

**SCHOOLS
WORK PLAN
SEMINAR
2018**

Learn for Life: Communication to P3 Parents



Ministry of Education
SINGAPORE

Learn for Life

“Let us prepare every child for the test of life, and not just a life of tests”

PM Lee, National Day Rally 2012



Changes at a Glance

Currently

From 2019

From 2020 or 2021

Adjusting School-based Assessment Structures

P1

- > No examination, but weighted assessments are conducted throughout the year

P2

- > Weighted assessments throughout the year and year-end exam

P3-P6

- > Mid-Year Exam (MYE) and year-end exam, in addition to weighted assessments throughout the year

Secondary level

- > Most schools conduct Mid-Year Exam (MYE) and year-end exam, in addition to other weighted assessments throughout the year

P1 & P2

- > Removal of all weighted assessments (including P2 year-end exam)

S1

- > Removal of Mid-Year Exam (MYE)

From P3 to S4/5

- > 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

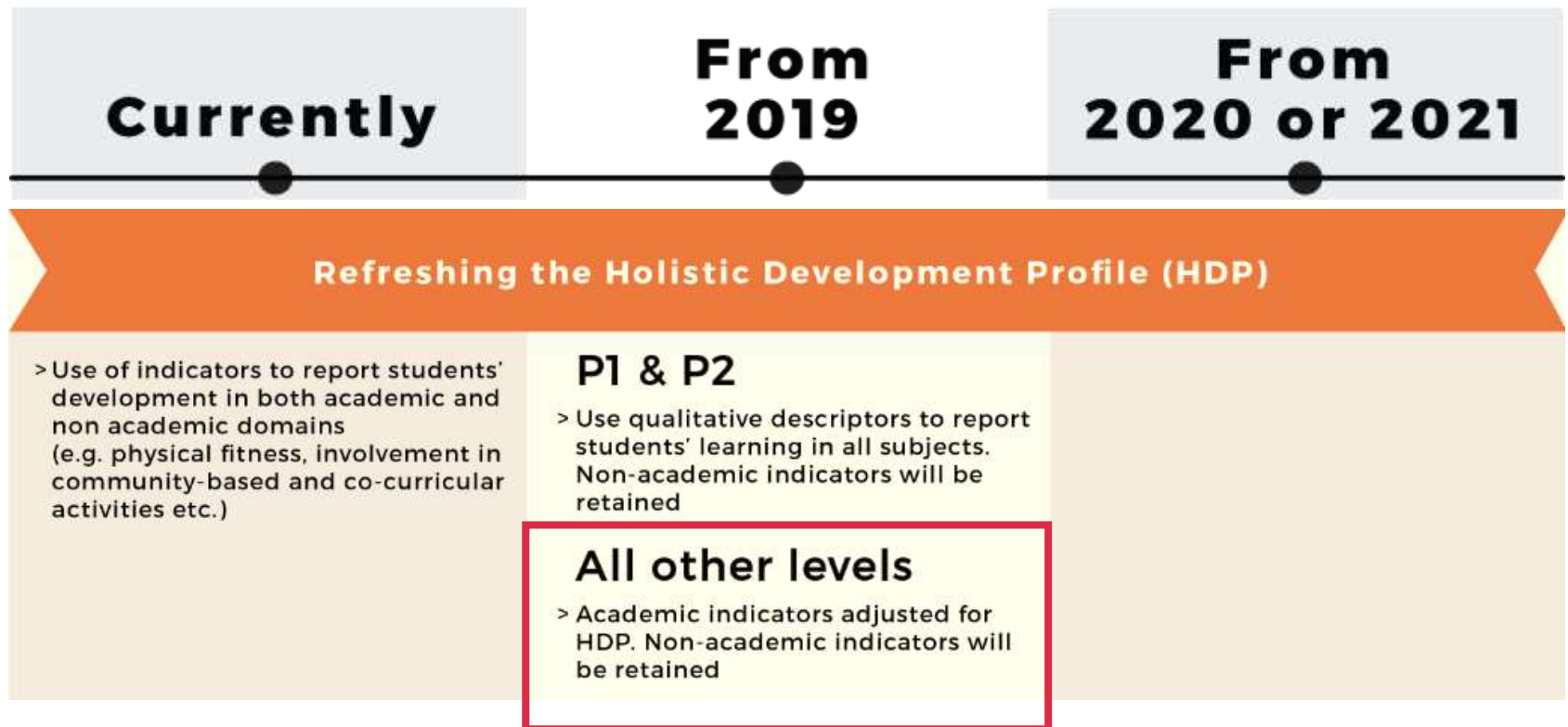
Already in compliance with Term review structure

