

Welcome to GESPS

Primary 1 Meet-The-Parents Session
02 Jan 2024



Sharing by Principal, Mr Roy Lee





Ministry of Education
SINGAPORE

A GREAT START TO PRIMARY SCHOOL



OVERVIEW

1 What Is It Like in Primary School?

2 Transition to Primary 1

3 School-Home Partnership





VISION

LEARNERS WITH GRIT, CITIZENS WITH HEART

MISSION

CARING AND INSPIRING

I N t e g r i t y

I will do the right thing even when no one is watching.

I will keep my promise.

I will speak the truth at all times.



S e l f - d i s c i p l i n e

I will complete and submit my work on time.

I will stay focused during lessons.

I will manage my emotions and act appropriately.



P e r s e v e r a n c e

I will always do my best.

I will continue to stay determined even when I face challenges.

I will improve on my weaknesses and work on my strengths.



I N S P I R E V A L U E S



I n c l u s i v e n e s s

I will learn, work and play with others.

I will value the opinions of others even if they are different from mine.

I will treat everyone fairly and equally.



E m p a t h y

I will put myself in the shoes of others.

I will consider the feelings of others.

I will lend a helping hand to those in need.



R e s p e c t

I will take care of myself.

I will use kind words when speaking to others.

I will look after school property and keep the environment clean.





Gan Eng Seng Primary School

By the end of P6

ST1: Lifelong Learners

- ▶ SG1: Confident Communicators
- ▶ SG2: Creative and Critical Thinkers
- ▶ SG3: Curious Learners

ST2: Citizens of Character

- ▶ SG4: GESPIans with INSPIRE Character
- ▶ SG5: Concerned Citizens

RESTRICTED / NON-SENSITIVE



Caring & Inspiring



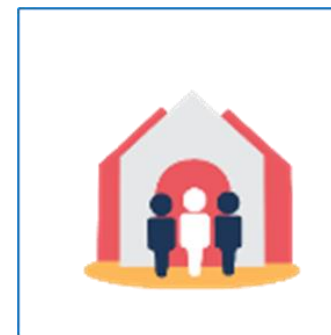
Gan Eng Seng Primary School

Strong culture of Care and Learning

School as our Second Home



World as our School



Official(Open) / Non-Sensitive



Caring & Inspiring



Gan Eng Seng Primary School

School as our Second Home

- ▶ **Care for students and Peer Support**
- ▶ **UPLIFT students** (low progress, high ability learners , students at-risk etc) and helping them to reach their potential
- ▶ **Positive environment:** Positive Behavioural Support (PBS)
- ▶ **“Safe-to Fail” environment** for students
- ▶ **Safe and inclusive environment** (Zero tolerance to bullying, support for SEN)
- ▶ **Conducive environment**

RESTRICTED / NON SENSITIVE



Caring & Inspiring



Gan Eng Seng Primary School

World as our School

(Authentic and Immersive Learning)

Learning out-of-school (Signature Programmes)

P1 – **Art Science Museum**

P2 – **Marina Barrage**, Bukit Merah Supermarkert (ALP) and Jacob Ballas Garden (Week 1)

P3 – **S.E.A Aquarium**, Esplanade (LLP), kin Yan Farm (ALP) and Botanical Gardens (Week 1)

P4 – **KidsZania**, Yakult Factory (ALP) and City Sprouts@Henderson (Week 1)

P5 – **Gardens by the Bay**, CREUSE (ALP) and Hort Park (Week 1)

P6 – **Overseas Immersion (Hanoi/Chiang Mai)**, Sustainability@Tampines Park (ALP),
Enabling Village (Week 1)

RESTRICTED / NON SENSITIVE



Caring & Inspiring

APPROACH TO DISCIPLINE



Sharing by Vice-Principal, Mr Richard Chia



TRANSITION TO PRIMARY 1

When your child enters primary school, they will experience:



Joy of Learning

WHAT EXPERIENCES WILL MY CHILD GO THROUGH IN PRIMARY 1?

Holistic Assessment

- Focuses on building greater confidence and nurturing a stronger intrinsic motivation to learn so as to develop your child's potential
- No examinations and weighted assessments at Primary 1 and Primary 2 to ease your child into formal schooling
- Use of wide-range of appropriate assessment modes to provide useful information to support students' learning and holistic development

SkillsFuture report maps out key skills for jobs of tomorrow

It will help workers in their learning journey and to plan for careers in 3 key growth areas

Ng Wei Kai

With the employment market evolving quickly and the nature of jobs set to change, Singapore has made an effort to identify the sort of skills that the jobs of the future may demand, to help workers stay ahead of the curve.

The inaugural Skills Demand for the Future Economy report highlights the top 20 clusters of skills,

from carbon footprint management to managing ethical conduct of staff, in the expanding digital, green and care sectors that will be most needed in the next one to three years.

Said Education Minister Chan Chun Sing on the report by SkillsFuture Singapore (SSG): "We hope individuals will be able to contextualise the report to their own situation – their work experience, strengths and aspirations – and use this to plan ahead for their lifelong

learning journey."

SkillsFuture, launched in 2015, encourages workers to adapt and thrive in the face of technological disruptions.

The report, Mr Chan added, does not cover the entire economy but focuses on jobs and skills in three sectors that he called "key growth areas" for the country.

The Covid-19 pandemic has underlined the need for digitalisation while the need for a green economy is becoming critical for countries like Singapore.

The third key area, the care sector, is linked to Singapore's ageing population.

Mr Chan said: "Today, more

than 450 job roles across 17 sectors require green skills in their job tasks... With an ageing population, the demand for local workers in the care economy will continue to grow rapidly.

"We are not here just to figure out which are the growth sectors but, more importantly, we want to help our people plan and figure out which are the skill sets required across the different sectors and across the different job scopes."

The skills highlighted are those that are required by the highest number of jobs in the sectors, he added.

The report identifies 20 key skills clusters in the three sectors, called "priority skills".

In the digital sector, the top three are technology application, data analysis and market research.

In the green sector, the report highlights the need for skills involving green process design, carbon footprint management and environmental management system. In the care sector, there will be a need for skilled professionals dealing with the ethical conduct of staff, and managing stakeholders, among other things.

Educators told The Straits Times that Singaporeans should focus not only on gaining sector-specific

skills, but also general skills identified in the report, such as critical and creative thinking.

Professor Lam Khee Poh, dean of the National University of Singapore (NUS) School of Design and Environment, said: "Because more so than specific technical skills, these help you learn and adapt. Specific, technical skills can come after."

The report also identified other soft skills that workers would need, like interacting with others.

Professor Susanna Leong, NUS vice-provost (lifelong education), said both workers and employers should use the report as a road map to navigate the key growth areas.

She said: "With the information made available in the report, learners could find out how to map out their learning pathways to gain skills required for the job roles by taking reference from SSG's Skills Frameworks."

The report also guides workers on charting skills development.

