Primary 3

Curriculum Briefing

Friday, 17 Feb 2023

School Vision, Mission and Values

School Mission

Nurturing the Whole Child, Growing Future Leaders

School Vision

Every Student An Educated Child and Contributing Citizen, Ready to Serve and Lead
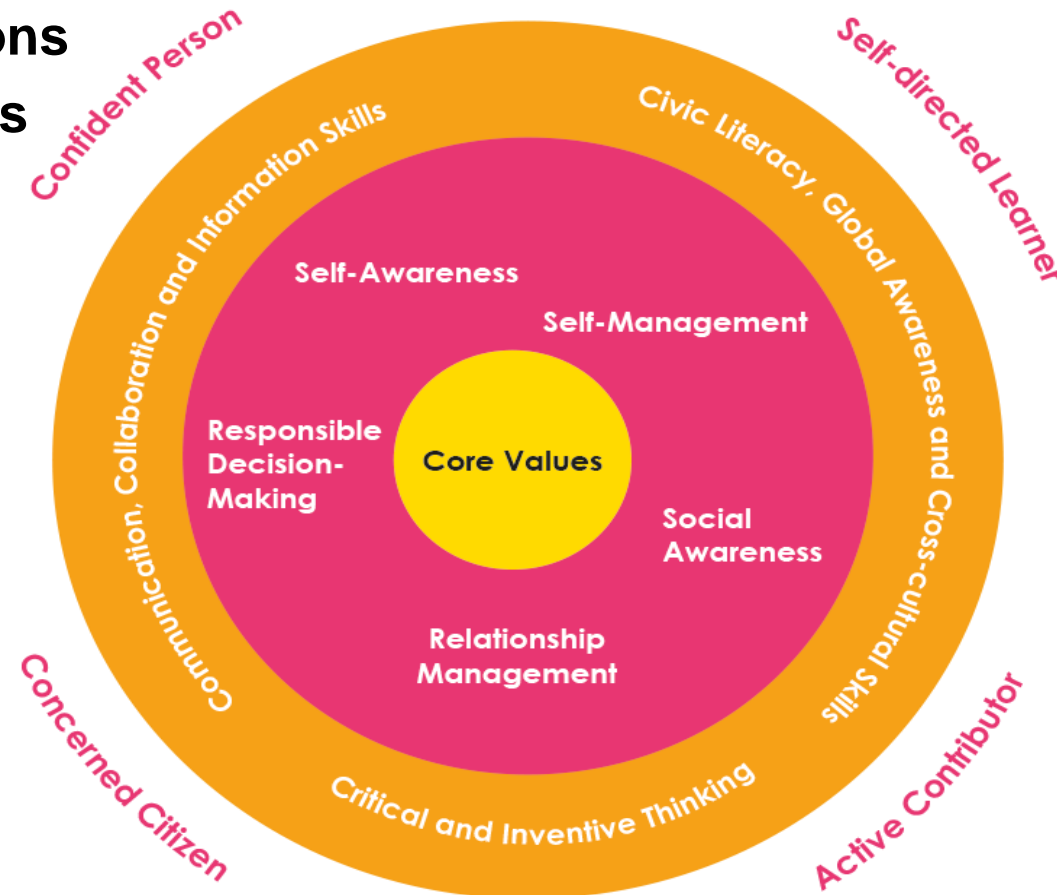
Knowledge

Dispositions

Skills

Purposeful Parental Engagement

School Values

Empathy, Mindfulness, Care

21st century competencies

Confident Person

Self-directed Learner

Civic Literacy, Global Awareness and Cross-cultural Skills

Communication, Collaboration and Information Skills

Self-Awareness

Self-Management

Responsible Decision-Making

Core Values

Social Awareness

Relationship Management

Concerned Citizen

Critical and Inventive Thinking

Active Contributor

Socio-emotional competencies

To Serve To Lead

PUNGGOL COVE PRIMARY SCHOOL

InPsychful

How To Be More Involved In Your Child's Learning

As your child progresses to Primary 3 and 4....

To Serve To Lead

Your Child in P3-P4 (Middle Block)

Learning and developmental needs of children are different at lower and upper primary

Lower Primary (P1-2) : Learning to read and write; Oral Communications skills and speaking confidently; Use of concrete objects

Upper Primary (P3-6) :
- **Learning to Read to Reading to Learn;**
- **Acquiring and refining reading and writing skills;**
- **Concrete Objects to Abstract Symbols;**
- **How and Why things work**

To Serve To Lead

Your Child in P3-P4 (Middle Block)

A 2-year journey to strengthen foundation in literacy and numeracy in preparation for Subject-based Banding at the end of P4

Expectations at Primary 3

- **More commitment in the afternoons - CCAs, competitions, learning support programmes (RRP, SDR), LJs**

- **Greater demands in English and Math and introduction of Science as a new subject – build self-discipline and consistency in learning**

- **Encourage READING and learning of the TIMES TABLES**

- **More time to deepen learning during transitional years and provide space for exploration, self-discovery and ignite the joy of learning**

- **Introduction of Quantitative Measures – Achievement Bands. There will be Weighted Assessments in Terms 2 and 3 and End-of-Year Examination.**

- **Formative assessments using alternative modes to monitor students' progress such as non-weighted bite-size class tests, homework, performance tasks, journals, quizzes, timed practices to provide feedback and encourage reflection**

To Serve To Lead

Use of ICT platforms and tools such as SLS, Google Classroom (Student ICON) and Zoom will complement classroom teaching – instil independent learning and self-directedness
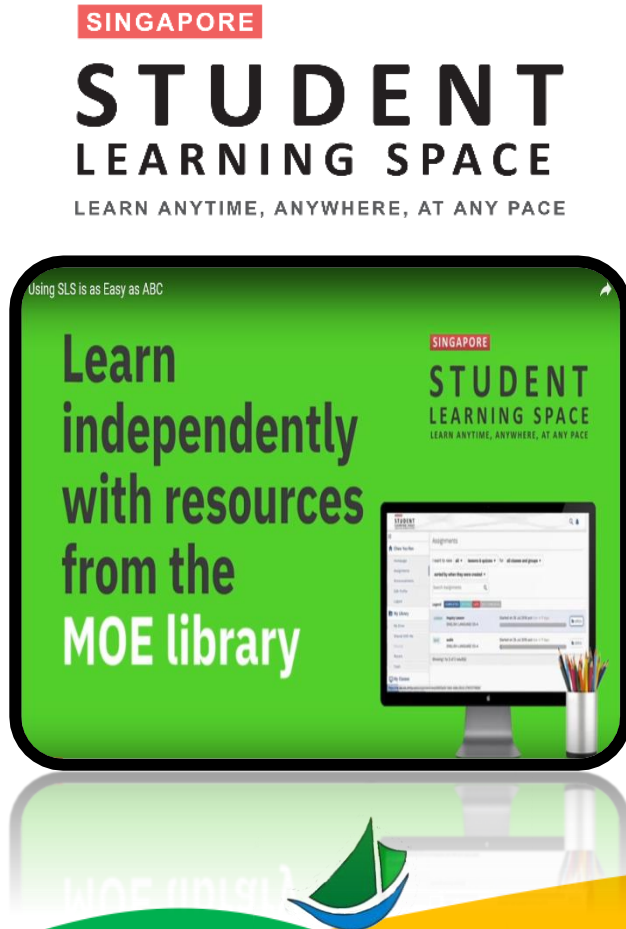
To ready them for the future, we provide opportunities for our students to

