

School No.: 566926

Focus Inspection Report (Translated Version)

Hong Kong Sheng Kung Hui Tung Chung Nursery School

**Shop 301, 3/F., Fu Tung Plaza, Fu Tung Estate, Tung Chung,
Lantau Island**

8 March 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 *Kindergarten Education Curriculum Guide* and information on child development, as well as utilising the natural environment and community resources to formulate the school-based curriculum with real-life themes. The curriculum content is comprehensive and covers various learning areas. The school allocates sufficient time for children to participate in music, physical, art and free choice activities every day to foster their balanced development. However, some pieces of homework of K3 are rather difficult and the amount of writing is quite excessive. The school must review and revise the inappropriate homework to meet children's abilities and learning needs.
- 1.2 The curriculum development focus of the school is to strengthen the connections between children and nature and it takes forward the curriculum with a project learning approach. Teachers discuss with children the themes which they are interested in, and then arrange a wide variety of outdoor experiential activities for them to carry out sensory explorations on the field that are related to the learning content. Through these activities, children understand the things and phenomena around them and their care for nature is fostered. For instance, under the theme of "electricity", children went to Lamma Island to see the wind turbine and play games about exploring wind, while under the theme of "turtles", children went to the Reptile House to observe different kinds of turtles and learn about their physical characteristics and living habits. Children visited country parks to explore freely and play barefoot on the grass under the theme of "country parks". They took part in activities like climbing trees, moving a raft with tools and crossing a waterway to challenge themselves. During project learning, teachers let children acquire knowledge and master skills through observation, comparison and manipulation. Teachers respect children's ideas. They listen patiently to children's sharing and

ask questions to guide children to think of ways to solve problems. Children are curious and eager to get to the bottom of everything. They are good at expressing themselves, willing to share their experiences, and enjoy learning happily with their peers.

- 1.3 The school assesses children's performance in different learning areas through continuous observation and record-keeping. It intends to incorporate assessment criteria for every grade level to assist teachers in conducting assessments objectively. The school may implement the plan progressively according to its context. The school develops learning portfolios for children to maintain various types of assessment information and children's work. It also invites parents to write down their thoughts and feelings towards their children's growth on the assessment forms while adding a part to include children's feedback, thus showing children's learning progress and development from multiple perspectives.
- 1.4 Teachers decorate the classrooms based on themes and set up interest corners that are tied in with the foci of project learning to extend children's learning. For example, children dedicate nursery rhymes to teachers and peers in song dedication activities to send care and blessings to them. Children also use paper-made home appliances to simulate cooking and doing laundry for their family with peers in the role-play corners. In the meantime, teachers place plentiful materials and toys in the interest corners to let children choose activities of their own accord, such as tending turtles and fish in the "viewing corner", rinsing and cooking rice in the "little kitchen" and making spinning tops from wood materials in the "art and craft corner", hence providing children with diversified learning experiences.
- 1.5 Teachers lead children to sing, perform rhythmic movements and manipulate musical instruments to enjoy the pleasure of music activities. Teachers make good use of the campus space to arrange physical skills training in the indoor venue for children

to develop their body control and coordination skills while creating story scenarios to bring more fun to the activities. Teachers also place physical equipment and natural materials like wooden sticks, wicker baskets, stones, etc., in the outdoor venue for children to choose freely and design ways of play. It is necessary for teachers to strengthen their observation on children's performance and timely rearrange the activities to increase children's amount of exercise. Children are lively, courteous and serious about learning. Children are familiar with the routines of corner activities, carry out the activities in an orderly manner, tidy things up spontaneously and get along well with peers during play, demonstrating good self-care and social abilities.

- 1.6 The management monitors the curriculum implementation through attending meetings, scrutinising documents and conducting classroom walkthroughs. They offer teachers guidance and suggestions for improvement to help them deliver classroom activities efficiently. Teachers prepare teaching plans and review the effectiveness of project learning and curriculum development focus. On this foundation, the management is advised to lead teachers to reflect on the implementation of music and physical activities in a timely manner to enhance the efficacy of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The management strives to promote the development of the school-based curriculum. It may take a step forward to lead teachers to review the implementation of music and physical activities to elevate the quality of teaching. In tandem, it should reduce the amount of writing and amend the inappropriate homework content of K3 to suit children's developmental and learning needs.