Calling the report a "first step", Mr Chan said SSG will be adding to it in the future.

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SEE THE BIG STORY • A12

SENSE OF WONDER AND CURIOSITY

I love exploring and discovering new things around me! I'm not afraid to ask questions about why things happen and how things work.

PERSEVERANCE

I will try, and try again - never give up!

APPRECIATION

Everyone is different and unique - I listen to them and respect their ideas.

INVENTIVENESS

I can do things differently when I keep an open mind. It's fun to explore ideas and solve problems in many ways!

Importance of LEARNING DISPOSITIONS

- Learning dispositions are positive behaviours and attitudes that help lay a strong foundation for children to become lifelong learners who find joy in learning.
- As children pick up knowledge and skills, it is equally important to explicitly and consistently nurture learning dispositions in them.

Learning at P1 - Exciting & Fun

Every child develops at a different pace. We will continue nurturing the knowledge, skills and dispositions that your child has developed at preschool:

Values, Social-Emotional Competencies, Citizenship Dispositions	<ul style="list-style-type: none">• Understand and Care for Oneself• Show Care and Respect for Others• Make Responsible Decisions and Act on Them
Art	<ul style="list-style-type: none">• Enjoy Participating in Art• Express Ideas and Feelings through Art• Demonstrate Awareness of Art from Different Cultural Groups
English Language	<ul style="list-style-type: none">• Listen and Speak for Enjoyment and Information• Read with Enjoyment and Understanding• Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes
Mathematics	<ul style="list-style-type: none">• Basic Understanding of Numbers Up To 10• Recognise Simple Patterns• Compare Quantities Between Two Groups of Objects
Mother Tongue Languages	<ul style="list-style-type: none">• Enjoy and Show an Interest in Learning Mother Tongue Language.• Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language.• Demonstrate Awareness of Local Ethnic Culture
Music	<ul style="list-style-type: none">• Enjoy Participating in Music and Movement Activities• Express Ideas and Feelings through Music and Movement Activities• Demonstrate Awareness of Music and Movement from Different Cultural Groups
Physical Education	<ul style="list-style-type: none">• Enjoy Physical Activities• Display Coordination in Motor Tasks• Demonstrate Awareness of Healthy Habits and Safety

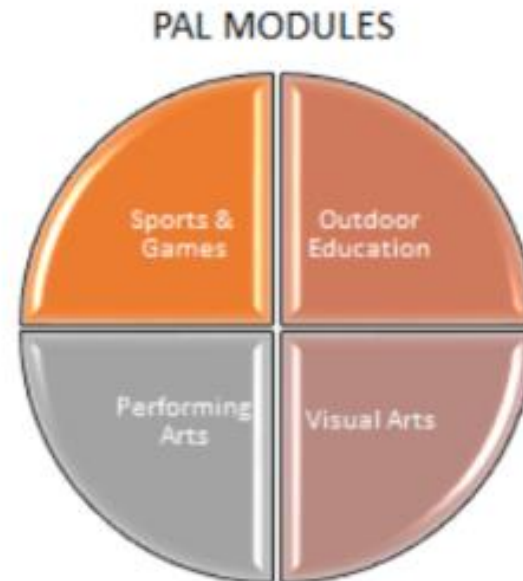
Lower Primary Programme for Active Learning (PAL)



PAL Programme



PAL helps your child grow and develops his SEL competencies



1) PAL in our school helps pupils to

- strengthen relationships with their peers,
- develops discipline and perseverance,
- and improves self-confidence and self-esteem

2) PAL provides diverse educational experiences by merging **classroom learning with outdoor activities** to encourage interest and inquisitiveness among pupils.

3) 4 periods a week will be used to conduct modular activities in

- Sports and Outdoor Education (e.g. Picnic preparation)
- Performing and Visual Arts (e.g. cultural dances, using materials to create things)


4) Each class experiences different modules and rotate through the modules across 4 Semesters (across P1 & P2).

ASSESSMENT WEIGHTING

Level	Term 1	Term 2	Term 3	Term 4
P1 & P2	Non-Weighted Assessment (<u>e.g.</u> quizzes)			
P3	Weighted Assessment (10%)	Weighted Assessment (15%)	Weighted Assessment (15%)	End-of-Year Exams (60%)
P4	Weighted Assessment (10%)	Weighted Assessment (15%)	Weighted Assessment (15%)	End-of-Year Exams (60%)
P5	Weighted Assessment (10%)	Weighted Assessment (15%)	Weighted Assessment (15%)	End-of-Year Exams (60%)
P6	Non-Weighted Assessment	Non-Weighted Assessment	Prelim Exams (100%)	PSLE

How will I receive feedback on my child's progress?

- Qualitative Feedback

 Gan Eng Seng Primary School
Primary 3 English - Rubrics
Speech and Drama Quiz 2019 (Teacher's Feedback)

Name: (11) Class: P3 Honesty Date: 8 May 2019

Criteria	Getting there!	Good job!	Well Done!
Delivery of lines (articulation, volume and fluency)	<input type="checkbox"/> Unclear, soft and jerky	<input type="checkbox"/> Generally clear and loud; may be hesitant at times	<input checked="" type="checkbox"/> Consistently clear, loud and smooth
Expressiveness (physical and facial expressions, and dramatic quality)	<input type="checkbox"/> Little success in conveying the character; hardly any movement or gestures	<input checked="" type="checkbox"/> Some attempt to convey the character well with appropriate movements and gestures	<input type="checkbox"/> Conveys the character very effectively with sufficient and appropriate movements and gestures

Additional Comment : Ain needs to be more expressive in her voice and gestures. You can do it!

Name of teacher : Mrs Lim Parent's/Guardian's signature :


Name: Class: Honesty Date:

GESPS PRIMARY 3 RUBRICS FOR WRITING – FORMATIVE ASSESSMENT

Criteria	Level 1	Level 2	Level 3	Level 4
Relevance of Ideas	<input type="checkbox"/> Ideas are largely not relevant	<input type="checkbox"/> Some ideas are relevant	<input checked="" type="checkbox"/> Ideas are mostly relevant	<input type="checkbox"/> Ideas are fully relevant
Development of Ideas	<input type="checkbox"/> Ideas are unclear and confusing	<input type="checkbox"/> Ideas are uninteresting and mostly undeveloped	<input checked="" type="checkbox"/> Ideas are interesting and sufficiently developed	<input type="checkbox"/> Ideas are interesting and thoroughly developed
Language Structure	<input type="checkbox"/> Full of errors in grammar, spelling and punctuation; language may cause confusion	<input type="checkbox"/> Numerous errors in grammar, spelling and punctuation that slow down reading	<input type="checkbox"/> Language is largely accurate with some errors in grammar, spelling and punctuation	<input checked="" type="checkbox"/> Language is accurate with almost no errors in grammar, expression, spelling and punctuation
Vocabulary	<input type="checkbox"/> Very limited vocabulary	<input type="checkbox"/> Limited vocabulary; some words may not be used appropriately	<input type="checkbox"/> Adequate and mostly appropriate use of vocabulary	<input checked="" type="checkbox"/> Good and appropriate use of vocabulary
Organisation	<input type="checkbox"/> Very poor sequencing, paragraphing and linking of ideas	<input type="checkbox"/> Poor sequencing, paragraphing and linking of ideas	<input checked="" type="checkbox"/> Good sequencing, paragraphing and linking of ideas	<input type="checkbox"/> Very good sequencing, paragraphing and linking of ideas

Other comments: Good effort, Arjun! You need to continue to use SWIH questions to expand your ideas in your writing. You can do it!