- deepen their learning and develop their strengths, passion and interests

- learn to acquire deep knowledge and competencies, such as a sense of curiosity, problem-solving, critical and inventive thinking and collaboration

- look beyond academic grades and scores as only indicators of success; broaden definitions of success to look at strengths, passion and contributions beyond oneself

- acquire dispositions of resilience, grit, courage and confidence for lifelong learning and be adaptable to changes

As Parents, you can:

- **Encourage Joy of Learning by not over-emphasising academic performance**

- **Encourage them to pursue their interests and try new things**

- **Set goals together with them. Talk about their strengths, abilities and goals and how to achieve them**

- **Focus on your child's learning journey, his/her effort and improvement 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.

Your Support in developing the Mindful Learner ...

- **Ensure that they attend school everyday and <u>be in school by 7.25 am</u>** *(reinforce the value of punctuality and respect for self and others)*

- **Build in them the *sense of responsibility and resilience*** *(learn to read time-table and pack their own school bag, bring needful books and items to school, ask questions to clarify and deepen understanding)*

- **Help your child learn to prioritise and self-management** *(record homework and tests in Student Handbook, routines such as time table for homework, manage time for work and play, school homework come first)*

- **Limit your child's screen time for gaming and social media** *(encourage the habit of reading, exercise, healthy diet and have at least 9 hours of sleep)*

Responsibility

STORIES HOBBIES REPTILES SCIENCE CIRCUS SPIDER FANTASY MONSTER FUN BE A FRIEND ARTISTS POETRY MY WORLD COLLECTING

PUNGGOL COVE PRIMARY SCHOOL

Stay connected with the Teachers

- **Collaborate with the Teachers to better support your child. Make appointments to see our Teachers when needful.**

Connect with our teachers during office hours (7.30 a.m. to 4.30 p.m. on weekdays)

- **Use official communication modes to connect with our Teachers such as Student Handbook, MOE Emails and through Parents Gateway**

Teachers are not expected to share their personal mobile phone numbers with parents

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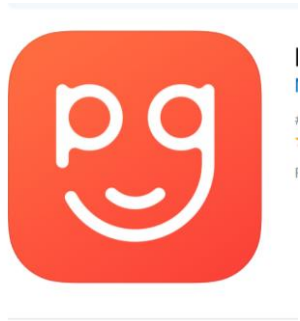
Partnering with School

Find out about latest happenings through our School Website

We welcome your Feedback and Suggestions

Contact Us at

punggolcove_ps@moe.edu.sg

(Turnaround time of 2 working days)

SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD'

Trust one another.

Reach out and communicate.

Team up for the child.

TRUST

Understand and empathise.

Sustain the partnership.

To Serve To Lead

Let us work together to bring out the best in our children and realise their dreams!

Academic Matters

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Main key differences for Primary 3

Some differences for parents to take note for Primary 3 compared to lower primary:

- Transition Programme (Completed)

- Change in uniform colour

- More rigor in the curriculum.

- New classmates and teachers.

- Various specialized subject teachers.

- CCA starts in Primary 3.

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Primary 3 Allocation

- Students were allocated meaningfully to their current classes by carefully considering the students' dynamics, learning and behavioural needs.

- Students were sorted randomly into the stipulated number of Primary 3 mixed ability classes. This is a similar process as how the students were sorted to the Primary 1 classes when they entered from kindergarten.

- Form teachers, subject teachers, key personnel and school leaders will convene and look at <u>each Primary 3 class</u> for the class combination of:
➢ Behavioural Needs (Form Teachers inputs, Student Development Team inputs)
➢ Learning Needs (Non-weighted data, qualitative descriptors)
➢ Gender Distribution
➢ Mother Tongue Distribution
➢ Class size (7 classes)

Primary 3 Allocation

- Each Primary 3 class profile has been shared at start of year with the Primary 3 teachers in 2023

- The Primary 3 teachers will continue to take note and support any students with behavioural and learning needs and stretch students in their learning in their respective Primary 3 classes.

- There is a continuity of support for all the students as they embark on this learning journey. Form teachers, subject teachers and school personnel work in collaboration to ensure that these students transit smoothly and settle in Primary 3 with their new friends and teachers.

Total Curriculum for a Well-Rounded Learning in PCPS

| Subject-Based Learning	Character and Values Development
English	Character and Citizenship Education
Mathematics	CCE (MTL)
Mother Tongue	Form Teacher Guidance Programme (FTGP)
Science	Co-Curricular Activities (CCA)
Physical Education	Applied Learning Programme (EL and ICT)
Art and Craft	Lifelong Learning Programme (Music)
Music	
Social Studies	

ENGLISH LANGUAGE

To Serve To Lead

English Language

The school adopts the STELLAR programme: Strategies for English Language Learning and Reading

- It focuses on strengthening the foundation in four language areas: grammar, oracy, writing and reading while placing a greater emphasis on the reading-writing connection and reading comprehension skills.

