

**School No.: 563609**

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

**New Kowloon Women Association  
Lok Wah Nursery**

**5/F, Lok Wah Estate Community Centre, Chun Wah Road,  
Ngau Tau Kok, Kowloon**

**14 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**

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

## **1. School Performance**

- 1.1 Based on the curriculum outline of the organisation and the teaching packages, the school devises its school-based integrated curriculum by connecting the six learning areas using themes. In order to enrich children's learning experiences, the school organises diversified activities that tie in with the teaching content, such as visiting the flower show, Lunar New Year Fair and the Hong Kong Museum of Art, to broaden the horizons of children. Project learning is carried out every school term for children to construct knowledge through the process of gathering information and exploration. In recent years, the school has been striving to promote Chinese culture. It has invited tutors to school to demonstrate Chinese martial arts, calligraphy and so forth to enhance children's understanding of traditional culture. Rope knotting, kneading glutinous rice balls and tea brewing are incorporated into the project learning activities for children to experience the traditional craftsmanship and food culture of China. The school arranges active and quiet activities alternately in the daily schedule and provides sufficient time for children to participate in various types of activities to foster their balanced development. It adjusts the curriculum schedule and homework arrangements from time to time. Yet, the school is still required to continue to review the content in the Early Childhood Mathematics learning area for K3 and revise the excessively difficult part to meet children's development.
- 1.2 The school has established a proper system for the assessment of child learning experiences. Teachers follow explicit assessment guidelines to evaluate the learning progress of children through continuous observation. The school lets children choose to express their feelings about the learning activities using pictures or in simple words. This information, together with assessment forms, analysis of works, observation records and so on are kept in the learning portfolios

systematically, hence reflecting children's growth from multiple perspectives. The school consolidates and analyses the assessment information to inform curriculum planning and provide a reference for teachers of the next school year to follow up on the learning needs of children.

- 1.3 The school makes good use of its premises to exhibit children's creative artworks such as collage masks, cooperative paintings about spring and three-dimensional art and craft works of dragon dance. The artworks are in numerous forms and vibrant colours, filling the campus with childlike fun as well as facilitating children's sense of belonging to the school. There are different interest corners in the classrooms for children to carry out exploratory activities and play during free choice activity sessions. A wide range of art resources is available in the art corners where children can freely select materials and create art themes to unleash their creativity. Teachers set up the role-play corners in accordance with the learning themes. They may enrich the decoration and materials therein to foster the interaction between children and peers during simulation games, which further exploits children's imagination.
- 1.4 Teachers are well-prepared. They facilitate teaching with real objects, self-made teaching aids and short videos, helping children understand the learning focuses. When conducting thematic activities, teachers employ stories and first-hand experiences to guide children to be engaged in learning. Through games and questions, teachers inspire children's thinking and encourage them to try solving daily life problems. Children express their thoughts and views with eagerness, leading to a good teacher-child interaction. Teachers design games that are rich in musical elements. Children enjoy the fun of music activities by singing, performing rhythmic movements and playing musical instruments with teachers. Children of senior grade levels create a lively rhythm with different musical instruments, showing good musicality. In physical activity sessions, children play jumping

games to put the recyclable materials into recycling bins, or follow the shopping list to roll balls to targets. Children not only consolidate what they have learnt from the themes through play, but also develop their body co-ordination. Children are familiar with the routines of corner activities during free choice activities. They make use of the activity log sheets to plan their activities according to their interests and record their participation, demonstrating a positive attitude towards active learning. Teachers always observe children's performance in the activities to render timely support and intervention. After the activities, teachers also guide children to share the process of play as well as their feelings, assisting children in organising their learning experiences.

- 1.5 Teachers have meetings of lesson planning on a regular basis to discuss the teaching content, environment set-up and so forth. Moreover, they reflect on teaching earnestly after class and propose concrete suggestions for improvement. The school reviews the curriculum implementation, homework design and other aspects at opportune times and reflects the actual teaching situation to the curriculum committee of the organisation to refine learning and teaching unceasingly. In addition to holding meetings, the management scrutinises documents and observes lessons to monitor the delivery of the curriculum. It arranges peer lesson observation as well to let teachers observe and communicate with one another, which is beneficial for enhancing their teaching effectiveness.

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

The school has a well-established curriculum management mechanism. It examines the curriculum implementation regularly, takes follow-up action and makes improvements. Yet, the school is required to strengthen the settings of the role-play corners for children to exploit their imagination during simulation play. It must also review and revise the

difficult learning content of K3 to meet children's developmental needs and abilities.