PREPARING YOUR CHILD FOR PRIMARY 1
28 DEC 2018
AGENDA

• Building Partnership
• Communications (Parents Gateway) with teachers
• Homework Policy
• Discipline Matters
• Learn for Life
• Assessment & Promotion Matters
• Parent-Child-Teacher Conference (PCTC)
BUILDING PARTNERSHIPS BETWEEN SCHOOL AND PARENTS
PARTNERING THE SCHOOL

1 Knowing your child

2 Developing your child

3 Keeping in touch with the school
Knowing Your Child

Work with your child’s teachers to understand his/her strengths, interests and development in academic and non-academic areas.

1. **We believe that every child matters and every child can succeed.**

2. **Every child is unique and has talent(s).**

3. **It is our mission to nurture them into concerned citizens with integrity and a spirit of excellence through holistic education.**

4. **It is our hope to see them grown into someone who will uphold the school motto “Honesty in Performance, Pride in Service”, which is aligned to our school’s vision “Lead with Character, Serve with Talents”**.
Partner the school in the holistic development of your child.

1. **We want to nurture our students to**
   - embrace diversity, have empathy and care for others
   - demonstrate resilience and is adaptable to change
   - be reflective and makes decision based on sound values
KEEPING IN TOUCH WITH THE SCHOOL
COMMUNICATION WITH OUR TEACHERS

Modes of communication

• **Parents’ Gateway App** – To receive school/class announcements and consent forms
• **Emails/ Call the General Office**
• Do inform the Office if the matter is urgent
• **Student Diary**

Service Standards

• Public Service standards of **1-3-7 working days**
• Teachers are **not** expected to provide their mobile phone numbers to parents
• Please keep contacts with our teachers within office hours
Parents Gateway (Beta)

Parents Gateway makes it easier for you to receive school announcements and consent forms from your children’s schools.

From Left to Right
- Newsfeed - aggregating announcements and consent forms.
- Details of Announcements
- Details of Consent Forms for Parents to give Consent

Example:
- Apply For Direct School Admission for Secondary Schools (DSA-Sec)
- Consent for P1 Learning Journey to Singapore Zoo
Download the app directly from your Play Store or App Store

Keyword search ‘Parents Gateway’

Supported OS Versions: Android 6.0 or later & iOS 9.1 or later
Login with SingPass

If you have issues signing in with Singpass, you may visit the SingPass website or contact their helpdesk at 6643-0555.
Complete your Onboarding

Retrieve your child's details and verify the information to proceed

Success!
We found your children's information. Verify that they are correct and we can get started.

- Leonard Chen Jun Nuo
- Stacy Tanya Chen Ling Ping

Let's get started
We will be retrieving your child's information based on your SingPass ID

Retrieve

Done

It will appear in your newsfeed

which means you're done 😊
WHAT IS IT LIKE IN SCHOOL?

All P1 students are offered:
1. English Language
2. Mother Tongue Language
3. Mathematics
4. Social Studies
5. Art
6. Music
7. Physical Education
8. Health Education
9. Programme for Active Learning (PAL)
HOW ARE OUR CHILDREN ALLOCATED INTO THEIR P1 CLASSES?

• There is no best or worst class

• All students have been allocated according to non-academic considerations such as gender & ethnicity distribution for social mixing
HOW ARE THE TEACHERS ASSIGNED TO THE P1 CLASSES?

• Takes into consideration the learning needs of our students

• Some teachers are trained in special needs & educational support
LEARNING SUPPORT PROGRAMMES

LSP for English provides additional support for students with weak literacy skills. Students attend lessons one period a day in small groups, and are taught by specially trained teachers using strategies that will improve their reading ability.

LSP for Mathematics (LSM) provides additional support to students who need help in acquiring basic numeracy skills. Students are taught in smaller classes during their regular mathematics periods by specially trained teachers.