- STELLAR from Primary 3 involves:
  - Sustained Silent Reading (SSR)
  - Reading Comprehension Strategies
    - Annotation
    - Supported Reading (SR)
    - Know - Want to Know - Learnt (KWL)
    - Retelling (RT)
    - Writing Process Cycle (WPC)

Empathetic Communicator
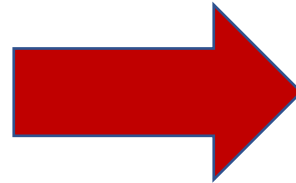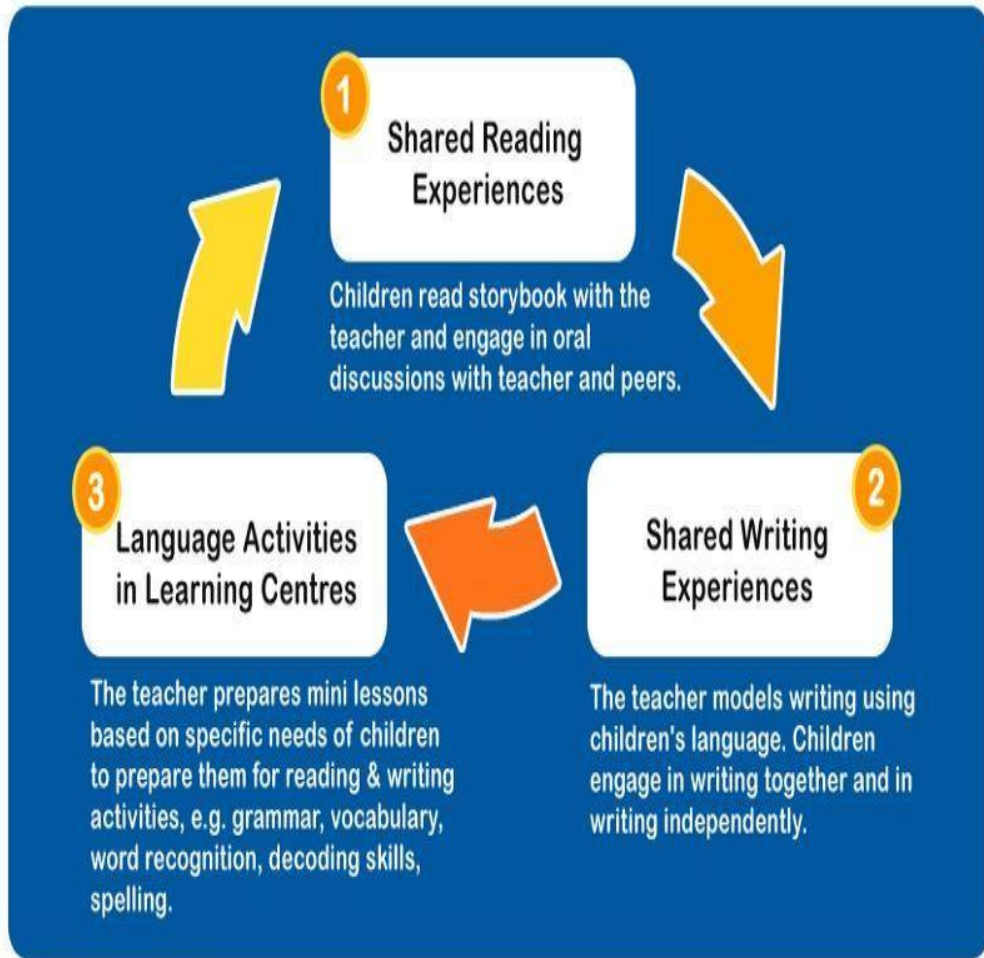
Engaged 21st Century EL Learner

Discerning Reader
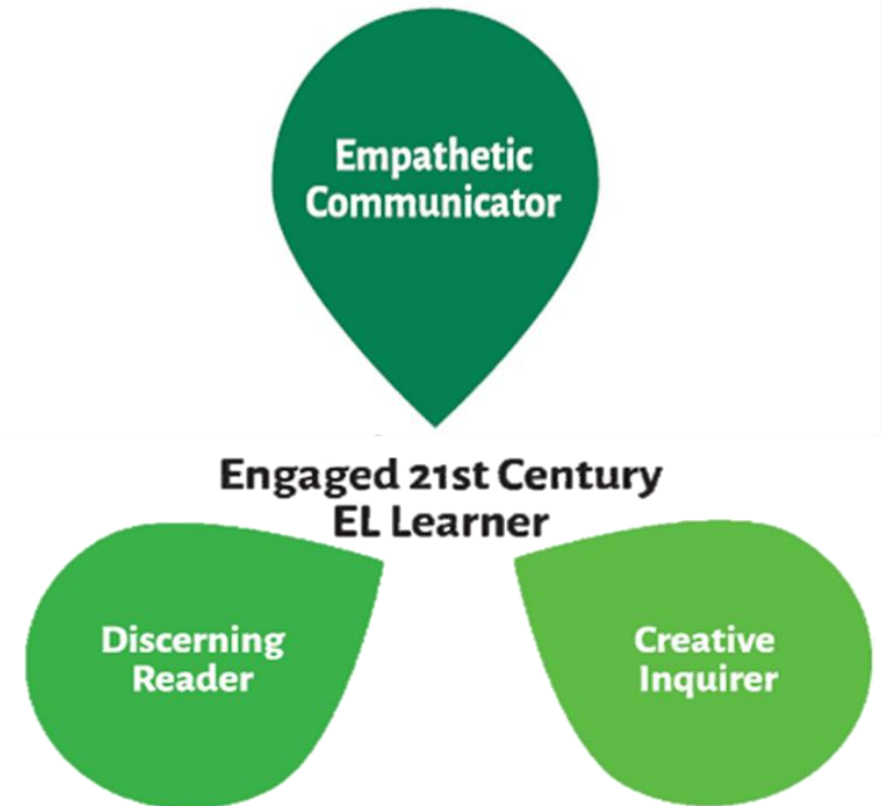
Creative Inquirer
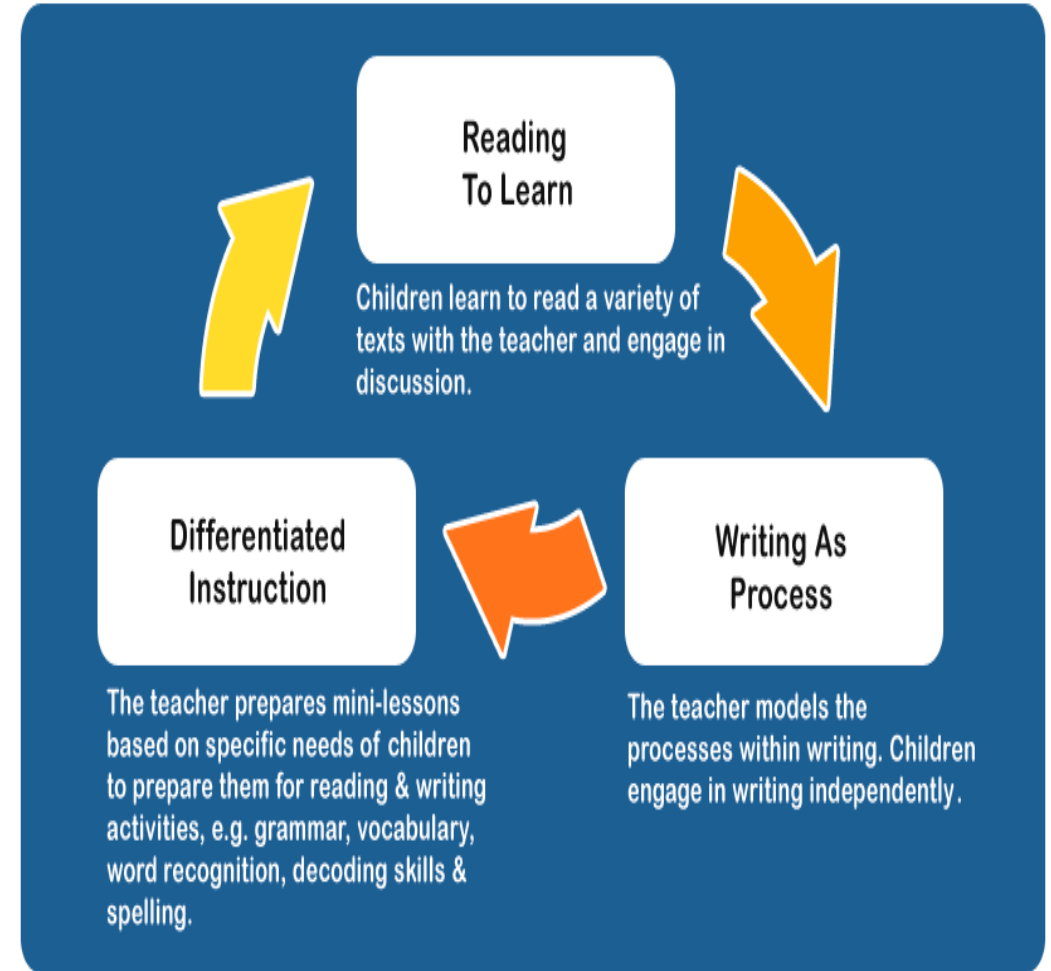
EL SYLLABUS 2020

