**School No.: 563862** 

# Focus Inspection Report (Translated Version)

## **Emmanuel Church Shatin Nursery School**

G/F, Cypress House, Kwong Yuen Estate, Shatin, New Territories

26 April 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 teaching packages and takes into account children's life experiences and needs to design an integrated curriculum using themes. The curriculum content covers various learning areas. The school incorporates national education into thematic learning. For instance, under the theme "Transportation", it teaches children to follow the rules while nurturing children's attitude of mutual respect through the theme "Knowing yourself". school holds the national flag raising ceremony on special days to cultivate children to follow the relevant etiquette and attitude at the ceremony. Through learning activities, children know about Cantonese opera, learn paper cutting and appreciate Chinese music, hence deepening their understanding of Chinese culture and art as well as strengthening their sense of national identity. The school provides adequate opportunities for children to participate in music, physical, art and free choice activities every day, and alternately arranges active and quite activities in the daily schedule to foster children's all-round and balanced development. However, the content of some of the K3 homework is rather difficult and fails to meet children's abilities and developmental needs. The school must review and remove such homework.
- 1.2 The school sets a clear policy on the assessment of child learning experiences.

  Teachers discuss together the assessment criteria. They observe children continuously to assess children's performance in various learning areas as well as keeping an eye on children's development in different aspects. Teachers inform parents of their children's learning regularly and summarise children's development at different stages. Children's learning assessment forms, teachers' observation records and children's works are kept in the learning portfolios. The school utilises the child assessment information to adjust the curriculum in order to accommodate

- children's needs.
- 1.3 The school's premises is bright and neat. Teachers design theme-related corner activities in the classrooms. The corner materials are plentiful and activities are diversified. Children are familiar with the steps. They first choose activities and then record the corner activities that they have participated. Children unleash their creativity by making drawings and three-dimensional craftworks in the art and craft corners as well as scribbling on whiteboards. In the role-play corner, children and peers act as doctors and patients, which helps them connect life experiences. Children share with peers the materials, and they build models collaboratively, showing good affective and social development. To tie in with thematic learning, teachers let children observe the growth of plants. The school may enhance the elements of free exploration in corner activities to satisfy children's curiosity and cater for their development and interests.
- 1.4 Teachers are kind and amiable. They care for children as well. Teachers employ role-play to get children engaged in learning while asking questions to guide children's thinking and encouraging children to give responses or share their ideas. Thus the teacher-child interaction is good. The music activities are in alignment with the themes for children to move their body and play games to music, grasping the rhythm and enjoying themselves. In regard to the physical activities, children can select circuit games or choose physical equipment to design activities. Teachers also motivate children to refine the activity design. Children take part in the activities with enthusiasm. Nevertheless, some children focus on playing construction games, which leads to inadequate amount of exercise. The school should review and improve the arrangements of the physical activities.
- 1.5 The management discusses with teachers the curriculum outline in meetings and formulates the learning objectives of each grade level. Teachers then prepare the

teaching plans and set up the environment. Through scrutinising curriculum documents and walking through classrooms, the management understands the curriculum implementation and makes suggestions. At the end of a school term, the management leads teachers to review the appropriateness of the curriculum so as to inform the curriculum planning of the next school year.

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

The curriculum of the school is comprehensive and balanced. Yet, the school must remove the difficult homework of K3 in order to meet children's abilities and developmental needs. The school is also required to review the arrangements of the physical activities to ensure that children have adequate amount of exercise to foster their development of a healthy body. Teachers are advised to enhance the exploratory elements in the corner activities to satisfy children's curiosity and their interest in learning.