ENABLE is a school-based programme targeted at reading comprehension & writing for students with weak literacy skills to support their learning. Students attend one period lessons with our specialized FAJT Mrs Theresa Tan.
HPPS Homework policy
• Homework is defined as any planned activity that the student is required to complete outside of curriculum time and its aim is to achieve the desired learning outcomes.

• Mode of delivery could be in the form of pen-and paper, virtual or online tasks (Student Learning Space – SLS)
OBJECTIVES OF HOMEWORK

Homework assigned is to allow students to:
• practise and apply skills and concepts taught;
• reinforce learning and deepen understanding of lesson taught;
• foster independent learning and reflective thinking;
• inculcate a sense self-discipline and responsibility; and
• consolidate learning.

The use of homework allows teachers to:
• obtain timely feedback on the effectiveness of the lesson;
• track the student’s progress in his learning, check for understanding such that timely feedback, intervention and support can be given to the student.
## Proposed Time Norms by Levels

<table>
<thead>
<tr>
<th>Levels</th>
<th>Approximately Daily Time Norms</th>
<th>Proposed Weekly Time Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 &amp; P2</td>
<td>0.5 hr</td>
<td>2.5 – 3.0 hr</td>
</tr>
<tr>
<td>P3 &amp; P4</td>
<td>1.0 hr</td>
<td>5.0 – 6.0 hr</td>
</tr>
<tr>
<td>P5 &amp; P6</td>
<td>1.5 – 2.0 hr</td>
<td>7.5 – 11.0 hr</td>
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</table>
EXPECTATIONS OF STUDENTS

Homework is an opportunity for students to be responsible for their own learning. They take responsibility for the quality of work and outcomes of their effort.

Students should:

• understand the expectations of the homework assigned;
• take ownership by keeping track of homework deadlines and to manage their time well to ensure completion and submission of homework on time;
• Complete their homework with their best effort
ROLE OF PARENTS

Homework also provides opportunity for parents to be involved in the child’s learning by:

• creating **conducive environment** for studying and completion of homework and **establishing good work routine** with the child at home;
• supervising and **providing support** for child’s learning;
• being **mindful of the stress level** of their children that could arise from school homework and out-of-school activities and helping their children prioritise their time among these activities;
• **working in partnership with the teachers** to support the child’s learning and progress.
Discipline Matters
The school takes on an **educative and restorative process** that promotes **positive student behaviour**

Consequences of the poor choices made will be meted out **firmly, appropriately and fairly**

Paired with **corrective counselling** by trusted adults to help students **understand the consequences of their actions** and **take responsibility to not repeat their mistakes**.

Working with parents
DISCIPLINE MATTERS

• Please refer to the **Student Handbook** for more information (Students will receive this on the first day of school & their teachers will go through the contents with them)

• Your child’ safety and well-being are equally important to us.

• Do inform the **Form teacher/ Co-Form Teacher/ CCA/ Subject** teacher and allow him/her to investigate the matter before getting back to you.
STRATEGIES

- Establishing strong teacher-student relationship (TSR)
- Form Teacher Guidance Period (FTGP)
- Character Education – RICE values
- School assembly & educational activities
- Social Emotional Learning (SEL)
- Counselling sessions
- Teachable moments
Attendance is a critical factor for student learning, development and well-being. Close monitoring of student attendance data by schools and HQ would facilitate more targeted and timely support, intervention and needs-based resourcing.

- Daily updates by FTs/Co-FTs has to be submitted by 11am providing specific reasons for students’ absenteeism

- Absence from school has to be supported by valid medical certificate(s) or other valid reasons with supporting document

- There may not be any make-up for any bite-sized assessment missed for the day, depending on the nature of the assessment
ABSENCE FROM SCHOOL

• We seek the understanding from parents to protect our students’ curriculum time and allow our students to be in school when they are expected to

• Please avoid going for family vacation during term time

• Please write in to the FT/ School leaders when your child has to follow the family/parent(s) abroad
MOBILE DEVICES IN SCHOOL

• Mobile devices can only be used to contact parents after school at the designated areas in front of the porch (Outside the General Office), Plaza (Near Gate 7) and the Bus Bay (area in front of the school library).