Empathetic communicators

Discerning readers

Creative inquirers

English Language

STELLAR at Lower Primary

1 Shared Reading Experiences

Children read storybook with the teacher and engage in oral discussions with teacher and peers.

2 Shared Writing Experiences

The teacher models writing using children's language. Children engage in writing together and in writing independently.

3 Language Activities in Learning Centres

The teacher prepares mini lessons based on specific needs of children to prepare them for reading & writing activities, e.g. grammar, vocabulary, word recognition, decoding skills, spelling.

STELLAR at Upper Primary

Reading To Learn

Children learn to read a variety of texts with the teacher and engage in discussion.

Writing As Process

The teacher models the processes within writing. Children engage in writing independently.

Differentiated Instruction

The teacher prepares mini-lessons based on specific needs of children to prepare them for reading & writing activities, e.g. grammar, vocabulary, word recognition, decoding skills & spelling.

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English Language

LISTENING	SPEAKING	READING	WRITING	GRAMMAR	VOCABULARY
- **Listening to stories (STELLAR)** - **Listening Comprehension** - **Library Sessions**	- **Readers' Theatre** - **Creating Podcast (ALP)**	- **STELLAR Books** - **Library Sessions** - **Reading Aloud** - **Reading Comprehension**	- **Introduction to Writing** - **Creative Writing** - **Persuasive Writing**	- **Stellar-based Grammar components**	- **Stellar-based Vocabulary** - **Spelling** - **Vocabulary Activities**

English Language

Key Programmes:

- School-Based Dyslexic Remediation(SDR)

- Reading Remediation Programme (RRP)

- Applied Learning Programme – Holistic English Literacy Programme (HELP)

- Reader's Theatre

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English Language Applied Learning Programme (ALP)

Holistic
English
Literacy
Programme

Using English language skills in service to others

To Serve To Lead

Outcomes

We want our students to…

✓ acquire English language skills with a commitment to service

✓ communicate effectively in diverse contexts

✓ discover individual voice

✓ collaborate with others to achieve a common goal

To Serve To Lead

Advocating Cyber Wellness

Problem-Based Learning

♥ **WHAT IS A SURVEY?**

A survey is a way of collecting information the views of the people are. When we use a survey, we can find understanding of a topic.

♥ **HOW CAN WE DO IT?**

There are four simple steps to a survey

1. Create the questions
2. Ask the questions
3. Look at the results
4. See what you can do with the

TEAM ROLES:

Discuss the role that each member of your team will play in project. There should be four people in your team.

	Name
Who will ask the question for your team? Who will record the students' responses?	
Who will type the survey questions on the google forms?	
Who will analyse the results? Who will create a representation of the findings?	
Who will share the findings with the ALP ...cher?	

Spiral Approach in the Math Curriculum

Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers
Measurement	Measurement	Measurement	Measurement	Measurement	Measurement
Geometry	Geometry	Geometry	Geometry	Geometry	Geometry
Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis
	Fractions	Fractions	Fractions	Fractions	Fractions
			Decimals	Decimals	Decimals
				Percentage	Percentage
				Ratio	Ratio
				Rate	Rate
					Speed

Mathematics

- Build interest in numeracy through daily factual fluency.

- Grasp Mathematical concepts through in-class learning experiences.

- Develop good processes in solving Mathematical problems.
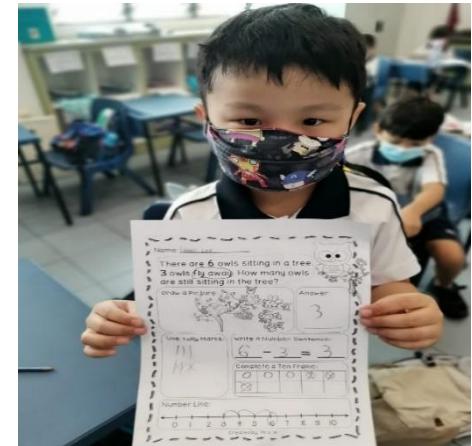
- Express thinking logically.

work with numbers

explore patterns

solve problems

express thinking

Mathematics

Key Programmes

- Maths Trail via Student Learning Space

- In-Class Learning Experiences via Manipulatives

- Math Assembly Talks

- Daily Factual Fluency Activities

- Termly Heuristics Packages

Students exploring Maths Wall, 2018

To Serve To Lead

Mathematics

PCPS Approach to Problem Solving: POLYA's 4-step Routine

Understand → **Plan** → **Do** → **Check**

George Pólya
Hungarian
Mathematician
(1887 – 1985)

Understand
- Interpret the question
- List/ highlight/ underline/ circle important information
- Show relationship of numbers or words given through annotation

Plan
- Select a strategy

Do
- Apply strategy
- Write equations
- Work out the sums carefully

Check
- Check that the answer is logical/reasonable
- Use an alternative method to solve it
- Work backwards

To Serve To Lead

Mathematics

PCPS Approach to Problem Solving: POLYA's 4-step Routine

Understand → **Plan** → **Do** → **Check**

George Pólya
Hungarian
Mathematician
(1887 – 1985)

Guiding Questions

Understand
- What information is provided in this question?
- What am I asked to find in this question?
- Can I rephrase the question in my own words?
- What is the first thing I can find based on the information given?