P3, P5, S3

- > Removal of Mid-Year Exam (MYE)



Changes at a Glance



What will the new report book look like?

Holistic Development Profile

Name : Joyce
 Age on 1st Jan : 14
 Class : S3-S1 S/N: 5
 Form Teacher : Miss Tan
 Co-form Teacher : Miss Low

Page 1 of 3
 Date: 29 Nov 2017

Identification No: T02XXXXXF
 Stream: EXPRESS

SUBJECT	CA2 (15%)		SA2 (45%)		OVERALL	
	Mark	Grade	Mark	Grade	Mark	Grade
<u>EXPRESS COURSE</u>						
ENGLISH LANGUAGE	57.0	C5	<u>49.9</u>	C5	53	C6
CHINESE	66.5	B3	72.0	B3	70	A2
ADDITIONAL MATHEMATICS	66.5	B3	<u>48.8</u>	B3	55	C5
MATHEMATICS	59.2	C5	60.0	C5	60	B4
CHEMISTRY	51.9	C6	<u>43.0</u>	C6	<u>46</u>	D7
PHYSICS	50.6	C6	<u>43.0</u>	C6	<u>46</u>	D7
HUMANITIES (SS, HISTORY)	76.0	A1	55.4	A1	63	B4
PHYSICAL EDUCATION	-	-	-	-	-	A

OVERALL

~~Total : 393/700~~
~~Percentage : 56.1~~
~~Result (Pass/Fail) : Passed~~
 Attendance: 93/94
 MSG : 5.0

~~Class Position : 41/42~~
~~Level Position : 152/165~~
 Promotion Status : Promoted to S4 EXPRESS

Class for Next Year: S4-E1

WHAT'S OUT

Class and level mean

Minimum and maximum marks

Mean subject grades

Underlining and/or colouring of marks for subjects failed

Overall total marks and pass/fail result

Class and level position

NOTE: Marks and percentage will be rounded-off to whole numbers

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Class for Next Year: S4-E1

Source: MK

WHAT'S CHANGED

- Marks will be rounded-off to whole numbers
- Individual subject grades based on the rounded off whole number marks

- Percentage will be rounded-off to whole numbers

NOTE: Marks and percentage will be rounded-off to whole numbers

Changes at a Glance

Currently

From 2019

From 2020 or 2021

Revising criteria for the Edusave Merit Bursary (EMB) for P1 and P2 and Edusave Good Progress Award (GPA) for P2 and P3

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

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

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



Learn for Life

A group of diverse school children and a smiling woman, likely a teacher, in a classroom setting. The children are wearing school uniforms, and the woman is smiling broadly. The scene is brightly lit and appears to be a positive educational environment.

if my children enjoy school and like to go to school.

<https://youtu.be/r6cbrw-V41c>

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**.
- **Achieve balance between rigour & joy of learning** to develop **intrinsic motivation** for learning



Where is HPPS on this journey?

- We have made efforts to reduce assessment load by **removing CAs for P3-P6 since 2014**
- Introduction of ALP & school-based curriculum to deepen & enrich students' learning
- Mixed-ability classes
- Use of formative assessment to support student learning



Assessment Plan for P3 (2019)

Term 1	Term 2	Term 3	Term 4
Bite-sized assessments	SA1	Term review	SA2
Unweighted (0%)	30%	Unweighted (0%)	70%

Partnering Parents



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!

