

School No.: 565750

Focus Inspection Report (Translated Version)

Lei Tung Lutheran Day Nursery

**Room 113-123, G/F, Tung Mau House, Lei Tung Estate,
Ap Lei Chau, Hong Kong**

29 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 teaching packages, the school devises its school-based curriculum by integrating the content of all learning areas using themes. Teachers set up the environment to stimulate children's motivation in learning towards the topics. In tandem, they design games to guide children to explore and acquire knowledge as well as cultivating positive values and attitudes. The school arranges festive activities, such as dragon and lion dance and mooncake making, assisting children to understand traditional Chinese custom and art culture. It also organises visits and experiential activities to enrich children's learning experiences. The daily schedule of the school is properly planned that children are given sufficient time to participate in various types of learning activities every day to foster their balanced development. Yet, some of the teaching content in the Early Childhood Mathematics learning area for the second term of K3 is too difficult for children. The school must review and revise such content to meet children's developmental needs and abilities.
- 1.2 The school has been regarding promoting moral education as its major concern in the recent two school years. In the last school year, the teaching team mapped out the focuses of moral education for each grade level corresponding to the learning themes. It used picture book stories as an introduction and let children experience and practise virtues like caring and respecting others through interactive games, scenario discussions, role-plays and other activities. In this school year, the school reinforces the relevant work to a further extent. It refines the curriculum, examines and adjusts the arrangements of moral focuses as well as holding story extension weeks on a regular basis, with a view to fostering children's moral development in a more systematic manner.
- 1.3 The school has formulated an appropriate policy on the assessment of child learning

experiences. Teachers set clear assessment items according to the learning objectives. They adopt continuous observation and documentation to evaluate the learning performance of children. Children's artworks, activity observation records, assessment forms and so forth are maintained in the learning portfolios to reflect the development of children from multiple perspectives. At the end of a school term, teachers collate and refer to the assessment information to follow up on children's learning and inform curriculum planning.

- 1.4 Teachers incorporate the elements of thematic learning into the decoration of classrooms and interest corners. This not only attracts children for exploration during free choice activities, but also effectively consolidates and extends children's learning. Teachers keep different pet insects in the exploratory corners. They encourage children to take turns to assist in feeding the insects, thus facilitating children's learning of loving animals and cultivating their sense of responsibility. In the imaginative play corner, children pretend to be archaeologists. They simulate digging up animal fossils in the sandpit with different tools and then perform constructive play, during which they have great fun. Children freely choose from a variety of materials to create in the art and craft corners. They also like to take part in origami that they make paper animals to develop their fine motor control and unleash creativity. Children enjoy reading theme-related books and photographic guides in the reading corners. Meanwhile, teachers read with children which is conducive to enhancing their interest in reading.
- 1.5 Teachers facilitate teaching with real objects, pictures, short videos, etc. They ask questions to guide children to think while listening to children's thoughts and feelings patiently, leading to a good classroom interaction. Teachers are well prepared for teaching. For instance, during art activities, teachers demonstrate the tie-dye steps to children clearly and at the same time guide children to pay attention to the changes

in colour when dyes are being mixed. Teachers combine various types of physical equipment properly to construct circuit games with a sufficient amount of exercise, enabling children to grasp basic movements and develop co-ordination. In music activities, children are engaged in singing and use body movements to show the melodic changes, conveying their feelings. During free choice activity sessions, teachers observe the learning performance of children and make timely intervention. After the activities, teachers invite children to share their works, or utilise the corner activity log sheets to assist them in organising and concluding their play experiences.

1.6 The management leads teachers to discuss the teaching activities, corner set-up and so forth of each theme during lesson preparation meetings. It also monitors the curriculum implementation through scrutinising curriculum documents and conducting classroom walkthroughs. Teachers reflect on their teaching regularly. In general, they mainly describe children's performance and the classroom situation in their reflections. Teachers are advised to review the activity arrangements, the use of teaching materials and other aspects, and propose concrete follow-up measures to further enhance the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school attaches importance to nurturing children's moral character. It systematically devises moral focuses of each grade level in accordance with the themes and employs picture book stories and games to help children cultivate positive values and attitudes effectively. However, the school must review and revise the difficult teaching content of K3 to meet children's developmental needs and abilities. It is also required to strengthen the reflective ability of teachers to inform teaching design and curriculum planning.