Parent's Signature:










How will I receive feedback on my child's progress?


- Rubrics

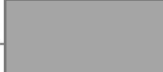
 GAN ENG SENG PRIMARY SCHOOL
2019 READING QUIZ
CHINESE LANGUAGE
PRIMARY 2

姓名:  班级: P2CL (2) 日期: 26/4/2019

评语			
能够正确回答问题			✓ 棒
语句完整, 语法正确		✓	

家长签名: 

 Gan Eng Seng Primary School
P5 Practical Quiz 2 2019

Name:  () Date: _____

Class: _____ Parent's signature: _____

Topic: Energy
Skills: Observing, comparing, measuring, inferring and analysing

Question No.	Learning Outcomes	Developing	Competent
1	Able to identify the variable changed in an experiment		✓
2	Able to measure the distance travelled by a toy car using a measuring tape		✓
3	Able to identify the relationship between the variable changed and the result		✓



How will I receive feedback on my child's progress?

- Checklist

Gan Eng Seng Primary School Primary One Word Recognition Quiz 2023 Feedback	
Name: _____	Date : _____
Class: Primary 1 _____	
Type of words	Monosyllabic words (High-frequency and Decodable Words)
Words taken from	P1 STELLAR 2.0 Units 1 to 4
Number of words read correctly in 30 seconds: <input type="text"/>	
Parent/Guardian's Signature : _____	

GAN ENG SENG PRIMARY SCHOOL 2019 READING QUIZ TAMIL LANGUAGE - PRIMARY 2		
Name: _____	Class: 2D	Date: 25/6/2019
வாசிப்புப் பகுதி - 1		
* சனிக்கிழமை அன்று ரவியும் அவன் அத்தையும் வீட்டில் இருந்தார்கள். * அவர்கள் வீட்டைச் சுத்தம் செய்யத் தொடங்கினார்கள். * அத்தை சன்னல் கண்ணாடிகளைத் துடைத்தார். * ரவி அவருக்கு உதவி செய்தான்.		
கேள்வி: 1. யார் வீட்டில் இருந்தார்கள் ? 2. அவர்கள் இருவரும் என்ன செய்யத் தொடங்கினார்கள்? 3. அத்தை எதைத் துடைத்தார்?		
வாசிப்புப் பகுதி - 2		
* அன்று மிமலுக்கு எட்டாவது பிறந்தநாள். * அவனுடைய பெற்றோர் அவனுக்கு ஒரு பரிசு கொடுத்தார்கள். * அது ஒரு அழகான பொம்மை. * மிமல் ஆவலோடு பொம்மையைக் கையில் எடுத்தான். * அது பிறந்தநாள் பாடல் பாடியது.		
கேள்வி: 1. மிமலின் பெற்றோர் அவனுக்கு என்ன கொடுத்தார்கள்? 2. மிமல் எதை கையில் எடுத்தான்? 3. அது என்ன பாடல் பாடியது?		
(பகுதியைப் படித்து எல்லா கேள்விகளுக்கும் பதில் அளித்தல்) <input checked="" type="checkbox"/> (பகுதியைப் படித்துச் சில கேள்விகளுக்குப் பதில் அளித்தல்) <input type="checkbox"/> (பகுதியைப் படித்துப் புரிந்துகொள்வதில் சிரமம்) <input type="checkbox"/>		
ஆசிரியர் கருத்து: சிறந்த வாசிப்பு! பகுதியைப் புரிந்துகொண்டே தொடர்வதில் ஆர்வம்.		
பெற்றோர் கையொப்பம்: _____ தேதி: 26/6/19		



Holistic Development Profile For Year 2023

Page: 1 of 5

Date: 22 May 2023

Name : [REDACTED]
Age on 1st Jan : 6
Class : P1 EMPATHY S/N [REDACTED] Identification No. : [REDACTED]
Form Teacher : [REDACTED] Course : [REDACTED]
Co-Form Teacher : [REDACTED]

SUBJECT

SEMESTER 1

English Language

Speaking: Speak clearly to express their thoughts, feelings and ideas.

Developing

Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).

Beginning

Writing: Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.

Competent

Holistic Development Profile

For Year 2023

Page: 1 of 5

Date: 22 May 2023

Name :
Age on 1st Jan : 7
Class : P2 EMPATHY S/N : Identification No. :
Form Teacher : Course :
Co-Form Teacher :

SUBJECT

SEMESTER 1

English Language

Reading: Read multi-syllabic words accurately.

Competent

Speaking: Speak clearly to express their thoughts, feelings and ideas.

Developing

Writing: Apply basic spelling strategies using knowledge about phonic elements and spelling rules.

Competent

Holistic Development Profile For Year 2023

Page: 1 of 2

Date: 22 May 2023

Name :
Age on 1st Jan : 8
Class : P3 EMPATHY S/N : Identification No. :
Form Teacher : Course :
Co-Form Teacher :

SUBJECT	Term 1 WA		Term 2 WA		SEMESTER 1	
	Mark	Grade	Mark	Grade	Mark	Grade
English Language	70	2	65	3	67	3
Mathematics	80	2	90	1	86	1
Science	95	1	65	3	77	2
Tamil Language	60	3	88	1	77	2

How can I help my child?

Don't ...

- ☒ put too much emphasis on marks and grades
- ☒ compare your child's performance with that of others
- ☒ give more homework than necessary, or as punishment

Do...

- ☒ monitor your child's daily work
- ☒ give encouragement and support in areas for improvement
- ☒ praise your child for any progress made



HOW CAN I PREPARE MY CHILD FOR PRIMARY 1?