• Playing of games on mobile devices is not allowed
• Students should ensure the mobile devices are switched off during lessons
• Students should be responsible for the safe-keeping of their mobile devices.

• The school may confiscate the mobile device as a disciplinary measure or for the purpose of investigation due to misuse of the devices. The mobile devices will be kept in the General Office for collection by the parents.
Learn for Life: Communication to Parents
Learn for Life
https://youtu.be/r6cbrw-V41c

if my children enjoy school and like to go to school.
The changes aim to help our students:

- Have **more time** and **space to deepen** their learning, especially in the **transition years** (i.e. P3, P5, S1 and S3).

- Better enjoy the process of learning and develop **dispositions for lifelong learning**.
# Changes at a Glance

<table>
<thead>
<tr>
<th>Currently</th>
<th>From 2019</th>
<th>From 2020 or 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>P1 &amp; P2</td>
<td>P3, P5, S3</td>
</tr>
<tr>
<td>No examination, but weighted assessments are conducted throughout the year</td>
<td>Removal of all weighted assessments (including P2 year-end exam)</td>
<td>Removal of Mid-Year Exam (MYE)</td>
</tr>
<tr>
<td>P2</td>
<td>S1</td>
<td></td>
</tr>
<tr>
<td>Weighted assessments throughout the year and year-end exam</td>
<td>Removal of Mid-Year Exam (MYE)</td>
<td></td>
</tr>
<tr>
<td>P3-P6</td>
<td>From P3 to S4/5</td>
<td></td>
</tr>
<tr>
<td>Mid-Year Exam (MYE) and year-end exam, in addition to weighted assessments throughout the year</td>
<td>Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to Mid-Year Exam (MYE) and year-end exam at levels where this is applicable</td>
<td></td>
</tr>
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</table>

**Secondary level**

- Most schools conduct Mid-Year Exam (MYE) and year-end exam, in addition to other weighted assessments throughout the year
KEY MESSAGES ON HOLISTIC ASSESSMENT

• Assessment is an integral part of learning and teaching.

• Understand the purpose of assessment and ensure balanced use of summative and formative assessment to provide information on mastery and attainment as well as information to improve learning and teaching.

• Holistic assessment is not about removing exams but it is about using a range of assessment methods and modes for different purposes.

• Holistic assessment extends beyond the lower primary school years into the upper primary school years.

• As parents, you will receive more meaningful and regular feedback that highlights areas where your child has done well, and also ways to improve his/her learning.
WHAT IS IT LIKE IN SCHOOL?

• Moving away from over-emphasis on grades with revised PSLE scoring

• Reduction in assessment load
  – Removal of all weighted assessments in P1 & P2
  – Removal of EOY exam at the end of P2

• Strengthening efforts to nurture well-rounded individuals
INTERESTING PROGRAMMES TO DISCOVER THE JOY OF LEARNING

• Programme for Active Learning
• Gymnastics Modules (LLP)
• Junior Science (ALP)
• Learning Journeys (PAL & Life skills)
• Mother Tongue Fortnight & cultural exposure
• English- Book Character Day
• Celebrating Maths Day
Changes at a Glance

Currently

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Refreshing the Holistic Development Profile (HDP)

- Use of indicators to report students' development in both academic and non-academic domains (e.g. physical fitness, involvement in community-based and co-curricular activities etc.)

