

**School No.: 564478**

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

**Hong Kong Society for the Protection of  
Children Cheung Sha Wan Nursery School**

**5/F & Roof Playground, Cheung Sha Wan Community Centre,  
55 Fat Tseung Street, Cheung Sha Wan, Kowloon**

**12 March 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 curriculum information of the organisation, the school devises an integrated curriculum that is in line with children's life experiences. It holds activities such as project learning and visits to facilitate children to cultivate positive values and attitudes as well as developing skills and acquiring knowledge through explorations and hands-on experiences. The daily schedule is balanced. Children are given sufficient opportunities to participate in music, physical, art and free choice activities every day. Attaching importance to children's moral development, the school sets monthly moral education themes and incorporates relevant learning elements into daily teaching through storytelling. The school also encourages children to practise good deeds in daily life through a parent-child award scheme.
- 1.2 The school systematically organises diverse activities to help children in understanding Chinese art and culture, cultivating their sense of national identity from an early age. Teachers facilitate children's understanding of the custom of festivals by engaging them in thematic learning activities such as wrapping rice dumplings, solving lantern riddles and performing lion dances. Children also explore traditional art through ink painting and opera mask making. Moreover, activities like Cuju and pitch-pot are arranged for children to experience the fun of folk games. The classrooms are equipped with books about Chinese culture. Teachers share stories with children to guide them to learn the traditional virtue of respecting the elders while encouraging children to behave well in daily life. Diverse forms of learning activities are naturally integrated into the curriculum, effectively fostering an atmosphere for children to understand and appreciate Chinese culture.
- 1.3 The school takes account of the themes and children's needs to design learning activities, providing rich and multilevel content to cater for learning diversity. In

the imaginative play corners, children simulate cooking with steamers, bamboo steamers and stoves. They also dress in Cantonese opera costumes and perform on a small stage, fostering their social interactions. Besides, children explore the spread of ink on turtle plastrons, bamboo slips and rice paper in the exploratory corners, learning through real object manipulation and sensory exploration. The school provides plentiful art and natural materials for children to use of their own accord. Children's works are distinctive and full of childlike fun. For instance, they create three-dimensional marine animal models with clay, and make shadow play puppets by assembling coloured plastic sheets, sparkling glitters and coloured paper.

- 1.4 Based on assessment items devised by the curriculum team of the organization, the school maps out specific assessment criteria according to the curriculum content and teaching plans, which helps teachers get a grasp of and accurately reflect children's learning performance. The school creates learning portfolios for children that maintain observation records and artworks. It sums up children's performance every school term and informs parents of their child's learning and development through face-to-face meetings. Teachers make use of the assessment information to understand and follow up on children's individual needs while keeping track of their overall development with a view to formulating more suitable learning content.
- 1.5 Teachers care for and respect children. They listen carefully to children's views and ideas and give positive feedback to children, which enhances children's motivation to learn. Children exhibit self-discipline and compliance. They like to play together in the interest corners. During activities, children take the initiative to help their peers and share their life experiences with one another, showing good affective and social development. In music activities, children feel the changes in melodies and rhythms of songs under teacher's guidance and express their ideas and feelings

through body movements. Teachers arrange physical activities like climbing and jumping, where children have favourable body coordination as they generally grasp various movements. Children are also free to use different tools to design ways of play on their own in the physical venue, thoroughly enjoying themselves. However, some children tend to stay in the doll house area and therefore they have fewer opportunities for physical activities. Teachers are required to pay attention to children's activity participation so as to foster children's development in gross motor skills.

- 1.6 The school has established a curriculum monitoring and evaluation mechanism. The management understands and monitors the curriculum implementation by attending meetings, scrutinising teaching documents and observing lessons. It provides timely feedback and guidance to teachers as well. Members of the teaching team emphasise teaching reflection and they conduct reviews on activity design, teaching strategies and arrangements. Some teachers adapt the teaching content in response to children's performance and make specific suggestions for improvement about the use of teaching aids and so forth. The teaching team may continue to encourage teachers to share their experiences through peer-to-peer communication for enhancing the teaching quality continuously.

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

The school strives to promote the curriculum development, including exploring effective strategies of learning and teaching and designing stimulating corner activities, for children to explore and learn happily through play. Teachers make reference to children's learning performance to evaluate the effectiveness of learning and teaching, thereby informing teaching. The team is advised to continue adopting the cycle of planning, implementation and evaluation to improve the curriculum in view of the school context and children's needs.