In primary school, your child will be equipped with skills to:

- Adjust to a larger learning environment
- Interact with more peers and teachers
- Adapt to longer school hours
- Become more independent and responsible

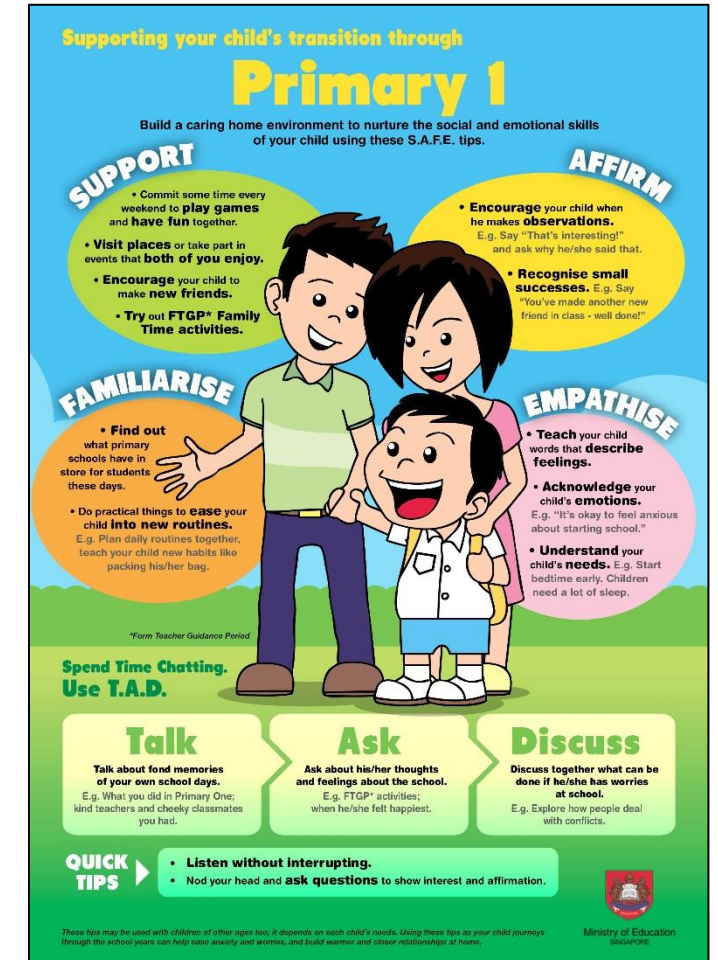


Schools may access the video via:

<https://go.gov.sg/transition-to-primary1>

HOW CAN I SUPPORT MY CHILD THROUGH THE TRANSITION?

- **S**upport your child and encourage them to overcome challenges with you
- **A**ffirm your child by recognising small successes and praising their efforts
- **F**amiliarise your child by easing them into new routines and sharing with them your experiences in primary school
- **E**mpathise and acknowledge your child's feelings



SCHOOL-HOME PARTNERSHIP

2 Developing your child

1 Knowing your child

3 Building partnership with the school



KNOWING YOUR CHILD

Understand your child's strengths and interests.

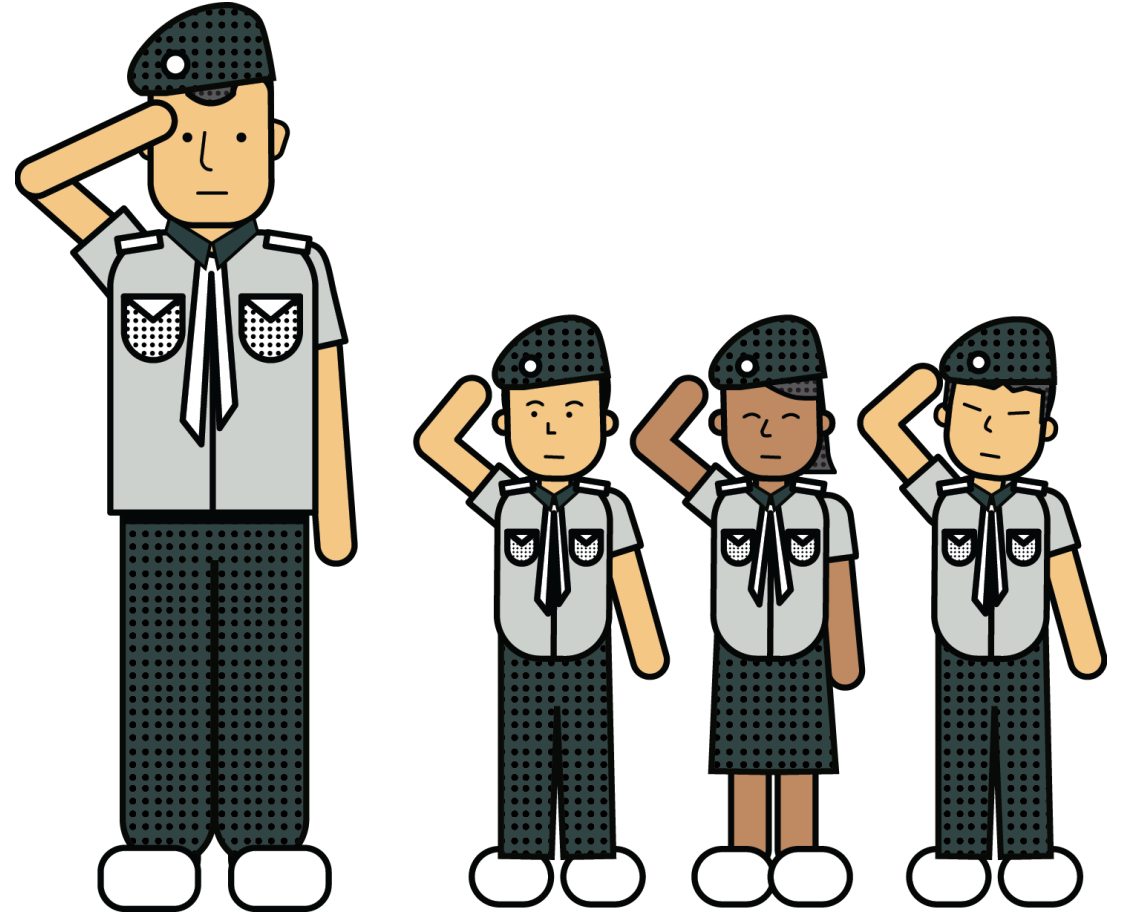
- Work with your child's teachers to understand their strengths, interests and development in academic and non-academic areas
- Ask about your child's thoughts and feelings about school



DEVELOPING YOUR CHILD

Partner the school in the holistic development of your child.

- Allow your child to develop independence
- Encourage your child to participate in school activities
- Talk to your child regularly about values and nurture their interest in learning
- Affirm your child by recognising their efforts



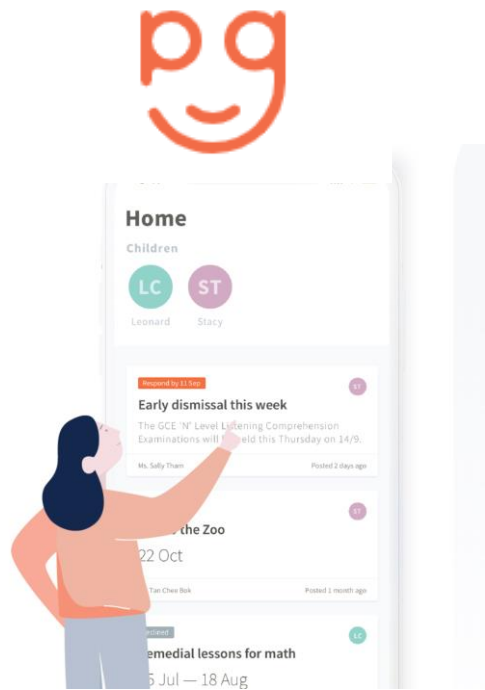
BUILDING PARTNERSHIP WITH THE SCHOOL

Maintain regular communication through official school channels.

