

School No.: 565261

Focus Inspection Report (Translated Version)

**Hong Kong Society for the Protection of
Children the Jockey Club Hok Sam
Nursery School**

**No. 101-108, G/F, Hok Sam House, Lung Hang Estate, Shatin,
New Territories**

23 February 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 the curriculum outline of the organisation, and according to the goals of education, the school formulates its integrated curriculum using themes. The curriculum content covers all learning areas and addresses children's development in ethics, intellect, physique, social skills and aesthetics. The school attaches importance to the moral cultivation of children. It puts much effort into creating a positive campus atmosphere, such as posting positive phrases around the school, teachers providing frequent and specific compliments for children's good behaviour and sharing of different moral stories, so that children can grow up in a caring learning environment. Project learning activities are arranged in accordance with children's interests to extend children's learning experiences. Teachers guide children to master the skills in active exploration. The school has a balanced daily schedule to foster children's holistic development.
- 1.2 The school pays attention to the language development of children and is keen to cultivate their reading habits. Plenty of quality books are placed on the book shelf in the school lobby while there are cosy reading corners in all classrooms which is effective in attracting children to take the initiative to read. The school launches a parent-child reading scheme. It provides clear play guidelines and story-related toys for parents to read with their child at home. Hence, home and school endeavour to help children build their reading habits. As observed during free choice activity sessions and after lunch, children read attentively in the reading corners of their own accord or share the story content with their peers to enjoy the pleasure of reading.
- 1.3 The school has devised an explicit policy on the assessment of child learning experiences and set comprehensive assessment content based on the curriculum

objectives. Teachers observe children's learning progress continuously and invite parents to keep records of their child's living habits and attitudes at home to fully grasp children's performance. In tandem, teachers utilise the learning portfolios to maintain various types of children's assessment results and work as evidence of children's growth. Teachers meet with parents regularly to keep them informed of their child's learning progress and give them concrete suggestions about helping their child so that parents can follow up accordingly at home. Moreover, the school uses the child assessment information prudently as a reference for reviews, refining the curriculum unceasingly.

- 1.4 The school makes good use of the campus environment to plan activity venues flexibly in creating ample learning space for children. Teachers properly display the creative two-dimensional and three-dimensional artworks of children for children's mutual appreciation and learning. Teachers meticulously design diversified corner activities to guide children's active learning. K3 children are arranged to make potted flowers for Lunar New Year, spring couplets, etc., following with a buying and selling game of these goods in the imaginative play corner. Teachers let K2 children decorate well-wishing plaques and then hang the plaques up on a wishing tree to send blessings to people around them. K1 children are invited to put on Chinese costumes and simulate paying a New Year call to their relatives. Teachers place Lunar New Year tangerine plants, butterfly orchids and so forth in the exploratory corners for children to learn about the features of the plants through sensory exploration. In the toy corners, children play rattle drums, Chinese jackstones and spinning tops to understand traditional folk games and toys, thus learning to appreciate Chinese culture through these experiences.
- 1.5 Teachers are amiable and friendly. They speak clearly and fluently. Teachers tell stories with facial expressions, various tones and voices to immerse children in the

story content. Teachers are also good at asking questions to guide children to think, express their ideas and raise questions proactively while encouraging children to solve problems on their own to develop their problem-solving skills. Element of competition is incorporated into physical games to make the activities more challenging and fun. Children are willing to follow the rules of the games that they jointly set and display outstanding body coordination. Teachers use context to introduce music games of rhythmic movements and let children create different movements according to the lyrics so that children can take part in the music activities in a relaxing and joyful mood. Children are keen to share their life experiences and show self-confidence. They have good self-care abilities as they clean up the desks by themselves after having lunch.

- 1.6 A clear curriculum management mechanism is in place in the school. The management keeps track of the curriculum implementation through attending meetings, observing lessons and so forth. It supports teachers and gives them proper and specific advice in a timely manner as well. At the end of a school term, the management leads teachers to review the overall implementation of the curriculum and follow up on the effectiveness of children's learning, and then revise the curriculum content as necessary, enhancing the efficacy of learning and teaching in a continuous manner.

2. Recommendations for Fostering Sustainable Development of School

The management steers the teaching team to keep on refining the curriculum and promote the development of learning and teaching. Upon the existing foundation, the school may continue to make good use of peer lesson observations for teachers to communicate and share with one another to foster their professional growth.