

School No.: 565830

Focus Inspection Report (Translated Version)

Heng Fa Chuen Lutheran Day Nursery

G/F, 100 Shing Tai Road, Heng Fa Chuen, Chai Wan, Hong Kong

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**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 teaching packages, the school devises a curriculum using real-life themes. The curriculum content covers all learning areas while accommodating the cultivation of values and attitudes as well as the acquisition of skills and knowledge. Teachers assist children in understanding and grasping the learning content through stories and games, and arrange related visits to enrich children's learning experiences. The school attaches importance to the nurture of character traits. With moral education stories, community visits, leadership activities, etc., the school instils positive attitudes like caring for others and showing courtesy to people in children. The school provides children with ample time for physical, music, art and free choice activities every day, leading to a balanced daily schedule. The school has followed up on the recommendations of the previous Quality Review to reduce the amount of copying in homework. That said, some Language and Early Childhood Mathematics homework of K3 is excessively difficult. The school must remove the inappropriate content to meet children's development.
- 1.2 The school adopts continuous observation to assess children and creates learning portfolios for them, keeping assessment information and artworks as evidence of their growth. Teachers conclude the development of children in every school term so that parents are informed of their children's learning. However, some of the existing thematic assessment items fail to align with the learning objectives. The school is advised to revise the assessment items based on the learning objectives in order to accurately reflect the learning effectiveness of children in the assessments.
- 1.3 Teachers put much effort into decorating the environment to give sufficient activity space to children. A variety of interest corners have been set up in classrooms. Children go to the constructive corners with their peers and make a suitcase with carton boxes, building blocks and other materials. They also wear different

costumes in the role-play corners to take up roles like pilots, cabin crews and passengers. These activities deepen children's knowledge of the thematic learning content and facilitate their communication and interaction. A wide range of items is provided in the exploratory corners to encourage children's exploration. Examples include engaging in experiments of floating and sinking, and finding out the load capacity of a boat, hence satisfying the curiosity of children. In the course of the event, teachers observe and provide guidance to children while taking part in their games to offer timely support for their different needs. After activities, teachers conduct reviews with children for sharing the activity experiences. Teachers are advised to further stimulate children to share the difficulties and discoveries they have during activities with a view to helping children collate what they have learnt and extend their interest in play.

1.4 Teachers are kind and care for children. A good relationship is observed between teachers and children. Teachers encourage or praise children from time to time in order to build children's confidence. During physical activities, children grasp basic body movements and have an adequate amount of exercise, fostering their gross motor development. In music activities, teachers lead children to sing and perform rhythmic movements. Children are fully devoted. As observed, children were pleased to play with their peers. They prayed for their schoolmates who were absent due to sickness and shared enjoyable stories of themselves and their families, hence the campus is imbued with a caring and inclusive atmosphere.

1.5 The school has established a curriculum management mechanism. The management has knowledge of the curriculum implementation by participating in meetings, scrutinising teaching documents and conducting lesson observation. Teachers reflect on their teaching regularly but they mostly describe children's performance in activities in the reflection. The management may take a step further

in guiding teachers to review the effectiveness of activities in light of children's performance and the learning objectives, thereby enhancing the learning and teaching effectiveness.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 To keep on promoting the development of learning and teaching, the management is required to guide the team to revise thematic assessment items according to the learning objectives such that the assessments can accurately reflect how well children do at school. The school is also required to remove the excessively difficult homework for addressing the learning and developmental needs of children.
- 2.2 The management is recommended to further strengthen the reflective abilities of the teaching team and lead teachers to analyse children's learning performance so as to understand the effectiveness of learning and teaching more precisely, thus informing curriculum planning.