- Have regular conversations with teachers in both academic and non-academic areas - this will help you better guide your child's development
- Ask the teacher for the best way and time to contact them



Communications



Within 3 working days



6471 7451
gesps@moe.edu.sg

*note: MC and Letters via email or
hard copies only



Communications



School Calendar

1. Parent/Student Calendar

Today: January 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	Jan 1
December School Holidays						
2	3	4	5	6	7	8
School Holiday		No School for P2-P3 7:30am P1 Orientation	Start of School for P4-P6	Bring only Math/Sci	Bring all other sub	
9	10	11	12	13	14	15
4:30pm e-P2 Meet th		4:30pm e-P3/P4 Meet		4:30pm e-P5/P6 Meet	No CCA	
16	17	18	19	20	21	22
					No CCA	
23	24	25	26	27	28	29
2pm CCA for selecte		2pm P3, P5 & P6 HM		2pm CCA for P3-6		
30	31	Feb 1	2	3	4	5
7:30am Chinese New		Chinese New Year Public Holiday			2pm CCA for P3-6	

Events shown in time zone: Singapore Standard Time

Google Calendar

P1 Orientation Briefing Slides

P4 Briefing of parents on
Subject-Based Banding

President's Award for Teachers 2022

Outstanding Youth In Education Award
2022

Student ICON Onboarding
- [FAQ for Parents](#)

FAQs for Covid-19 Infection in
Singapore
- click [here](#) for more information

Quick Links

[FOR STUDENTS](#)
[FOR PARENTS](#)

<https://ganengsengpri.moe.edu.sg/>

Or Calendar in Parents' Gateway.



Sharing by Year Head (Lower Primary) Ms Grace Ang



Key Points

- Cyber Wellness
- School Reporting & Dismissal
- Sharing of Parent-Child Activity Book
- Useful Resources



Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Source: The Straits Times, 7 Feb 2021

Parents may not be aware of the online risks

Parents might not be aware, but...

1 in 3 children has chatted with strangers online


1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023

What is Cyber Wellness?



- Cyber Wellness is about our students being able to navigate the cyber space safely.
 - ✓ This is done through our curriculum which aims to equip students with the knowledge and skills to harness the power of Information and Communication Technology (ICT) for positive purposes, maintain a positive presence in cyberspace and be safe and responsible users of ICT.
- 

What will our Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

During CCE(FTGP)* lessons, students will be taught:

- Basic online safety rules
 - Talking to only people you know
- Importance of a balanced lifestyle in exercise, sleep and screen time for health and well-being
- Protecting Personal Information
 - Understand the risks of disclosing personal information



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld

*Character and Citizenship Education(Form Teacher Guidance Period)

What will our Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

- **Cyber Contacts**
 - ✓ Understand that the profiles of strangers that we see online may not be their real identities
 - ✓ Recognise the dangers of chatting with strangers online
- Parents are encouraged to try the “Family Time” activities in the CCE (FTGP) Journal with your children to emphasise the different cyber wellness messages at home



E.g. Family Time in the lesson on Staying Safe in the Cyberworld

What other Cyber Wellness programmes do we have for our students?

- Safer Internet week
- E-SAFE week
- Assembly talks
- Peer Support Leaders



What are the school rules on digital device use?

- Students are **strongly discouraged from bringing mobile phones**/smartwatches/ electronic devices to school. The school will not be responsible for any damage or loss of these devices and peripherals.
- Mobile phones/ smartwatches with calling and recording functions as well as video and photography capabilities **must be put on silent mode/not be activated during curriculum hours** so that students can be fully engaged in their lessons.

Additional resources for parents



This following set of resources is a sneak preview of the Parents' Toolbox by the Interagency Taskforce on Mental Health and Well-being.

Keep a lookout for the Parents' Toolbox which will be rolled out in phases from Q1 2024!



How can parents help our children develop good digital habits?

- Good digital habits start from the home. Supporting our children early in this process will help them greatly as they grow older.
- Based on MOH's Guidance on Screen Use for 7-12 year olds, parents are encouraged to:
 - ✓ Use parental control settings to monitor and ensure children access to age-appropriate content;
 - ✓ Develop a timetable or screen use agreement to balance screen time and family bonding and;
 - ✓ Avoid screen use during mealtimes and one hour before bedtime.
- Co-viewing with our children is also important. Knowing what our children are viewing will create more opportunities for conversations.



For more information, you can scan here for MOH's Guidance on Screen Use





School Reporting & Dismissal



Daily Reporting Arrangement



**Before 7.05am
Canteen**



**After 7.05am
Classroom**

School Staff on duty will be present in the morning to direct the students



P1 Reporting & Dismissal Timings

	Monday - Friday
Reporting Time	7.30am
Dismissal Time	1.30pm
P1 Staggered Dismissal*	1.25pm



P1 students are dismissed 5 minutes before the official dismissal time.

#Important

- Rehearse the dismissal arrangement & venue with your child.
- Help them remember a number to call you / Indicate in the Student's Handbook



School Reporting - Checking on your child's health

In School

- Teachers will check on students for signs of being unwell

At Home

- If your child is unwell, **do not** send them to school.
- Remind your child to tell the teacher right away if they feel unwell in school.



#Important:

Inform school if there are any new medical conditions to take note for your child



School Reporting – Absence from school

- Attending school regularly helps your child/ward in their holistic progress and achievement. A student who fails to attend school on a regular basis will find it challenging to keep up with the curriculum when he/she returns to school.
- If your child is unable to attend school, please inform the form teacher of the absence on the very same day and during school hours.
- For children who are unwell, student absence must be covered with a Medical Certificate (MC).
- For urgent home matters, student absences must be supported with a parent's/guardian's letter.
- Medical certificates/parent's letter for absence from school must be submitted to the Form Teacher the day the student returns to school.

Dismissal Venues



1) Main Gate (Blue Gate)

- 2) Side Gate (Red Gate)
- 3) Basketball Court (For students taking school bus or going to Student Care Centre)
- 4) Terrace* (For parents driving in)

**Note: Driving in is only allowed 15 minutes after dismissal time.*

#Important:

Get your child to show you the dismissal venue that you have agreed upon.

