers take children out for walks after lunch and schedule physical activities in a larger outdoor area every week, allowing children to stretch their bodies and minds. The school provides adequate time each day for physical, music, art and free choice activities, which promote children's balanced development. However, some of the teaching content and homework exercises for K3 children in the second school term are too difficult. The school must review and remove them so as to cater for children's developmental needs.
- 1.2 The school has placed great importance on strengthening national education in recent years. Teachers enrich the curriculum content and organise a variety of activities, such as introducing traditional customs during festivals, so children can understand the Chinese values of filial piety, family harmony and reunion. Teachers also place books related to the learning theme, for example, Chinese food culture and folk tales in the reading corners for children to learn about our motherland through interesting stories. Children can also get to know and appreciate traditional Chinese art through experiential activities such as ink-wash painting and shadow play. As such, the school promotes children's knowledge of Chinese culture and fosters their sense of national identity at an early age.
- 1.3 The school devises assessment content that is consistent with the principles of

children's all-round development in light of the curriculum goals. Teachers observe children continuously, record their performance in various learning areas with clear assessment criteria and aptly advise parents on ways to help children's development. Having children to draw portfolio covers and inviting parents to write feelings about their children, the school develops children's learning portfolios which serve as evidence of children's growth through home-school cooperation. Yet, the current summative assessments, which briefly present children's performance in the form of a network diagram, fail to reflect children's learning progress accurately. The school must refine such practice to further facilitate parents' understanding of their children's developmental stages in different learning areas.

- 1.4 Teachers set up various interest corners in the classrooms. Some children focus on using an array of materials to make collages and draw in the craft corner. Meanwhile, some of them observe mirror reflections and other phenomena in the exploratory corner according to their preferences. Menus and food items designed by children are placed in the design corner, where children play the roles of staff or customers in fast food shops and Chinese restaurants to order food and enjoy dim sum enthusiastically, hence promoting social development through peer interaction. However, the teaching aids on the walls have relatively less variation in terms of manipulation and children thus somewhat lack interest in engaging in these activities. Teachers are advised to enrich the design of the teaching aids by incorporating elements of play, such that children can consolidate their acquired knowledge through interesting play.
- 1.5 Teachers elaborate clearly and use pictures and real objects to supplement their teaching. They engage children in listening to stories by making good use of voices and tones as well as inviting children to share their life experiences, demonstrating optimal teacher-child interactions. Children enjoy the music activities conducted

by teachers. They sing loudly, manipulate musical instruments and move their bodies naturally along with the tempo of the songs to feel the melodies. During the daily mixed-aged physical play activity, children play in the lobby or different classrooms according to their preferences, hence having the opportunity to strengthen their gross motor development in a more spacious area. Yet, teachers are required to perform warm-up and relaxation stretching exercises with children before and after the activities, with a view to keeping exercises safe and effective.

- 1.6 The school has established an explicit mechanism for curriculum management. Teachers conduct weekly reflections on the corresponding teaching objectives for reviewing the teaching effectiveness based on children's performance, and some of them are able to provide follow-up suggestions. The management monitors the implementation of the curriculum by conducting regular classroom walkthroughs and scrutinising teaching documents. It also provides timely support to teachers. When formulating future curriculum, the teaching team refers to the curriculum evaluation information, which helps improve the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school puts effort into facilitating children's growth in a healthy and joyful learning environment. Nevertheless, it must aware that warm-up and relaxation stretching exercises should be performed before and after the physical activities. It must also remove the learning content and homework exercises that are too difficult for K3 children so as to cater for children's developmental needs. Furthermore, teachers must modify the design of the summative assessments to clearly show children's learning progress in various learning areas at each development stage.