

School No.: 563749

Focus Inspection Report (Translated Version)

Tsung Tsin Mission of Hong Kong On Yee Nursery School

G/F, Ko Shing House, Ko Yee Estate, Yau Tong, Kowloon

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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 and the curriculum resources of the organisation, the school organises a curriculum using themes that suit children's life experiences and interests. The curriculum content is comprehensive and covers all learning areas. Teachers arrange extended activities and visits according to themes and lead children to carry out project learning. Through diversified and interesting activities, teachers gradually guide children to develop positive values and attitudes as well as acquiring skills and knowledge. The school holds festive and filial piety activities respectively for children to experience the custom of traditional festivals and practise filial piety, facilitating their understanding of Chinese culture. The daily schedule is balanced as children are given sufficient opportunities to take part in music, physical, art and free choice activities every day. However, a small part of the mathematics homework for K3 children does not meet their abilities and developmental needs. The school must review and remove such homework.
- 1.2 The school formulates the assessment content and criteria according to the learning objectives. It adopts continuous observation to assess children's performance in each learning area. In tandem, the school develops learning portfolios for children to properly maintain their thematic assessments, physical and psychological development reports and so forth. Teachers keep contact with parents to report children's learning and render appropriate suggestions for follow-ups. The school also collates and analyses the child assessment information to inform curriculum design.
- 1.3 The school makes good use of the space in the lobby and music venues to place books there by categories while teachers display the books they recommended, fostering a reading atmosphere. The reading corners in classrooms are comfortably furnished and the choice of books is suitable for children as well as appealing, which helps

nurture children's interest in reading. Teachers design interesting corner activities that are in line with themes. For instance, teachers set up a simulated bus compartment and bus stop for children to play the roles of a bus captain and passengers so as to learn to follow the travel regulations. Moreover, teachers provide manipulative learning aids that are of different levels of complexity to cater for children's diversity and enrich children's learning experiences. There are plentiful materials in the art corners and children are free to use natural materials like wood slices and branches for creation. Children's artworks are displayed around classrooms, which is conducive to the mutual appreciation of children.

1.4 Teachers are kind and amiable. They always give compliments and recognition to children to reinforce children's good behaviour. Teachers are conscientious in teaching. For example, in response to children's experiences and interests, teachers design an activity about becoming an architect to provide opportunities for children to make use of the parent-child works to carry out collaborative construction. Children are eager to share their thoughts on the community construction, leading to good classroom interactions. The school pays attention to learner diversity and arranges for children to have thematic learning in groups in order to enhance its support to children. Music activities are designed with both interesting and real-life scenarios, and the activities are of various forms and types. Children enjoy the activities very much. In physical activities, teachers' explicit instructions and guidance are beneficial for children's grasp of the basic movements. A variety of physical equipment is available in the venue for children to create their own games. Teachers make timely intervention to encourage children to try different ways of play, or join in children's games to arouse children's interest in physical activities, hence fostering children's gross motor development.

1.5 The management discusses with teachers the learning objectives and content in

regular meetings. Through the scrutiny of documents, lesson observation and meeting reviews, the management monitors the curriculum implementation and gives appropriate feedback to teachers to improve the teaching quality. Teachers compile teaching reflection after class. Some of them make specific suggestions, such as refining the activity design and adjusting teaching strategies, in light of children's performance to promote children's learning. The management may provide more opportunities for teachers' professional exchange by, for example, arranging theme-based discussions or training to enable teachers to learn from one another, so as to further enhance the reflection skills of the team.

2. Recommendations for Fostering Sustainable Development of School

The school provides children with a wide range of learning activities to foster their balanced development and happy growth. The management is required to lead teachers to review and remove the inappropriate mathematics homework of K3 so as to meet children's developmental and learning needs. The school may continue to organise professional exchange activities to further strengthen the effectiveness of teaching reflection of the team with a view to informing curriculum planning.