View of Blue Gate
(From inside of school)



View of Blue Gate
(From outside of school)



Dismissal Venues

- 1) Main Gate (Blue Gate)
 - 2) Side Gate (**Red Gate**)
 - 3) Basketball Court (For students taking school bus or going to Student Care Centre)
 - 4) Terrace* (For parents driving in)
- *Note: Driving in is only allowed 15 minutes after dismissal time.*



Dismissal Venues

- 1) Main Gate (Blue Gate)
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Dismissal Venues

- 1) Main Gate (Blue Gate)
- 2) Side Gate (Red Gate)
- 3) Basketball Court (For students taking school bus or going to S)
- 4) Terrace* (For parents driving in)

**Note: Driving in is only allowed*

15 minutes after dismissal time (i.e. 1.45pm).




PREPARING FOR SCHOOL

Wednesday to Friday - 03 Jan to 05 Jan

Wear lanyard till 12 Jan (Friday)

What to pack	What to wear
<ol style="list-style-type: none">1. Pencil case2. Water bottle3. Pocket money4. A story book5. A healthy snack6. Lanyard <p>(Student's Details)</p>	<ol style="list-style-type: none">1. School uniform with name tag2. Black school shoes3. White Socks

		GAN ENG SENG PRIMARY SCHOOL Caring and Inspiring	
		<NAME OF STUDENT>	
		<CLASS OF STUDENT>	
Dismissal: Please put a tick ✓ at the appropriate box.			
School Bus	<input type="checkbox"/>	Student Care Centre	<input type="checkbox"/>
Leave via Main Gate (Redhill Close) <u>BLUE GATE</u>	<input type="checkbox"/>	Leave via Side Gate (along Jalan Bukit Merah)	<input type="checkbox"/>
Terrace (Drive/Ride to school)	<input type="checkbox"/>		

Class Bonding Activities

Do not need to bring books to school till Week 2





Sharing of Parent-Child Activity Book

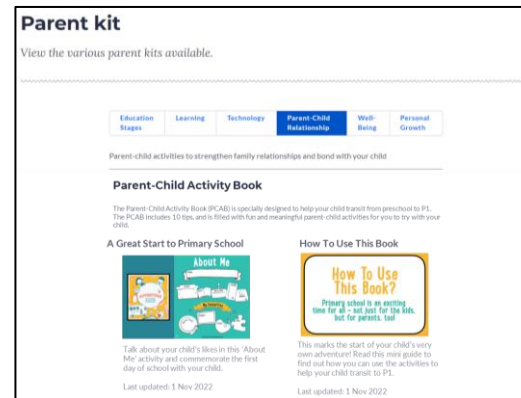


PARENT-CHILD ACTIVITY BOOK IS AVAILABLE ONLINE!

PARENT-CHILD ACTIVITY BOOK (DIGITAL)

10 TIPS FOR PARENTS to help you navigate your child's first year in primary school.

Chat with your child
Boost their confidence
Practise various scenarios
Create something interesting
Thank others for their help
Pledge to do things together



Parent-Child Activity Book

The Parent-Child Activity Book (PCAB) is specially designed to help your child transit from preschool to P1. The PCAB includes 10 tips, and is filled with fun and meaningful parent-child activities for you to try with your child.

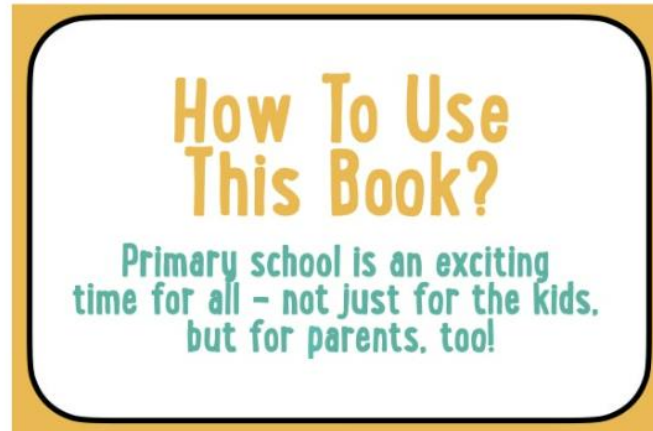
A Great Start To Primary School



Talk about your child's likes in this 'About Me' activity and commemorate the first day of school with your child.

Last updated: 31 Oct 2022

How To Use This Book



This marks the start of your child's very own adventure! Read this mini guide to find out how you can use the activities to help your child transit to P1.

Last updated: 31 Oct 2022



<https://go.gov.sg/parent-child-activity-book>



Great Ideas For A Great Adventure

Paste a sticker after you complete each tip!
Stickers can be downloaded from <https://www.moe.gov.sg/parentkit>

Before
school starts!

Tip 1: Get Ready For School

pg 9 - 16
Dec—before
school starts!

Tip 2: Practise Routines

pg 17 - 28
Dec—before
school starts!

Tip 3: New Places, New Faces

pg 29 - 38
Jan—first week
of school!

During
term time!

Tip 4: We Can Do This Together

pg 39 - 48
Feb—when learning
gets more serious!

Tip 5: Show Interest In Your Child

pg 49 - 56
Mar—
holidays!

Tip 6: Time To Let Go!

pg 57 - 68
Apr—start
of Term 2!

Tip 7: Team Up With Teachers

pg 69 - 78
May—before
and after the
Parent-Teacher
Meeting!

Tip 8: Every Child Is Unique

pg 79 - 86
May—before
and after the
Parent-Teacher
Meeting!

Tip 9: Be A Great Role Model

pg 87 - 96
Jun—holidays!

Tip 10: Let's Help Out
At Home

pg 97 - 104
Jun—holidays!



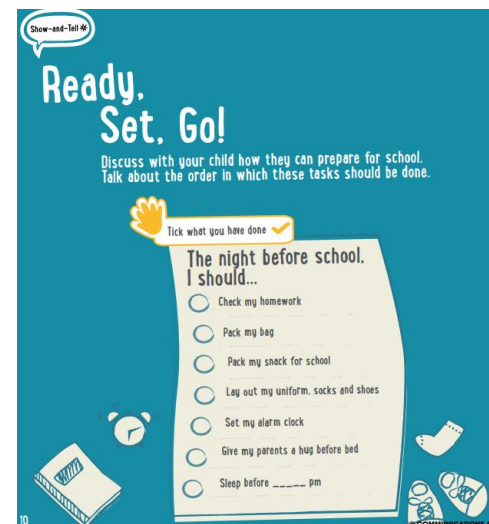
Before School starts

TIP 1



Get Ready For School!

Preparing well at home makes for a smooth start to the day and a great time at school!



Great Ideas For A Great Adventure

Paste a sticker after you complete each tip!
Stickers can be downloaded from <https://www.moe.gov.sg/parentkit>

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Before School starts

TIP 2



Practise Routines

Building good habits helps your child cope with the many new things they will encounter this year.



Great Ideas For A Great Adventure

Paste a sticker after you complete each tip!
Stickers can be downloaded from <https://www.moe.gov.sg/parentkit>

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Tip 10: Let's Help Out
At Home

pg 97 - 104
Jun—holidays!



TIP 3



New Places, New Faces

Your child is getting to know a whole new world – and picking up values like resilience and responsibility along the way.

