

**School No.: 564842**

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

**ELCHK Ling Kung Nursery School**

**Wing A, G/F, Yee Kui House, Tsing Yi Estate, Tsing Yi, New Territories**

**3 January 2024**

**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 adopting picture books as learning materials, the school formulates an integrated curriculum according to children's interests and life experiences. The curriculum content covers all learning areas. The school attaches importance to the moral cultivation of children. It incorporates relevant elements into the curriculum, and conducts religious story sharing and Chinese cultural activities to assist children in building positive values and practising good deeds. The school allocates sufficient time for music, physical, art and free choice activities every day. In tandem, it sets a designated play session for children to begin their school day, during which classrooms are open for children of different grade levels to play, hence developing children's interest in learning through play and fostering their balanced development. However, some pieces of homework of K2 and K3 are quite difficult at the moment and fail to meet children's interests and abilities. The school must review and remove such homework.
- 1.2 The school has formulated a policy on the assessment of child learning experiences. Teachers assess and record children's learning processes through continuous observation. They prepare learning and development reports for children, explaining the performance of children in different areas to help parents understand children's development. Moreover, parents are invited to make records of their child's living habits. All these serve as evidence of children's growth from multiple perspectives. The school utilises the child assessment information to adjust and refine the curriculum to meet children's needs.
- 1.3 The school environment is bright and clean. Teachers make good use of the campus space to display children's artworks for children to appreciate one another. In alignment with the learning themes, there are different learning corner activities as

well as plentiful materials in the classrooms. Teachers provide children with experiential activities that fit in with the living environment, such as learning to take care of plants in the planting area, exploring ways to thread a plastic darning needle in the sewing area, and following steps to make food like cookies and dumplings in the cooking corner. Teachers give guidance to or participate in children's play. Teachers also invite children to share their experiences gained from the activities.

1.4 Teachers are amiable. They always praise children and have a good relationship with them. During thematic activities, teachers provide children with opportunities to collect and share information in order to nurture their attitude of active learning and confidence in expressing themselves. Children share the things that are worthy of appreciation or reflection in the activities of the day before class dismissal, which is conducive to consolidating their learning. Teachers design balancing, jumping, crawling and other activities with different types of physical equipment and organise circuit games with ample amount of exercise to foster children's gross motor development. During music activities, children sing, play musical instruments and perform rhythmic movements. Nevertheless, some teachers are advised to aptly adjust the pace of teaching in view of children's performance so that children can have much time to feel the rhythms and melodies of music to facilitate their aesthetic development.

1.5 Children are lively, friendly and always greet others. They are willing to take part in various types of learning activities. During thematic activities, children are keen to raise questions and respond with eagerness. They are curious about their surroundings. Children play constructive games with schoolmates of different grade levels in the mixed-age play sessions, learning to respect other's ideas and follow the jointly-set rules thereof and developing their cooperative attitude. After the activities, children tidy things up by themselves, showing good self-care abilities.

1.6 The school has established an explicit mechanism of curriculum monitoring. The management leads teachers to conduct reflection after class. They review the teaching effectiveness from environment setup, teaching strategies, children's performance and other aspects while periodically discussing and reviewing the curriculum content and teaching design in curriculum meetings to meet children's interests and developmental needs. In addition, the management attends meetings and scrutinises curriculum documents to understand the curriculum implementation as well as giving specific advice to teachers and monitoring how the curriculum is delivered.

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

The school has a clear mechanism of curriculum management. Upon the existing foundation, the school is required to revise the inappropriate homework designs of K2 and K3 to cater for children's interests and developmental needs. Besides, the school may lead teachers to improve their skills in conducting music activities so as to let children enjoy the pleasure of music activities.