

School No.: 564230

Focus Inspection Report (Translated Version)

**Women's Welfare Club (Eastern District)
Hong Kong Lai Kwai Tim Day Nursery**

2/F, Island Place, 53 Tanner Road, North Point, Hong Kong

30 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 the teaching packages while tying in with children's development and life experiences to construct a curriculum using themes. The curriculum content covers various learning areas, taking into account the cultivation of children's positive values and attitudes as well as their acquisition of skills and knowledge. The school emphasises children's moral development and there are moral learning objectives in every theme. Through sharing of moral stories and learning activities, the school nurtures children's good character. A child flag-guard team is formed to hold the national flag raising ceremony weekly, on important days and special occasions so as to cultivate a sense of national identity in children. In respect of daily schedule, the school provides sufficient time for children to participate in music, physical, art and free choice activities every day so that they can have a balanced learning experience. However, the school must make amendments to its extended daily activity time that hinders children's healthy physical and psychological development. The amount of copying for K3 children is excessive and some of the learning content and homework in Early Childhood Mathematics of K3 are too difficult. The school is required to revise the homework and learning content to meet children's developmental needs.
- 1.2 The school assesses children through continuous observation. In tandem, it creates learning portfolios for children to systematically maintain assessment information. Teachers formulate assessment items that correspond to thematic learning objectives to evaluate children's learning. Teachers also comment on children's development based on their performance in the activities. Teachers make reference to children's assessment information to render support to individual children while meeting with parents periodically to let parents understand their children's learning progress.

The school is advised to utilise the child assessment information to get a grasp of the overall performance of children in the school, with a view to informing the curriculum. On the other hand, teachers assess children's development at different stages in each school term. Yet, the learning reports of children are subject-based, comprising Chinese Language, English Language, Science and Art. This practice does not comply with the settings of the kindergarten integrated curriculum and fails to fully reflect children's performance in different learning areas. Therefore, the school must make changes to the planning of such assessment.

- 1.3 A mechanism of curriculum management is in place in the school. The management keeps track of the curriculum implementation through attending meetings, conducting classroom walkthroughs and scrutinising curriculum documents. It also arranges peer lesson observation for teachers to observe and discuss with one another. Teachers reflect on teaching regularly, but they focus on describing children's learning performance. The management is required to lead teachers to review the teaching effectiveness against children's performance to inform the activity design.
- 1.4 The school environment is neat and well-maintained. The school allocates its space wisely for children to carry out different learning activities. It displays children's works along the corridors and in the classrooms to encourage children to observe and learn from one another. Teachers decorate the classrooms in alignment with the learning themes. They design various learning corners and provide diversified teaching aids, materials and books to let children develop different interests. As observed, children loved to create artwork. They read attentively and played the teaching aids as well as role-playing with peers.
- 1.5 Teachers are well-prepared. They follow the lesson plans to lead learning activities and use real objects, teaching aids and books to facilitate teaching while asking

questions to guide children to think and comprehend the learning content. During free choice activity sessions, teachers observe children's performance or play with them together. Teachers may guide children in a timely manner and should arrange for children to share their findings and feelings after the games, hence helping children collate the play experience and inspire their learning to a further extent. Children are engaged in the learning activities. They respond to teachers' questions eagerly, share their life experiences enthusiastically and speak with confidence. Children respect the rules and are courteous. They get along well with peers, showing good social development. Nonetheless, the way of holding a pencil and the sitting posture of some of the K2 and K3 children are incorrect. The school must keep strengthening guidance to children's writing posture and provide them with suitable fine motor exercises to lay a good foundation of writing.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 The daily activity time of children is too long which is unfavourable for their healthy physical and psychological development. The school must make amendments to such practice. Regarding homework, the school is required to remove the difficult learning content and homework of K3 while reducing the amount of copying in homework to meet children's developmental needs. It is necessary for the school to provide children with appropriate training of fine motor skills and strengthen individual guidance to prepare children well for writing and help them cultivate a good writing habit.
- 2.2 The management is advised to enhance teachers' skills in guiding children's play through teachers' professional training and arrange play review sessions for children to promote their learning. The management is also required to lead teachers to improve their reflective ability and utilise the child assessment information to give

feedback to the overall planning of the curriculum and refine the teaching design. Besides, the school must revise the planning of phased assessments to fully reflect children's learning.