

School No.: 562939

Focus Inspection Report (Translated Version)

The Salvation Army Hoi Fu Nursery School

G/F., Wing B & C, Hoi Ning House, Hoi Fu Court, Mong Kok, Kowloon

11 April 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 curriculum outline of the organisation, the school makes appropriate amendments to the outline based on its context and the results of curriculum evaluation to devise an integrated curriculum. The school has a detailed and thorough curriculum planning that it sets teaching objectives, design of teaching aids as well as activity arrangements of different learning areas in accordance with the interests, abilities and needs of children of each grade level. Not only does the school attach importance to the cultivation of positive values and virtues in children, but it also strives to help children acquire skills and construct knowledge with a view to promoting children to learn actively in an ongoing manner. The school launches project learning and encourages children to explore their surroundings through information gathering, observation, first-hand experiences, etc., thus deepening their knowledge of the related themes. The school distributes the profiles associated with the learning progress to parents every month. It may incorporate the content about Nature and Living into the profiles so that parents can have a holistic understanding of the school-based curriculum. In recent years, the school has been making good use of the network and resources from the organisation and parents to prepare information booklets and introduce traditional festivals, features of Chinese and Western architecture, old shops and so forth. Meanwhile, the school renders suggestions on parent-child activities and pools the efforts of parents to promote Chinese art and culture and strengthen children's sense of national identity steadily. The school arranges a proper daily schedule for children to have sufficient time to engage in music, physical, art and free choice activities every day, fostering their physical and psychological growth. However, some pieces of language homework for K3 are rather difficult. The school is required to review and remove such content in order to cater for children's abilities and learning needs.

- 1.2 The school has established a mechanism for the assessment of child learning experiences. It adopts continuous observation and record-keeping to keep track of and follow up on children's learning and needs. Teachers prepare learning portfolios for children to maintain assessment forms, observation records and children's works in an orderly manner, and then distribute them to parents at an opportune time. Teachers also provide concrete and feasible suggestions for parents, assisting them in supporting children at home. The school invites parents to share information about children's performance in daily life so that teachers can fully understand children while promoting children's development through home-school cooperation. The school utilises the assessment information to consolidate and analyse it systematically for informing curriculum planning.
- 1.3 Teachers decorate the classroom environment according to the themes of project learning. They display relevant information and artworks of children on the walls and design an array of teaching aids and fine motor activities to create a strong learning atmosphere, enhancing children's understanding of the learning content. Teachers place bookshelves in the classrooms. They are recommended to set up spacious reading corners and have the corners furnished properly for increasing children's interest in reading, hence helping children build a reading habit gradually. Besides, the school is advised to make optimal use of the classroom space to create diversified interest corners and put ample materials therein for children to role-play, observe and chat with their peers during free choice activities, thus fostering their language and social skills.
- 1.4 Teachers facilitate teacher-child and child-child interaction by adopting small group teaching approach appropriately. Additionally, teachers invite children for group discussion and whole class sharing which enable children to have more opportunities to participate and experience learning activities, and to express themselves, with an

aim of increasing learning motivation and effectiveness. Children are eager to answer teachers' questions. They articulate their opinions with confidence while listening to peers' learning experiences and feelings towards the activities with patience. Teachers put much effort into designing physical activities that they change the ways of play of physical games in light of the teaching objectives and children's interests. Teachers increase the level of difficulty aptly to strengthen children's gross motor coordination and control. By connecting picture book stories with music activities, teachers guide children to sing, move rhythmically and play musical instruments following the beat, thereby cultivating their aesthetic sense.

- 1.5 A well-developed curriculum management mechanism is in place in the school. The management steers teachers of all grade levels to conduct collaborative lesson planning through meetings for discussing teaching foci, environment set-up, deployment of teaching resources, etc., while giving timely guidance and support to teachers. Teachers take into account children's interests to arrange fun activities and guide children to gain insight into the themes of project learning. Teachers compile daily teaching logs so that parents can be aware of the learning progress of their children and cooperate with teachers accordingly. The management observes classroom activities, scrutinises documents and children's works to monitor the curriculum implementation. It also renders suggestions for improvement in view of the learning and teaching effectiveness. The school maps out foci of lesson observation for teachers and parents based on the major concerns with a view to providing more opportunities for teachers to observe and share experiences among themselves as well as sharpening their teaching skills. Besides, the school collects views from stakeholders through different channels to evaluate the effectiveness of the major concerns. Through teachers' reflections and review meetings, the school examines the teaching of teachers and learning of children for suggesting concrete

follow-up actions to optimise the curriculum planning continuously.

2. Recommendations for Fostering Sustainable Development of School

The school has a comprehensive and balanced curriculum to facilitate children's whole-person development. The school is required to review the language homework of K3 and remove those rather difficult parts. It should create spacious and well-stocked interest corners in order to enhance the interaction between children and the environment, and increase the effectiveness of learning through play.