

School No.: 565520

Focus Inspection Report (Translated Version)

**YMCA of Hong Kong Christian Nursery School
(Farm Road)**

**Portion of G/F, Majestic Park, 11 Farm Road, Kowloon City,
Kowloon**

2 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 curriculum outline of the sponsoring body to design an integrated curriculum using themes. The curriculum content is comprehensive and covers various learning areas. Teachers arrange activities according to themes, such as snack tasting, experiments and visits, to enrich children's learning and life experiences. The school disseminates the content of thematic learning to parents on a regular basis to keep them informed of their children's learning progress. It also invites parents to help children collect information and pictures that are related to the themes and bring them to school to share with teachers and peers, thus improving children's expression ability and self-confidence. The school promotes Chinese culture through thematic teaching, festivities, parent-child activities and so forth. Children are given sufficient time to engage in music, physical, art and free choice activities daily to foster their balanced development.
- 1.2 In the previous school year, the school joined the school-based support programmes to strengthen the element of language in thematic teaching, extended activities and the set-up of the environment. It also designed diversified learning activities to expand children's experiences in listening, speaking, reading and writing, promoting children's language development. The school focuses on cultivating children's interest in reading this school year. It has purchased storybooks that are in line with children's interests, arranged for children to read with teachers and parents and launched reading award schemes, etc. As observed, children read attentively or shared with peers the content of the storybooks during free choice activity sessions and after lunch, showing interest in reading. Teachers may refine the set-up of the reading corners to further stimulate children's motive in reading and raise the effectiveness of the promotion of reading.

- 1.3 Teachers assess children's learning experiences through continuous observation and record-keeping. The assessment items are in consonance with the teaching objectives and reflect children's learning and developmental progress in different learning areas. Teachers develop learning portfolios for children to systematically maintain assessment reports, observation records and children's artwork. In order to help teachers evaluate children's abilities objectively, the school is required to set explicit criteria for the assessment items and make good use of the assessment information to inform curriculum planning.
- 1.4 The school premises are spacious and the school allocates the venues flexibly to carry out various learning activities for children. During the free choice activity sessions, children take part in corner activities based on their interests. K2 and K3 children enjoy going to the role-play corner to play the role of chefs in making sushi, fried rice and salad. They also act as diners to taste the gourmet food joyfully. K1 children simulate fishermen fishing and learn counting and colour sorting from the activity. Children concentrate on building with blocks, manipulating therapy putty and cutting playdough with scissors, hence facilitating the development of their fine motor skills. Children also put different items into the water tank to test the buoyancy of these items, building their curiosity and exploratory capabilities.
- 1.5 Teachers teach conscientiously. They utilise real objects, teaching aids, storybooks, etc., to explain concepts and facilitate children to comprehend the learning content. Teachers are kind and care for children. They give individual guidance to children as needed. Teachers design a great variety of physical activities to develop children's coordination and control of gross motor skills by letting them walk on the balance beam, throw bean bags and push giant balls. Children are also actively involved in music activities. They sing, perform rhythmic movements and play games to the beat. They get along well with peers and have fun in the activities.

1.6 Teachers write teaching outline. The management scrutinises teaching documents, conducts lesson observations and attends curriculum meetings to understand learning and teaching while giving teachers suggestions for improvement. For the purpose of further refining the design of thematic learning activities, it is necessary for teachers to select proper learning content that matches children's abilities to enhance their learning effectiveness. Besides, the school may strengthen the professional exchanges and discussions among teachers and boost the efficacy of learning and teaching through collaborative lesson planning and curriculum review. The school must also evaluate the homework content of early childhood mathematics for K3 children and remove the excessively difficult parts to meet children's learning needs.

2. Recommendations for Fostering Sustainable Development of School

The integrated curriculum of the school is comprehensive, yet the teaching team still needs to improve the effectiveness of curriculum coordination and review and to design appropriate thematic learning activities. It should also set specific child assessment criteria to evaluate children's learning and developmental progress objectively as well as removing the excessively difficult parts of early childhood mathematics homework for K3 children with a view to meeting the abilities and needs of children and promoting their learning.