Plan
- What are the strategies I have learnt?
- Based on past experiences, is this the appropriate strategy? If yes, go ahead. If no, what else is possible?

Do
- Do I know what I am finding when I do every step?
- Does my working make sense?
- If I am stuck, what other strategies can I use?

Check
- Have I answered the question?
- Is my answer reasonable?
- Have I made any calculation or careless mistakes?

To Serve To Lead

SCIENCE

To Serve To Lead

Science

Belief: Every child can Think, Do, Talk and Write Science

Vision: Inquisitive learners, Inspired Innovators

Science

Primary Science Syllabus

Provide students with experiences/ opportunities to:

- build on their interest and stimulate their curiosity about themselves and their environment
- acquire basic scientific concepts to help them understand themselves and the world around them
- develop skills, dispositions and attitudes for scientific inquiry
- apply scientific concepts and skills in making responsible decisions
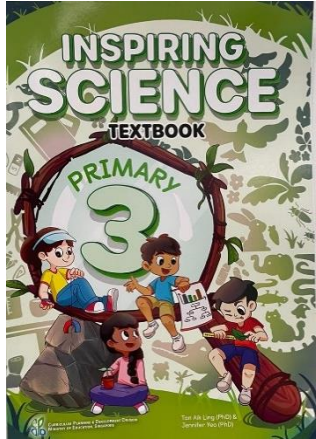- appreciate how science influences people and the environment

Science

P3 integrated suite of resources:

-Text Book, Activity Book,

- Activity Resource Kits for Learning

(SPARKLE)

-Student Learning Space (SLS)
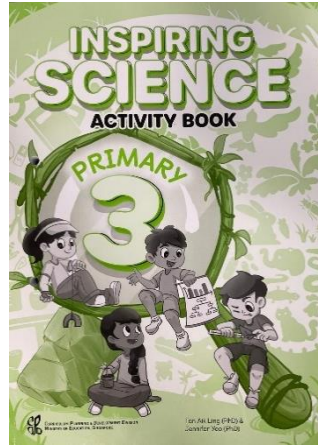
NEW!

Science

Key Programmes:

- P3 level-wide Differentiated Instruction using SLS as a tool for learning

- Science Process Skills Guide

- Science@Play
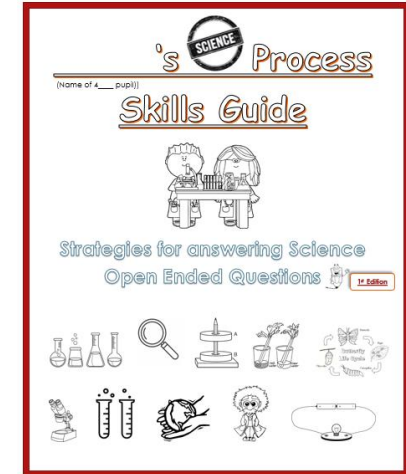
Science

Science Process Skills Guide

- a resource for students and parents.

- a reference tool to help pupils to answer open ended questions.

- breaks down the different types of questions and provide pupils with suggested strategies and tips to answer them accurately.
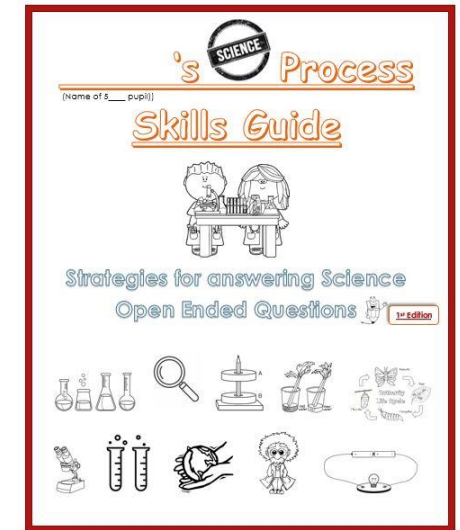
Science@Play

- programme to encourage students to explore, learn and share new Science knowledge at their own time

- each student will receive an activity card to complete as many activities as possible within the year

- students can redeem up to 3 unique tokens per year
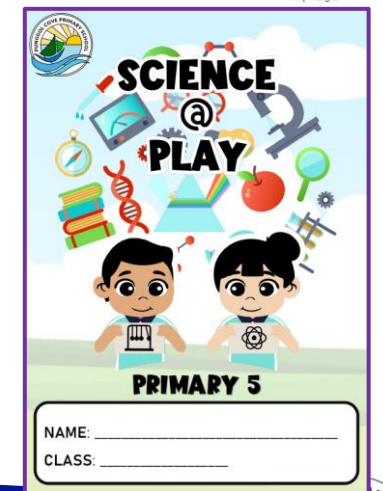
MOTHER TONGUE
CL / ML / TL

To Serve To Lead

Mother Tongue

- Develop Language skills with a focus in Reading and Writing in Primary 3.

- Authentic real world conversation setting.

- Immerse and appreciate Culture.

- Programmes/Activities
  - ➢ Mother Tongue Fortnight

| Listening | Speaking | Reading | Writing | Understanding Culture |

To Serve To Lead

Mother Tongue

Key Programmes

- Mother Tongue Fortnight

- Mother Tongue Camp (During Curriculum)

- Higher Chinese Language for selected students

- Mother-Tongue Support Programme (Small class support for students who needs support in MT)

- Various Festive Celebrations

Students enjoying MT activities, 2018

Character and Citizenship Education (CCE)

CCE aims to help our students:

- learn values, social-emotional competencies.

- shape their identities, build relationships and make wise and responsible choices.

make responsible choices

consider others' feelings

share personal experiences

interact with others

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Physical Education (PE)

In primary schools, through the various activities and lessons, students:

- learn fundamental movement.
- learn creativity in movement.
- develop broad-based physical competencies.

To Serve To Lead

Physical Education (PE)

Highlights in Primary 3:

- Acquisition of manipulative skills in sports and mini sided games.

- Introduction to games concepts and rules.

- Inclusion of Fitness Conditioning Activities (NAPFA P4)

To Serve To Lead

Art and Craft

See

Observe the physical surroundings and environment.

Identify colours, lines and shapes through observations.