Primary school is a far bigger world than pre-school, with far more rooms and children. Give your child lots of chances to talk about the places they've been in school, and the people they've met. It'll let you get a sense of what school is like, through their eyes.

Show-and-Tell #1

So... What's New?

Chatting about school goes beyond "How was your day?". Here are some topics to get you started!

Places

Which is your favourite part of the school? Why?

People

Tell me about the new friends you met today.

School Rules

What are some of the school rules? Why are they important?
(You may wish to go through their school handbook with them)

Experiences

What was the most exciting thing you did today?

What did you do during recess?

Tell me one interesting thing you learned today.

On a scale of 1-5, how are you feeling today? Why?

What are you most looking forward to tomorrow?

Share something you did today that you are most proud of.

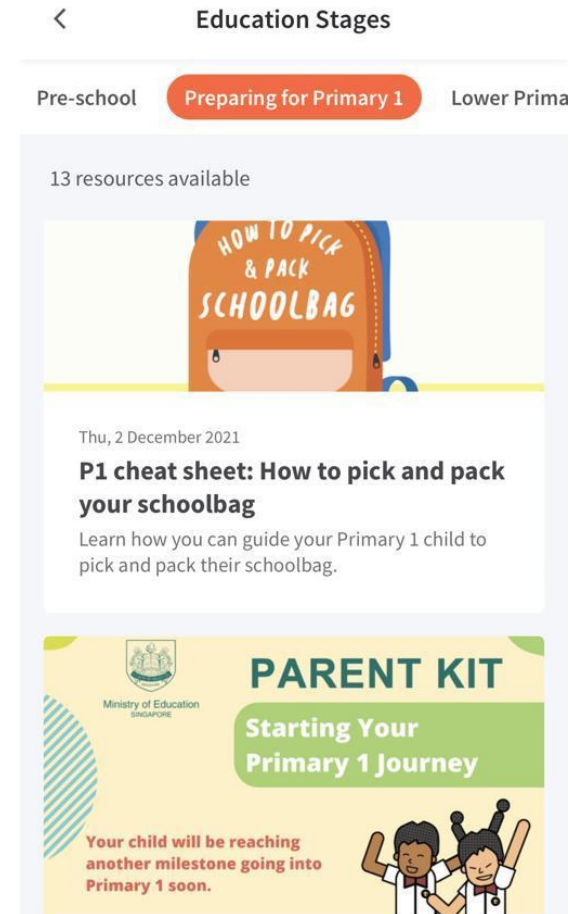
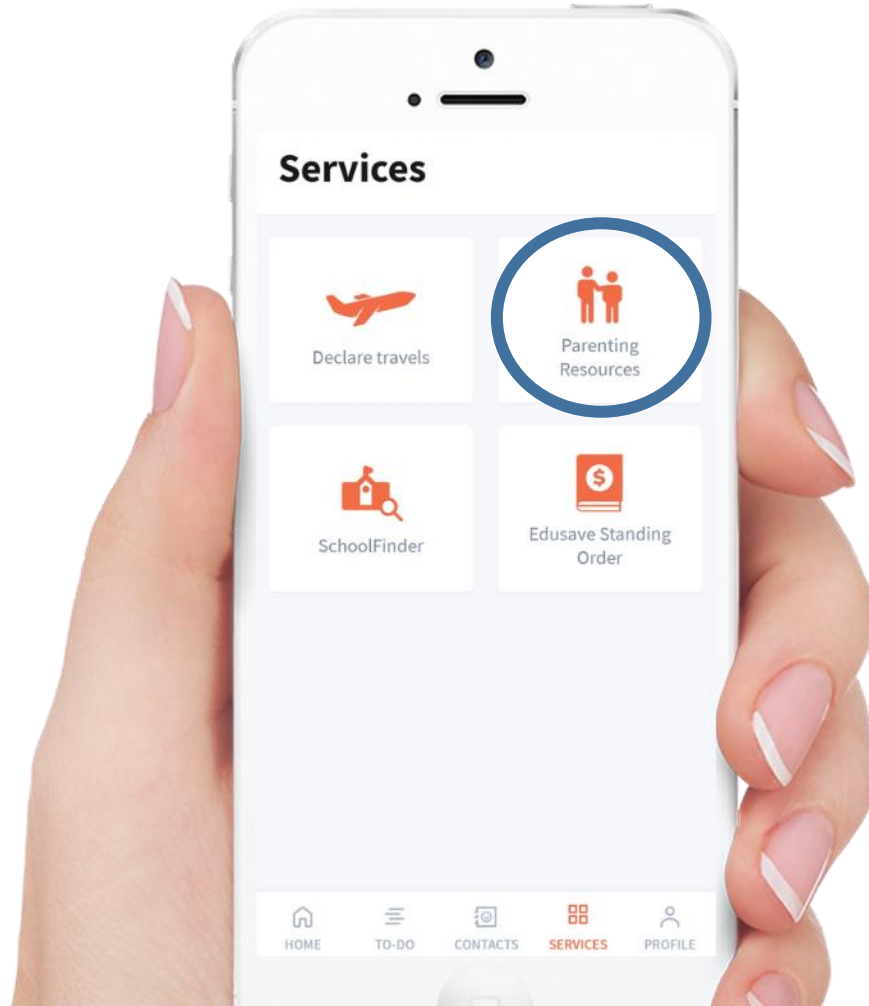


YOUR CHILD IS READY.
ARE YOU?

ONLY ON PARENTS GATEWAY! A ONE-STOP PORTAL OF RESOURCES

Parenting Resources repository

A repository for parents to browse resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.



Find out more about
Parents Gateway
here.

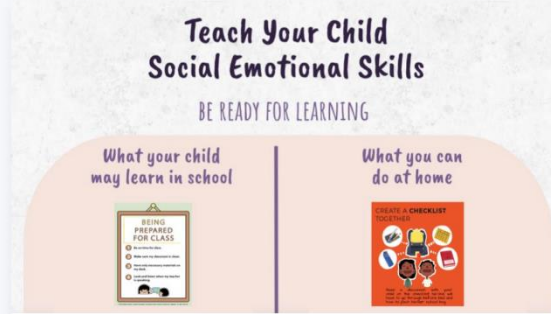
WHAT'S AVAILABLE ON THE REPOSITORY?



Fri, 23 September 2022

[Preparing for P1 - PDF] Supporting Your Child Through the Primary 1 Journey

Click to download or view this issue on preparing your child for P1.



Mon, 18 October 2021

[PDF] Social skills to prepare your child for Primary 1

Click to download or view this resource to learn how you can help your child learn social skills.



Mon, 23 August 2021

Are you over-preparing your child for P1?

Learn how overpreparing your child may hinder learning.



Wed, 15 December 2021

[NLB] LearnX Reading - Primary

Create fun experiences for your child to discover the joy of reading.

Find out what your child really needs for Primary 1.

