

School No.: 563307

Focus Inspection Report (Translated Version)

**Hong Kong Sheng Kung Hui
St. Simon's Tai Hing Nursery School**

**G/F, Phase 1, Commercial Complex, Tai Hing Estate, Tuen Mun,
New Territories**

13 October 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 According to real-life themes, the school formulates the learning objectives that cover the values and attitudes, skills and knowledge as well as the teaching schedule of different learning areas in each grade level. The curriculum content is comprehensive. It also lets teachers flexibly select the learning objectives based on the acquired knowledge of children in class, along with different types of teaching materials, such as picture books and teaching aids, to design diversified activities and games. The daily schedule of the school is balanced that children are provided with sufficient time to participate in music, physical, art and free choice activities every day. However, K1 children are arranged to trace English alphabet letters and some content of language learning for K3 in the second school term is excessively difficult. The school must review and revise such arrangement and content.
- 1.2 The school strengthens its effort to promote Chinese culture in this school year. It takes Chinese traditional festivals and art as entry points and lists the learning objectives of Chinese culture in accordance with the themes, so as to incorporate the relevant elements into the curriculum as planned. For instance, the school infuses content like Chinese clothing, ink paintings and Chinese music appreciation into different activities. It also sets up Chinese culture zones in the classrooms and displays photos of Chinese food. As observed, children could understand the learning content and were interested in Chinese culture.
- 1.3 The school has a clear assessment policy and sets appropriate assessment items to reflect children's learning in an effective manner. The assessment criteria are explicit and help teachers assess children's learning performance objectively while demonstrating children's progress at different developmental stages. Teachers assess children through continuous observation. In tandem, they create learning portfolios to systematically maintain children's assessment reports, observation

records and so forth. The school regularly invites parents to observe children's performance at home. Furthermore, children are arranged to indicate their fondness of the learning themes by means of colouring. Teachers evaluate children's understanding of the learning content on a weekly basis and follow up on and adapt their teaching immediately. The school keeps reviewing the assessment design to make improvements.

- 1.4 The school makes good use of the community resources, such as borrowing the activity venues nearby and visiting the library, to allow children to learn in a well-facilitated environment with rich materials. The school allocates classroom space wisely by setting up role-play corners, exploratory corners, language corners and other interest corners. Moreover, a wide range of games are provided for children to pick their favourite one to take part in during free choice activity sessions. Role-play corners are decorated to tie in with the learning themes. For example, under the theme of Hong Kong, a viewing platform made by K3 children and a simple map of Hong Kong are placed in the corner for children to discover famous scenic spots and count the number of tourists, hence extending their thematic learning. K1 children use their sense of smell to identify various types of food in the exploratory corner. Teachers cleverly design multilevel teaching aids that comprise different learning elements, such as letting K2 children learn about radicals by playing with bouncing balls, and providing balls of different sizes and hurdles of varying heights for children to choose freely during physical activities, so as to cater for learner diversity effectively.

- 1.5 Teachers are kind and friendly. They often give compliments and encouragement to children. Teachers explain clearly and make flexible use of the changes in tones and voices to impart knowledge vividly. They attach importance to cultivating a habit of abiding by the rules in children. Before carrying out physical activities,

teachers demonstrate the movements and provide detailed guidance to help children exercise smoothly and safely. Teachers join in children's play in a timely manner. In the review sessions, they encourage children to express their feelings during play and ask questions to guide children to share their discoveries in different games, thus facilitating children to collate and consolidate their learning. Children take part in the activities with concentration and enthusiasm, including clapping to the beat or shaking musical instruments in music activities. During art activities, children place coloured crepe paper on wet white paper. They discuss about the changes in colour in both the paper and water with careful comparison, hence enhancing their exploratory capabilities through observation and experimentation. Children are full of vitality and demonstrate good development in gross and fine muscles. They exhibit self-discipline and adhere to the rules. They have outstanding self-care abilities as they take the initiative to tidy things up after activities.

- 1.6 The school has established a clear curriculum management mechanism. The management plays the role of an advisor and coordinator to attend the meetings of collaborative lesson planning of each grade level. In addition, through scrutinising documents and assignments, conducting classroom walkthroughs and lesson observation as well as monitoring the curriculum implementation, the management gives timely support to the teaching team. Teachers regularly reflect on their teaching in view of children's performance to devise the subsequent learning content. Some teachers make suggestions for improvement based on the review findings of the learning areas. The team evaluates the curriculum implementation of each grade level and children's performance in both the mid-term and whole-year review meetings to inform the curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The curriculum of the school is comprehensive and balanced. Yet, K1 children are arranged to do English alphabet tracing and some content of language learning for K3 in the second school term is too difficult. The school must review and revise the aforementioned arrangement and content to meet children's developmental needs.