

School No.: 564184

Focus Inspection Report (Translated Version)

TWGHs Shiu Wong Lee Moon Fook Nursery School

**Shop 1 & 2, Upper G/F, Comfort Centre, 18 Yue Fai Road,
Aberdeen, Hong Kong**

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**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 *Kindergarten Education Curriculum Guide* and the curriculum materials of the organisation, the school designs an integrated theme-based curriculum using books and taking into account children's interests and life experiences. The curriculum is comprehensive in content, covering all learning areas and accommodating the cultivation of children's positive values and attitudes and the acquisition of skills and knowledge. The school conducts the national flag raising ceremony on important days and special occasions to nurture a sense of national identity in children. Through thematic learning activities, traditional Chinese festival experiences and off-campus visits, teachers familiarise children with Chinese culture. The daily schedule of the school is properly planned to provide children with ample time to engage in music, physical, art and free choice activities, facilitating their balanced development.
- 1.2 The school has an appropriate policy on the assessment of child learning experiences in place for teachers to record children's learning performance according to the learning objectives of each theme by continuous observation. Teachers also adjust the assessment content and criteria for individual children with a view to catering for the diverse developmental needs of children. Before the end of each school term, teachers summarise children's performance in various learning areas and inform parents of children's development on a regular basis, working together with parents to follow up on children's learning. The teaching team makes reference to the assessment information of children which serves as a basis for reviewing teaching and informing curriculum planning.
- 1.3 The school's mechanism of curriculum coordination, monitoring and review is in smooth operation. The management leads teachers to formulate the curriculum while keeping abreast of its implementation and offering guidance at an opportune

time through attending curriculum meetings, scrutinising curriculum documents and walking through classrooms. The school arranges peer lesson observations for the teaching team so that members of the team can learn from one another, thereby enhancing the professional competence of the team. The teaching team periodically examines the teaching effectiveness and proposes suggestions for follow-up in light of children's performance to adjust the teaching design and curriculum planning.

- 1.4 The school environment is neat and tidy, providing adequate activity space for children. Teachers display children's artworks in the classrooms and along the corridors for children's mutual appreciation. Teachers decorate the classrooms into different learning corners which are furnished with relevant teaching aids and materials for children to carry out diversified activities such as construction, creative work and fine motor exercises. Meanwhile, teachers design corner activities in accordance with the themes, helping children extend what they have learnt.
- 1.5 Teachers care for children and are amiable. They give individual guidance and support to children aptly based on children's different needs. Teachers are well prepared for teaching. They explain articulately and make good use of books, self-made teaching aids and multimedia to facilitate teaching during thematic activities as well as raising questions to guide children to comprehend the learning content. Teachers are advised to allocate more time for children to share their experiences and views, in a bid to further foster children's thinking and verbal expression abilities. In music activities, teachers design interesting contexts for children to take part in activities such as singing, performing rhythmic movements and manipulating musical instruments, for them to enjoy the fun of music. Teachers lead children to design physical games together using small group approach, in which children can jointly make creation, solve problems and reach consensus. However, children spend a relatively long time in discussion in individual activities, leading to

somewhat lacking in physical activity time. Teachers are advised to pay attention to the teaching arrangements to ensure children having sufficient amount of exercise. In reviewing sessions, children are asked to share what they have gained, which is conducive to consolidating their acquired knowledge and mutual learning.

- 1.6 Children are polite and obedient. They enjoy learning and listen to teachers' instructions attentively, being engaged in various learning activities. Children show friendliness and have smiles on their faces. They are willing to talk to others and are familiar with the rules of free choice activity. They take the initiative to invite peers to play together, during which they chat with each other, showing good affective and social development.

2. Recommendations for Fostering Sustainable Development of School

The operation of the mechanism of curriculum coordination, monitoring and review of the school is smooth. The management is recommended to guide teachers to enhance their professional capabilities in order to further promote the effectiveness of learning and teaching through strengthening children's thinking and verbal communication skills.