Encourage Joy of Learning by

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



Give our children the time and space to deepen learning

I'M NOT WASTING TIME...




...I'M PLANNING MY FIRST NOVEL!

Learning happens in different ways.




I'M NOT DISTRACTED...



...I'M LEARNING HOW PLANES FLY!

Learning happens in different ways.



I'M NOT IDLE...



...I'M DESIGNING A FUTURE CITY!

Learning happens in different ways.





Promotion Matters

Primary 2 to Primary 3

Non-academic considerations, beyond ability-grouping based on academic results have been used to re-group our P2 students from 10 classes to P3 with 8 classes

Some of the non-academic considerations are:

- Gender, ethnic and nationality for better social mixing
- Allocation of students with specific learning needs & behavioural needs
- Facilitation of pull-out/ intervention programmes to meet the needs of students

Primary 3 to Primary 4

Current Practice

- P3 enbloc to P4
- Student remain in their intact classes

4I = GEP class

- HPPS students who are offered GEP & choose to remain in HPPS +
- Students from other schools who are offered GEP & choose to join HPPS
- Students on the waitlist will fill up the vacancies due to movement of students

From 2019

- P3 enbloc to P4
- *Most students will remain in their intact classes**

4I & 4J = Mixed classes GEP students + mainstream students*

- Students on the waitlist will fill up the vacancies due to movement of students

Rationale for a mixed class for GEP students:

- To encourage **healthy social mixing** between the GEP students and mainstream students
- To make provision for **High Ability Learners (HAL)** who show interest & aptitude to be further developed in **21st CC skills** of Civic Literacy, Global Awareness and Cross-Cultural Skills; Critical and Inventive Thinking; and Communication, Collaboration and Information Skills through the provision of an **enriched Social Studies Curriculum**
- To develop **stronger SEL competencies** as students collaborate with others of different abilities and backgrounds

Shortlisting Process

Mainstream P3 students who have been shortlisted by GEP screening exercise but not offered GEP by MOE



FTs will complete attitude & behavioral checklist for high ability learners (HAL)



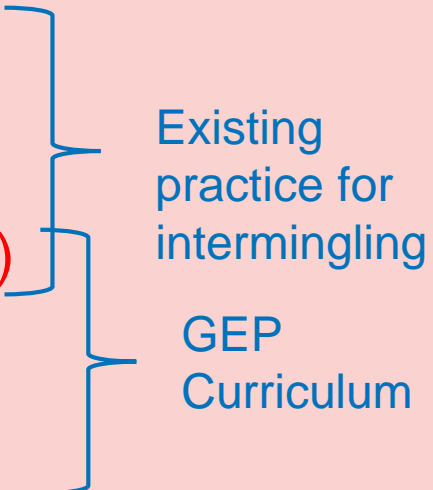
Invitation to group discussion on a Social Studies topic facilitated by a GEP teacher to assess the child's qualities (guided by GEP HAL checklist)



Invitation to join mixed classes (4I or 4J)

Common subjects taken by mixed classes

All GEP students & mainstream students in the mixed class

- FTGP
 - Physical Education
 - Art & Craft
 - Music
 - **Enriched Chinese Language (where applicable)**
 - Character & Citizenship Education (CCE)
 - & Values-in-Action (VIA) Project
 - Enriched Social Studies
- 
- The diagram uses blue brackets to group the subjects into two categories:
- Existing practice for intermingling:** This category includes FTGP, Physical Education, Art & Craft, Music, and Enriched Chinese Language (where applicable).
 - GEP Curriculum:** This category includes Character & Citizenship Education (CCE), Values-in-Action (VIA) Project, and Enriched Social Studies.