**P1 & P2**
- Use qualitative descriptors to report students' learning in all subjects. Non-academic indicators will be retained

**All other levels**
- Academic indicators adjusted for HDP. Non-academic indicators will be retained
## Changes at a Glance

### Currently

**EMB for P1 & P2**
- Singapore Citizen
- Top 25% of school’s level and course in terms of academic performance.
- Good conduct
- Monthly household income does not exceed $6,900 (or per capita income does not exceed $1,725)

**GPA for P2 & P3**
- Singapore Citizen
- Top 10% of school’s level and course in terms of improvement in academic performance
- Good conduct

### From 2019

**EMB for P1 & P2**
- Singapore Citizen
- EMB will be adjusted to award students who consistently demonstrate good learning dispositions
- Good conduct will continue to be a criterion
- Monthly household income does not exceed $6,900 (or per capita income does not exceed $1,725)

**GPA for P2**
- Singapore Citizen
- GPA will be awarded to students who do not qualify for EMB, but have shown improvement in learning dispositions within the year
- Good conduct will continue to be a criterion

### From 2020 or 2021

**GPA for P3**
- Singapore Citizen
- GPA will be awarded to students who do not qualify for EMB, but have shown improvement in learning dispositions within the year
- Good conduct will continue to be a criterion
## Non-Exhaustive Examples of Positive Learning Dispositions

<table>
<thead>
<tr>
<th>Learning Dispositions</th>
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<tbody>
<tr>
<td><strong>Open-mindedness</strong></td>
<td>e.g. willing to try out ideas or solutions offered by peers, willing to explore possibilities or consider other viewpoints</td>
</tr>
<tr>
<td><strong>Joy of learning</strong></td>
<td>e.g. enjoys problem-solving, derives satisfaction from learning new skills or discovering new ideas</td>
</tr>
<tr>
<td><strong>Resilience &amp; Grit</strong></td>
<td>e.g. does not give up easily when the problem is difficult</td>
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<tr>
<td><strong>Curiosity</strong></td>
<td>e.g. asks questions to develop deeper understanding</td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>e.g. shows an interest in learning new things</td>
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</tbody>
</table>
• From 2019, schools will use subject-specific LOs and qualitative descriptors to report P1 & P2 students’ learning progress for all subjects in the HDP.

• Subject-specific LOs reflects the syllabus outcomes for P1 and P2 respectively

• Every LO has to be reported at least once in a year, either in Semester 1 or 2, or in both semesters.

• The LOs are meant as feedback to students and parents for learning

• Building on PERI HA practices, the teachers will continue to make use of Holistic Assessment practices to provide feedback on students’ learning
Parent-Child-Teacher Conferencing

Henry Park Primary School

Parent-Child-Teacher Conferencing (PCTC)

2 Child shares learning experiences (Primary 1)
   a) Shares reflections on a learning activity of his/her choice using the Reflection Template and Triangle of Learning Reflection Tool
   b) Elaborates using artefacts in his/her portfolio with guidance from the teacher

Child shares about her art piece

Parents and teacher applaud child after his sharing
How will my child’s academic progress be measured if there are completely no examinations and weighted assessments at P1 and P2?

• Current practices to gather information about students’ learning through checkpoints (e.g. class discussions, in-class work, homework, and bite-sized tests) will continue.

• The change is that these checkpoints will no longer count towards an overall result (unweighted).

• Use of qualitative descriptors instead of marks and grades to report students’ learning progress in the report book (Holistic Development Profile).
How will I know about my child’s progress?

- Even with the removal of mid-year examinations for some levels, teachers will continue to assess their students.

- Partnering parents to monitor students’ learning, i.e. PTM, regular updates through phone calls or emails etc, and that parents could approach the teachers when they have queries about their children’s learning.
PROMOTION TO PRIMARY 2

- All P1 classes will be promoted enbloc for 2020
- Students will remain intact in their classes
- There is no banding for P2 classes
Parent’s Support

• Support and partnership of parents are crucial in realising these changes.

• Parents can play a part to encourage Joy of Learning, and Learn for Life.
Encourage Joy of Learning by

- not over-emphasising academic performance
- focus on your child’s learning journey, rather than compare them to others

**Don’t focus only on results**
Encourage them to pursue their strengths, interests and try new things.

**Set goals together**
Talk about their strengths, abilities and goals and how they can achieve them.

**Don’t compare**
Celebrate their successes instead of comparing with others.
Give our children the time and space to deepen learning