Express

Explore the use of varied materials in the process of art making.

Share thoughts and opinions through artful thinking routine.

Appreciate

Find joy in looking at varied artworks from artists and peers.

Engage in discussion about artworks.

To Serve To Lead

Artists and Themes – Primary 3

Term	Appreciation of Arts By:	Genre	Materials explored
1	Anthony Poon, Pablo Picasso, Piet Mondrian	Abstract Art	Markers, transparency
2	Pablo Picasso	Cubism	Clay
3	Vincent Van Gogh	Impressionism (Starry Starry Night)	Oil pastels and colour pencils
4	Salvador Dali	Surrealism	Mixed Media

To Serve To Lead

Primary 3 - Art samples

Music

Listen

❖ Listen and Respond to Music

Create

❖ Create Music in both vocal and instrumental settings, individually and collaboratively

Perform

❖ Perform Music in both vocal and instrumental settings, individually and collaboratively

Music

Experiential Learning in Music

Music Experience

Music Concept

Application of Music Concept

❖ **Provide** a wide range of **Musical Experiences** (listen, create, perform, music and movement)

❖ **Introduce Music Concept** / notation (leverage musical experiences to draw musical understandings)

❖ **Apply Music Concepts** (practise expressing the ideas through creation / experimentation in different contexts)

Music

Students in Primary 3 will continue to deepen their music learning:

- Xylophone – Play melodies on the xylophone.

- Ukelele – Strum and sing songs (3 chords)

- Creation of rhythmic patterns in groups and performing them in accompaniment to a song.

- Learning songs from other cultures (World Arts Term)

Co-Curricular Activities (CCA)

PCPS CCA Framework

SEL | SCH VMV | 21st CC
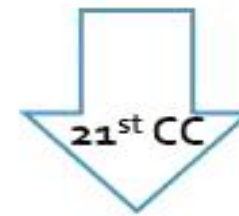
Primary 3 — **Exposure, Understanding & Appreciation**
Awareness of opportunities
Understand, appreciate and learn the fundamentals

Primary 4 — **Development of FUNdamental Skills**
Developmentally and age-appropriate activities
Focus on fun, enjoyment and learn to train

Primary 5 & 6 — **Participation, Leadership & Service**
Train to compete
Champions of area of interest

CCA Learning Outcomes

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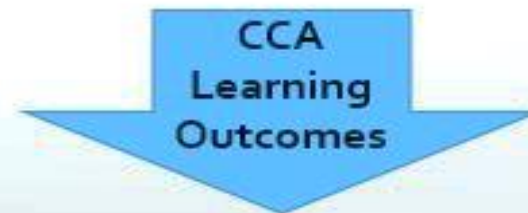
Co-Curricular Activities (CCA)

CCAs in General:

- CCA is a non-academic activity that all students are encouraged to undertake as part of their education outside of school curriculum hours.

- The activities offer supplementary opportunities for students to explore their interests, talents or develop them into hobbies.

- CCA also allow students to develop their character, learn values, social emotional competencies and skills to prepare them for future challenges.

- CCAs are introduced from Primary 3 onwards and participation is optional.

- Students who took Modular CCA in Primary 3 to explore different sports will be given a choice at Primary 4 to select one of the 4 sports as their main CCAs to commit to.

Co-Curricular Activities (CCA)

- Our PCPS CCA Framework allows Primary 3 students to undergo *Exposure, Understanding* & *Appreciation* in their chosen CCAs.

- Students can choose from any of these 4 categories:

Physical Sports	Clubs and Societies	Visual and Performing Arts	Uniform Groups
Modular Sports (CCA)	Environmental Science	Art and Craft	Scouts
Health and Fitness Club	Infocomm Technology	Choir	
		English Language Literary and Debating Society	
		Modern Dance	

CCA Schedule for Semester 1

Tuesday
(*Note*: **P3** starts CCA only on **7 February**)

S/N	CCAs	P3	P4	P5	P6	Venues	Dates
1	P3 Modular CCA (Sports)	✓				Cove, MPH, ISH, Field	Jan – 17, 31
2	Art & Crafts	✓	✓			Art Rooms	Feb – 7, 14, 21, 28
3	Modern Dance	✓	✓			PAL Room	Mar – 7, 21, 28
4	English Language Literary & Debating Society (ELLDS)	✓	✓	✓	✓	Music Room 1	Apr – 4, 11, 18, 25
5	Environmental Science	✓	✓	✓	✓	Science Room	May – 16, 23
6	Infocomm Technology	✓	✓	✓	✓	Computer Rooms	
7	Badminton		✓	✓	✓	MPH	
8	Basketball		✓	✓	✓	Cove	

- ISH – Indoor Sports Hall (Level 3)
- MPH – Multi-Purpose Hall (Level 3)

CCA Schedule for Semester 1

Thursday

(*Note*: **P3** starts CCA only on **2 February**)

S/N	CCAs	P3	P4	P5	P6	Venues	Dates
1	Choir	✓	✓	✓	✓	Music Room 2	Jan – 19, 26
2	Health & Fitness	✓	✓	✓	✓	MPH	Feb – 2, 9, 16, 23
3	Scouts	✓	✓	✓	✓	CCA Rooms	Mar – 2, 9, 23, 30
4	Football		✓	✓	✓	Field	Apr – 6, 13, 20, 27
5	Floorball		✓	✓	✓	ISH	May – 18, 25
6	Art & Crafts			✓	✓	Art Rooms	
7	Modern Dance			✓	✓	PAL Room	

- *ISH – Indoor Sports Hall (Level 3)*
- *MPH – Multi-Purpose Hall (Level 3)*

Co-Curricular Activities (CCA)

- CCAs are conducted once a week, every Tuesday *or* Thursday, 2pm to 4pm.

- For Modular CCA (Sports), students will experience 4 different sports in a **rotational** manner:

  Badminton, Basketball, Floorball and Football.

- Students who took Modular CCA in Primary 3 will be given a choice to select one of the 4 sports as their main CCA in <u>Primary 4</u>.

- Face-to-face CCA sessions means students will attend the 2-hour sessions in person.

- Home-going arrangement after CCA need to be made by parents, respectively.

To Serve To Lead

Co-Curricular Activities (CCA)

CCAs:

- We encourage students to develop their interests and talents in their chosen CCAs and build on values such as resilience, discipline and commitment.

- We strongly encourage students to remain committed to the CCAs they have chosen.

- Students selected for school teams may be required to attend additional training sessions. These sessions may start at a later time and end no later than 6 p.m. Consent forms with schedule will be given to students.

To Serve To Lead

Co-Curricular Activities (CCA)

Some questions about CCAs:

- Can students have more than 1 CCA?

