

School No.: 566950

Focus Inspection Report (Translated Version)

United Christian Medical Service Nursery School

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130 Hip Wo Street, Kwun Tong, Kowloon**

23 June 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 formulates a school-based curriculum which covers all learning areas by making reference to the curriculum outline of the organisation and using themes that meet children's abilities and needs to connect the learning content. It strives to cultivate children's positive values, help them develop skills and acquire knowledge. In order to build an attitude of caring for others and the society in children, the school organises various types of visits and shares the news and current affairs with children frequently, hence nurturing children's good moral characters through learning experiences both inside and outside the classroom. The school arranges active and quiet activities alternately in its daily schedule. Children learn in whole-class, group and individual learning activities every day to achieve balanced development.
- 1.2 The school has a policy on the assessment of child learning experiences. According to the assessment guidelines and criteria, teachers adopt continuous observation to evaluate children's performance in each learning area objectively. The school develops learning portfolios for children to maintain assessment forms, observation records, project activity information and so forth to reflect children's learning and developmental progress comprehensively. Teachers meet with parents on a regular basis to help them grasp and follow up on their children's performance and needs. The school employs the child assessment information as a reference for reviewing teaching strategies and adapting the curriculum to promote children's learning.
- 1.3 Teachers set up the learning environment thoughtfully. They design interesting games of different levels of complexity while letting children engage in mixed-age free choice activities. There are plentiful materials in the interest corners to encourage children to take part in corner activities, and the materials are placed and sorted for children's convenience. As observed, children simulate serving diners in a restaurant. They prepare dumplings and skewers meticulously based on the types

and amounts of food ordered by their peers. Children also act as customers, pushing trolleys in a supermarket to shop for daily necessities, and they pay for the goods with toy coins according to the prices. Children get to know the relationship between Early Childhood Mathematics and daily life through play while developing their language and social skills. Children and their peers walk into the tent of the sharing corner to chat and express their feelings in a cosy environment. They sit on the sofa in the reading corner to read together and discuss the storylines, thus enjoying the pleasure of reading. In the science corner, children explore and use building blocks and natural materials to create theme-related work and express their ideas. Children learn actively, enjoy playing with their peers and care for one another. Teachers understand children's learning performance through observation and guidance. Teachers encourage children to share their play experiences and feelings as well as extending children's learning through asking questions. Teachers praise children for their virtuous behaviour, effectively creating a positive and joyful learning atmosphere.

- 1.4 The school arranges planting activities for children to experience the fun of farming. Through tending plants, a sense of responsibility is nurtured among children. In tandem, the school makes good use of the crops to prepare lunch for children or let children make turnip puddings as gifts for healthcare workers and the elderly, sharing the fruits and joy of their labour. Children exercise with their parents every morning to build an exercise habit. During physical activities, children participate in a wide range of games. Through tossing bean bags, walking on stilts and climbing ladders, etc., children develop their balancing, moving and controlling skills. Their curiosity is also aroused as they explore in sand play and water play areas. Teachers are advised to sharpen their observation of children's performance and adjust the setting of equipment and materials in a timely manner so as to increase the amount

of exercise for children. Teachers connect music activities with stories and guide children to imagine and perform rhythmic movements, or express the meaning of the lyrics with gestures, thus encouraging children to unleash their creativity.

- 1.5 The management leads teachers to devise the content of teaching plans in accordance with children's abilities and the development foci of the curriculum. Teachers discuss the set-up of the interest corners and coordinate with one another to cater for the learning needs of children of each grade level. The school has a curriculum review mechanism. The management monitors the curriculum implementation through classroom walkthroughs, collaborative teaching and scrutiny of teaching reflections. It aptly gives advice and support to teachers as well. Teachers evaluate the activity effectiveness in relation to teaching objectives and children's performance, and make suggestions for improvement to enhance the effectiveness of learning and teaching continuously.

2. Recommendations for Fostering Sustainable Development of School

The school designs the learning activities and environment thoughtfully to provide children with real-life, sensory-rich and fun-filled learning experiences, hence facilitating children's whole-person development. The school may continue to promote professional exchange among team members, and further refine the arrangements of free choice physical activities to increase the amount of exercise for children to foster their physical development.