

**School No.: 566250**

# **Focus Inspection Report (Translated Version)**

**Yuen Long Church (Church of Christ in China)  
Chow Sung Chu Oi Nursery School**

**5 Ping Shun Street, Yuen Long, New Territories**

**30 June 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 *Kindergarten Education Curriculum Guide* and the teaching packages, the school designs its integrated and comprehensive curriculum of which the learning themes are related to children's everyday life. The school arranges project learning in every school term and makes good use of community resources to organise field trips and visits for children, thereby enriching their learning experiences and enhancing their interest in learning about their surroundings proactively. The daily schedule of the school is balanced. Children in some classes carry out free choice and physical activities in a mixed-age mode. This increases the opportunities for children across ages to learn and communicate with one another, hence strengthening their communication and collaboration skills effectively. However, some of the homework exercises for K3 in the second school term are rather difficult, the school must review and revise them to suit children's developmental needs.
- 1.2 The school formulates a policy on the assessment of child learning experiences and adjusts the assessment content in accordance with the curriculum and children's needs in each school year. Teachers continuously observe children and regularly collect information from parents like children's living habits and behaviour. Teachers also invite children to introduce the ideas of their work to understand their development from various aspects. Teachers jointly devise the assessment criteria to ensure the objectivity of the assessment. They conclude children's progress at different stages in each developmental area every school term to assist parents in grasping the growth of their children. In tandem, teachers integrate the information obtained from the assessment to inform the curriculum. Yet, the school may refine the content of the thematic assessment to gain a deeper understanding of children in terms of the cultivation of positive values and attitudes as well as the practice of

morality to reflect children's development holistically.

- 1.3 The school is tidy and spacious. Many children's works, photos and learning records are posted all over the campus to foster a warm and joyful environment. Teachers meticulously design interesting teaching aids and corner games to increase children's learning motivation effectively. As observed, children simulate buying and selling stamps and sending mails in the role-play corner. Applying the acquired knowledge, children earnestly count the number of stamps while also sorting and organising mails. Children are willing to finger-read the nursery rhymes posted in the language corner using a baton and look closely at various types of rice to identify their similarities and differences, during which they are attentive and engaged. There are mailboxes outside the classrooms of some classes for children to send drawings to express their feelings and concerns to one another. At the end of the play, teachers lead children to share their experiences, facilitating the enhancement of children's skills and confidence in speaking.
- 1.4 Teachers attach great importance to children's participation that they carry out some activities in small groups. For example, during the activity, children explore the ratio of glutinous rice flour to water and see how it affects the softness of the dough. The activity not only provides children with more experiential and manipulative opportunities but also promotes teacher-child interaction, resulting in good teaching effectiveness. Teachers make effective use of designated movements, slogans, etc., to guide children in following the routine and establishing good order in the classrooms. Teachers participate in children's play from time to time while aptly intervening and offering suitable support. In music activities, teachers let children play simple instruments according to the rhythm by employing a game-based approach. Children love taking part in it and enjoy themselves therein. During physical activities, teachers provide ample physical equipment for children to design

their play route spontaneously to grasp basic physical skills such as balancing, hopping and jumping. Children develop gross motor skills amid a pleasant atmosphere.

1.5 Children are energetic, active, friendly and courteous. They can tidy their clothes and return the tableware by category after meals, showing good self-care abilities. When holding a national flag-raising ceremony, children are able to stand solemnly facing the national flag and sing the national anthem earnestly, showing that they have mastered the etiquette properly. Children play chess and number games with peers, demonstrating good social skills and logical thinking abilities.

1.6 The school has a curriculum management mechanism in place. With a clear timeline of work, the management leads teachers to revise the teaching progress based on the review results of the last school year. At the same time, the team devises the learning objectives and content of each theme, taking into account children's life experiences and interests. The team carries out collaborative lesson planning regularly and shares teaching experiences during meetings. Members of the team subsequently interact amongst themselves, building a learning ambiance. Teachers often conduct reflection and generally are able to make follow-up suggestions according to the effectiveness of the activities. At the end of the school term, team members jointly examine the curriculum, serving as a reference to adjust and map out the teaching content for the next school year.

## **2. Recommendations for Fostering Sustainable Development of School**

The school endeavours to offer an enjoyable learning environment to children. The management steers teachers to promote the advancement of the curriculum. It may still utilise thematic assessments to gain further insights into children's performance in terms of the cultivation of positive values and attitudes as well as the practice of morality. The

school is also required to revise the rather difficult homework for K3 in the second school term with a view to catering for children's developmental needs.