- Is CCA fixed for students till they complete Primary 6?
  - Can my child change his/her CCA?

Gifted Education Programme

Gifted Education Programme (GEP)

- The GEP is a programme that caters for the needs of intellectually gifted students.

- It is an enriched curriculum designed to meet the needs of these students. The enriched curriculum covers the same content areas as those in the mainstream, but is extended in breadth and depth.

- GEP students will:
  - Learn skills for independent inquiry
  - Be encouraged to do explorations on self-selected areas of interest.

To Serve To Lead

GEP Identification Exercise

- The GEP Identification Exercise aims to identify suitable pupils with high intellectual potential.

- Students are identified for the GEP through a 2-stage identification exercise at Primary 3. To participate in the identification exercise for GEP, students must be enrolled in a MOE primary school.

Stage	Date	Participants	Papers
GEP Screening Exercise	17 August 2023 (Thursday)	Primary 3 pupils enrolled in government and government-aided schools	English Language Mathematics
GEP Selection Exercise	17 & 18 October 2023 (Tuesday & Wednesday)	Primary 3 pupils shortlisted after the GEP Screening Exercise	English Language Mathematics General Ability

To Serve To Lead

GEP Screening Exercise

- You will receive another letter sometime in July for you to indicate whether you consent to your child's participation in the Screening Exercise.

- GEP Screening Exercise is optional.

- Content coverage will be based on Primary 1 to Primary 3 English Language and Mathematics syllabuses.

- Test preparation activities are not encouraged as these could inflate the scores, which may then not reflect your child's actual potential.

- Students who are not ready to handle the rigour and demands of the GEP will:
  - Struggle to cope with enriched curriculum.
  - Experience stress that could impact self-esteem and cause them to lose confidence.

To Serve To Lead

GEP Identification Timeline

Late August to end October

- GEP Screening on **17 Aug 2023**. **If shortlisted**, you will be notified through the school in **early October**.
- GEP Selection Exercise on **18 and 19 October 2023** for **shortlisted students**

Early November

- Receive result notification. If selected, your child will receive a letter of invitation to join the GEP at Primary 4.
- Invitation to invite you and your child to a GEP briefing in Early November.

End Novemeber

- Receive school posting results.
- You will be informed by post of your child's school posting by end November.

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Schools Offering GEP

Schools offering the GEP:

- Anglo-Chinese School (Primary)

- Catholic High School (Primary)

- Henry Park Primary School

- Nan Hua Primary School

- Nanyang Primary School

- Raffles Girls' Primary School

- Rosyth School

- St. Hilda's Primary School

- Tao Nan School

To Serve To Lead

GEP and Leave of Absence

Parents of students who are on Leave of Absence (Overseas) who would like their child to participate in the Screening Exercise have to arrange for them to participate in the Screening Exercise together with their peers in the school, in Singapore, on the same date and time.

To Serve To Lead

Holistic Assessment
to Support
Learning and Development
of the Child

Assessment is Part of Learning

Your child shows how much he has learnt

Feedback

Your child receives feedback to help him move forward

Assessment (AfL & AoL)

Teaching

Your child acquires new skills / knowledge

Primary 3 and 4 Grading Scheme

Achievement Bands	Percentage Range	Descriptors
1	85 – 100	Is very good at the subject
2	70 - 84	Is good at the subject
3	50 - 69	Has adequate grasp of the subject
4	Below 50	Has not met the minimum requirement of the subject

To Serve To Lead

Academic Matters

- There will only be one End-of-Year Examinations for all levels starting 2023. There will be no MYE. We will have termly weighted assessments to evaluate students' learning.

- There will be formative assessments and non-weighted timed practices put in place throughout the year to help them prepare for weighted assessments and End-Year Examinations.

- The school will continue to communicate with parents / guardians on students' progress through Meet-The-Parent Sessions at the end of Term 2 and Term 4 (needs basis).

To Serve To Lead

PCPS Assessment Plan

LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Primary 3	-	15% Term 2 Weighted Assessment	15% Term 3 Weighted Assessment	70% End-Year Examinations

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Assessment Matters

- **Topics and Weighting** :
  - Refer to Assessment Letter which will be issued on a later date.

- **Absences**:
  - Any absence must be supported by medical certificate issued by a medical doctor.
  - Letters of excuses are <u>not acceptable</u>.

NOTE:-

- If your child/ward is unwell, he/she should be resting and recuperating at home.
- The well-being of the child is <u>MOST IMPORTANT</u>.

To Serve To Lead

Assessment Formats

English Language

ASSESSMENT STRUCTURE			
Term 1	Term 2	Term 3	Term 4
	PAPER 2: Language Use & Comprehension Base Mark 40 m	PAPER 1: Composition Base Mark 20 m	End-Of-Year Examination Total Base Marks: 100 PAPER 1: (20 marks) Composition Writing PAPER 2: (50 marks) Language Use & Comprehension PAPER 3: (14 marks) Listening Comprehension PAPER 4: (16 marks) Oral: Reading Aloud & Stimulus-Based Conversation
0%	15%	15%	70%

Term 2
Weighted Assessment Format

Item Type	No. of questions	Weighting	Duration
Vocabulary and Grammar (MCQ)	10		
Grammar Cloze	8		
Sentence Manipulation	3	15%	45 min
Comprehension Cloze	4		
Comprehension 1 & 2 (Open-ended)	15		
40 marks			

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Term 3
Weighted Assessment Format

Item Type	No. of questions	Weighting	Duration
Composition	1	15%	50min
Total Marks	20		

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Term 4
End-of-Year Examination Format

Item Type	Marks	Weighting
Oral	16	70%
Listening Comprehension	14	
Composition	20	
Language Use	50	
Total Marks	100	

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Mathematics

ASSESSMENT STRUCTURE

Term 1	Term 2	Term 3	Term 4
	<u>Weighted Assessment:</u> **Week 8** **Total Marks: 40** **Section A** (Multiple-Choice Questions) **Section B** (Short-Answer Questions) **Section C** (Long-Answer Questions)	<u>Weighted Assessment:</u> **Week 8** **Total Marks: 40** **Section A** (Multiple-Choice Questions) **Section B** (Short-Answer Questions) **Section C** (Long-Answer Questions)	<u>End-Year Examination:</u> **Week 7** **Total marks: 50** **Booklet A (20 marks)** (Multiple-Choice Questions) **Booklet B (30 marks)** (Short-Answer Questions & Long-Answer Questions)
0%	15%	15%	70%

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<u>Term 2</u>
Weighted Assessment Format

Item Type	No. of questions	Weighting	Duration
MCQ	**5**		
SAQ	**10**	**15%**	**45 min**
LAQ	**3**		
Total Marks	**40**		

