

School No.: 325775

Focus Inspection Report (Translated Version)

May Nga Kindergarten (Branch)

**Shop A and Shop B, G/F, 89 Ha Heung Road &
1/F, 91 Ha Heung Road, To Kwa Wan, Kowloon**

6 December 2023

**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 The school devises the curriculum outlines jointly with the affiliated school of the organisation. It makes reference to the teaching packages to design an integrated curriculum using themes, with content covering various learning areas, encompassing the acquisition of children's attitudes, skills and knowledge. The school arranges a special activity day every Friday which provides diversified experiences for children to develop different skills through exploration, creative games, etc., and understand traditional Chinese culture. However, the school is required to review the daily schedule of the activity day to ensure it can also cater for children's physical learning in fostering their balanced development. Besides, some pieces of homework for K3 are rather difficult. The school must remove the inappropriate content in order to address children's abilities and developmental needs.
- 1.2 The school adopts continuous observation and documentation to assess children's performance. It creates learning portfolios to maintain thematic assessments, activity observation records and children's work as evidence of their growth. The thematic assessments mostly tie in with the learning objectives, yet the content of some assessment items in different grade levels is merely differentiated. Teachers may review the assessment content to reflect more fully the abilities and attitudes being displayed by children at each stage. Teachers grasp the learning of children through assessment information and communicate with parents regularly so that parents are informed of their child's developmental needs, leading to the collaboration between parents and teachers in supporting children's growth.
- 1.3 Teachers design corner activities that align with themes and provide children with sufficient and manipulative teaching aids for consolidating their learning effectively. Children's collaboration is required for some games to facilitate their social

development. As observed, children love roleplaying and are able to imitate doing grocery shopping in a supermarket or cooking in a kitchen vividly using simple toys, thus connecting the activities with their daily life experiences. Children are full of curiosity that they observe ingredients with magnifiers, utilise food as drawing tools or materials to make eggshell collages or fruit stamping. Children unleash their imagination and creativity by exploring common objects in everyday life. They enjoy playing board games with their peers while talking and interacting with each other. Children can follow their jointly established rules, thereby learning about fairness.

- 1.4 Teachers are amiable and respect children with various needs and abilities. They use real objects and teaching aids to facilitate teaching, enabling children to construct knowledge through sensory exploration and play. Teachers design music activities in accord with themes which is conducive to strengthening the coherence of learning content. They are recommended to enhance the music elements in play so as to guide children to express their feelings through music and nurture their aesthetic sense. In physical activities, teachers provide children with opportunities to think of creative ways in playing the tools and materials. Children try passing, throwing and catching balls with different parts of body and in various methods. It is full of fun and children get sufficient exercise as well. The school arranges children of the same grade level in the whole-day classes to carry out integrated music and physical activities in the afternoon. However, there is a relatively large number of children in some classes. Teachers should adjust the activity arrangement to avoid children from being affected by the waiting time to participate in all kinds of activities. After free choice and physical activities, teachers guide children to briefly share their experience with or make demonstration to their peers for mutual appreciation and learning. Children love to play with peers, during which they give encouragement

to and sharing with one another, getting along well.

1.5 The school has a mechanism of curriculum management. The management conducts curriculum meetings with teachers to discuss teaching content, learning schedule and assessment items. It scrutinises teaching plans as well to get a grasp of the curriculum implementation and guides teachers appropriately. The management facilitates professional exchange among teachers through peer lesson observations. It reviews together with teachers the activity design and use of teaching aids in interest corners for thematic teaching, pooling teachers' ideas to foster professional development. In daily teaching, teachers are able to reflect on the activity arrangement in light of children's performance. Teachers are recommended to examine the learning effectiveness of children against the teaching objectives for continuous advancement in learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school applies the rationale of school self-evaluation in its daily work for making continuous improvement in curriculum design, thus driving the school development. The management is required to optimise the daily schedule of the special activity day and remove the difficult content of K3 homework, catering for children's developmental needs. The teaching team may review the music activity design and keep enhancing the effectiveness of learning and teaching through teaching reflection.