Commitment from students

- All shortlisted mainstream students who are invited to join the mixed classes will have to commit to taking on the ***enriched Social Studies***
- Enriched Social Studies will be taught by a trained GE teacher
- Mainstream students will also complete the same graded tasks as GEP students
- A grade will be awarded in accordance to GEB's mark criteria and this will be reflected in the child's report book

Enriched Social Studies Curriculum

- SS is based on the mainstream syllabus, but differentiated for the enriched curriculum
- Pupils will learn about the history of Singapore, from its early days as Temasek
- Pupils will also embark on learning journeys to places relevant to the curriculum

Enriched Social Studies Curriculum

- Pupils will be exposed to concepts such as **Causes and Consequences**, and **Change and Continuity**. They will also appreciate the importance of *Diversity* and *Interdependence*.
- Pupils will also have opportunities to develop critical thinking and exercise creativity. They will learn to make inferences, compare and contrast evidence, and develop well-reasoned explanations.
- SS will require pupils to consider varying points of view, thus learning to respect perspectives different from their own, and developing important values such as empathy.

Graded Tasks

- There will be graded tasks as well as quizzes, spread throughout the year to find out how well pupils have acquired the knowledge and skills, and to identify learning gaps
- Graded tasks allow pupils to demonstrate their understanding in a variety of forms, carried out individually, in pairs or in groups. Examples of graded tasks include map-work, creative assignments and skits.
- At the end of the year, pupils will be awarded A, B, C, or Ungraded.

FAQs

Why do you only choose from the P3 mainstream students who have been shortlisted by the GEP identification exercise?

The GEP identification exercise aims to identify pupils with high intellectual potential. Only shortlisted pupils will be invited to the Selection stage where students are tested on English Language, Mathematics & General Ability.

Students who are not offered GEP may not be ready to handle the intellectual rigour and demands of the full GE curriculum. However, the school recognises that these students do possess some intellectual potential.

We would like to provide them an enriched co-curricular curriculum that will stretch them in their 21st CC skills as part of our Talent Development Programme.

FAQs

If my child has not been shortlisted from the identification exercise, does that mean he/she will not have opportunities for any enrichment or talent development programmes in P4?

No. Our teachers will continue to differentiate the curriculum to suit the learning profile and needs of the students in the class.

Students who show aptitude & interests will be given the opportunity to participate in other school-based enrichment (Cognitive domain) such as E2K Maths, E2K Science, Maths Olympiad programme, Budding Writers (EL), Young Journalists (MTL), etc. More information will be given in P4 next year

Students will still continue to have opportunities to develop their talents & interest through CCAs

FAQs

Will the mainstream students in the mixed classes receive extra materials from GEB for their core subjects?

No. The materials from GEB for the core subjects will only be given to GEP students.

The mainstream students in the mixed class will continue to receive the same materials for all mainstream students in the level. There may be differentiation in the type of materials to suit the needs of the students. This is consistent across all the other mainstream classes.

FAQs

If my child is selected for the mixed GEP class in P4, does this mean that he/she gets to continue with the mixed class in P5 & P6?

No. All P4 students have to go through Subject-based banding.

More information will be shared in P4 next year if your child is selected for the mixed class.

FAQs

Is there a need to prepare my child for the GE Identification Exercise?

Parents should not enrol their children in test-preparation activities for the identification exercise. Test preparation activities could inflate pupils' scores and not reflect their actual potential.

Pupils who are not ready to handle the intellectual rigour and demands of the GEP will struggle to cope with the enriched curriculum and not benefit fully from it. This would put undue stress on the pupils, and may even cause them to lose confidence and impact their self-esteem.

Students develop at different rates and we should allow them to blossom at their own pace. Students will still enjoy school-based enrichment and differentiation in their curriculum based on their learning needs and profile.

FAQs

If my child is invited for the mixed class selection, can I decline this?

Parents have the final decision. If you wish to decline, you may do so and your child will remain in his/her intact class in P4 in 2020.