MCQ: Multiple Choice Questions
SAQ: Short Answer Questions
LAQ: Long Answer Questions

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Term 3
Weighted Assessment Format

Item Type	No. of questions	Weighting	Duration
MCQ	**5**	**15%**	**45 min**
SAQ	**10**		
LAQ	**3**		
Total Marks	**40**		

MCQ: Multiple Choice Questions
SAQ: Short Answer Questions
LAQ: Long Answer Questions

To Serve To Lead

Term 4
End-Year Examination Format

Item Type	No. of questions	Weighting	Duration
MCQ	20 – 27	70%	1h 30 min
SAQ			
LAQ	3 – 4		
Total Marks	50		

MCQ: Multiple Choice Questions
SAQ: Short Answer Questions
LAQ: Long Answer Questions

To Serve To Lead

Science

ASSESSMENT STRUCTURE

Term 1	Term 2	Term 3	Term 4
	Weighted Assessment Week 8-9 Total Marks: 40 marks	Weighted Assessment Week 9 Total Marks:40 marks	End-Year Examination Week 7 Total Marks:70 marks
0%	15%	15%	70%

Term 2
Weighted Assessment Format

Item Type	No. of questions	Weighting	Duration
MCQ	15		
OEQ	4 - 5	15%	45 min
Total Marks	40		

MCQ: Multiple Choice Questions
OEQ: Open Ended Questions

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Term 3
Weighted Assessment Format

Item Type	No. of questions	Weighting	Duration
MCQ	15		
OEQ	4 - 5	15%	45 min
Total Marks	40		

MCQ: Multiple Choice Questions
OEQ: Open Ended Questions

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End-Of-Year Examination Format

Item Type	No. of questions	Weighting	Duration
MCQ	**20**		
OEQ	**8-10**	**70%**	**1hr 30 min**
Total Marks	**70**		

MCQ: Multiple Choice Questions
OEQ: Open Ended Questions

To Serve To Lead

Mother Tongue

ASSESSMENT STRUCTURE

Term 1	Term 2	Term 3	Term 4
	Weighted Assessment: *Week 8 Language Use and Comprehension (45 marks)	Weighted Assessment: *Week 8 Composition Writing (15 marks)	End-Of-Year Examination:*Week 5 to 7 Total Marks: 100 Listening Comprehension (10 marks) Reading Aloud (10 marks) Picture Description (10 marks) Picture Conversation (10 marks) Language Use and Comprehension (45 marks) Composition Writing (15 marks)
0%	15%	15%	70%

Term 2
Weighted Assessment Format

Item Type	No. of questions	Weighting	Duration
Vocabulary and Grammar	14		
Comprehension (MCQ)	2	15%	50 min
Comprehension (Open-ended)	6		
Total Marks	45		

MCQ: Multiple Choice Questions
SAQ: Short Answer Questions
LAQ: Long Answer Questions

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Term 3
Weighted Assessment Format

Item Type	No. of questions	Weighting	Duration
Picture Composition	1	15%	40 min
Total Marks	15		

Term 4
End-Year Examination Format

Item Type	Marks	Weighting
Oral	30	70%
Listening Comprehension	10	
Composition	15	
Language Use	45	
Total Marks		100

MCQ: Multiple Choice Questions
SAQ: Short Answer Questions
LAQ: Long Answer Questions

To Serve To Lead

Homework Policy

General Guidelines on Homework

Definition of Homework

Homework refers to any learning activity that schools require students to complete outside curriculum time, regardless of the mode of delivery (i.e. pen-and-paper, virtual/ online). This includes assignments and projects but not revision of school work or studying for tests and examinations.

Objectives of Homework

Effective use of homework can help students to :
- Reinforce learning and deepen understanding of lessons taught
- Allow students to regularly practice, and apply skills and concepts taught
- Develop good study skills and habits
- Encourage greater ownership and responsibility for independent/ self-directed learning

Homework Policy

General Guidelines on Homework

Students' Role

To enjoy the benefits from the value of homework, students need to understand the importance and relevance of homework assigned and work towards:

- Completing and submitting in quality assignments on time.
- Seeking help from teachers and parents when encountering difficulties despite trying a few times independently.
- Reviewing feedback from teachers and take the necessary follow-up actions to improve.

To Serve To Lead

Homework Policy

General Guidelines on Homework

Parents' Role:

Parents play an important part in their children's education. With proper guidance and supervision at home, parents can help to keep track of their children's progress and support their learning by:

- Taking an active interest in the work assigned to their children.
- Encouraging and supporting their children with praises when they complete their work.
- Providing a conducive environment, preferably a quiet and well-lit place, for the children to study and do their homework.
- Setting aside time for the children to complete their homework.
- Monitoring the child's Student Handbook for the type and amount of homework given each day.
- Working closely with teachers to support the holistic development of their children.

To Serve To Lead

Homework Policy

General Guidelines on Homework

Level	Monday – Thursday	Friday – Sun
Primary 3	2 hours per day Max 30 min per subject	2 hours in total Max 30 min per subject

To Serve To Lead

Reminders and Updates for Parents

To Serve To Lead

Attendance

- Encourage our students to be early and punctual for school.

- Students who are not in class by 7.30 a.m. will be considered late.

- For persistent latecomers, students will be referred to the HOD Discipline and Student Management for further actions.

To Serve To Lead

Absence from School

- **<u>Medical Certificate or a letter</u>** from parent/guardian is needed to explain child's absence. (Limit of 5 letters per semester)

- Call the General Office and leave a message for your child/ward Form Teacher.

- For matters pertaining to Covid-19, please reach out to the form teachers or school for clarifications.

- Remind your child/ward to **pass** the MC or letter to their Form Teacher when he/she is back in school.

To Serve To Lead

Communication School and Home

- School Handbook
- Email the form teachers or school
- Make appointments to meet our teachers/staff in person from **7.30am- 4.30pm**
- Parents Gateway
- School generic email address@school website for feedback to school
- Form teachers' alternative platforms
  - FTs will share their preferred mode of communication later in the respective class.

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Communication with External Stakeholders

- For communication with external stakeholders such as school dental services, school bookshop, school bus service, school uniform and student care centre, please refer to the following for their contact details:
    - Student Handbook
    - School Website (For Parents – Useful Links): http://punggolcovepri.moe.edu.sg/

To Serve To Lead

School-Home Partnership

- Familiarise yourself with school communication platforms

- Read the Student Handbook, check Parent Gateway for notifications

- Build good relationships and trust the teachers to want the best for each student

To Serve To Lead

THANK YOU

To Serve To Lead