Help develop your child's social and emotional skills by referring to this infographic

Are you over-preparing your child for primary school?

How to cultivate the love for reading? Check out resources from the National Library Board.

WE ARE HERE TO SUPPORT YOU!

FAMILY VALUES CARD GAME

Developed by Families for Life, in partnership with the Ministry of Education

- Designed for parent-child bonding and provide opportunities to discuss about family values as a family
- Families can learn how to play the game by scanning the QR code on the game box
- Parents are encouraged to make use of the conversation starters included in the rulebook to engage children in understanding and demonstrating the family values of **love, care and concern, commitment and respect**



Meeting with Form Teachers



Key Points

- Introduction of Subject Teachers
- Sharing on Learning of P1 Subjects
- Student's Well-being
- Teachers' Expectations & Mode of Communication

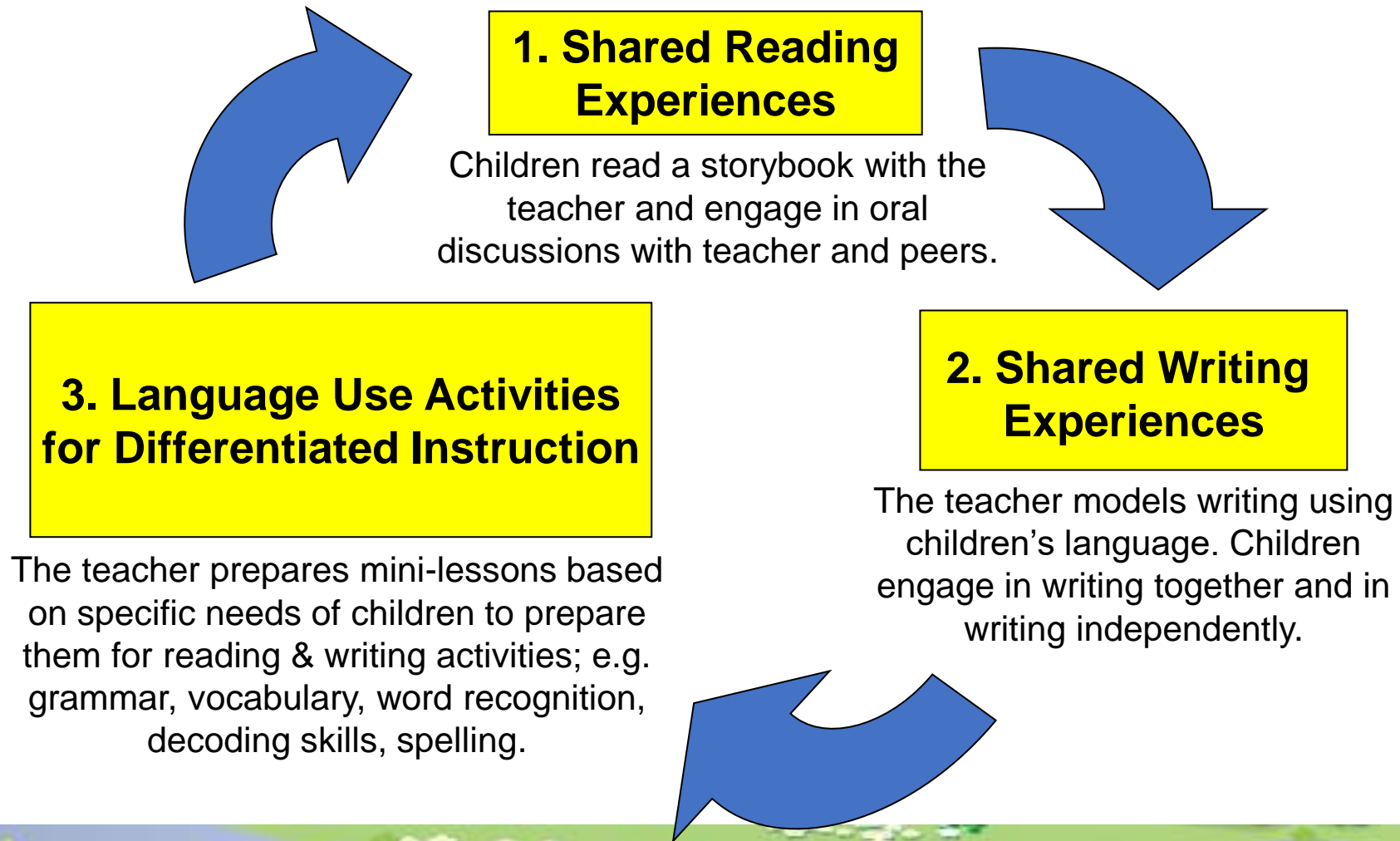




English Language



What is a STELLAR lesson like?



1. Shared Reading Experiences

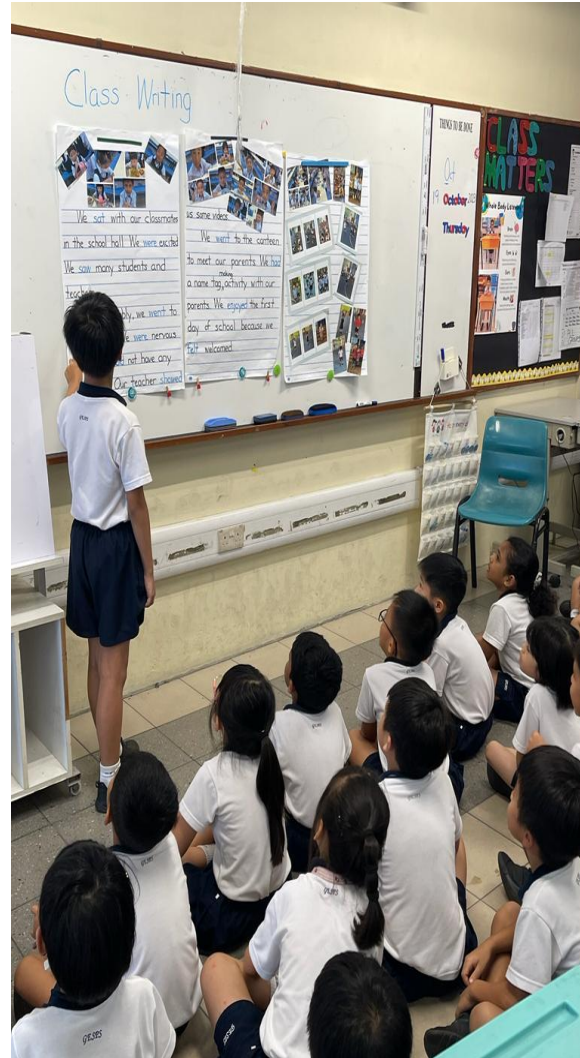
Children read a storybook with the teacher and engage in oral discussions with teacher and peers.



2. Shared Writing Experiences

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

Class Writing



Group Writing



Group Writing

Date: 12 September 2023

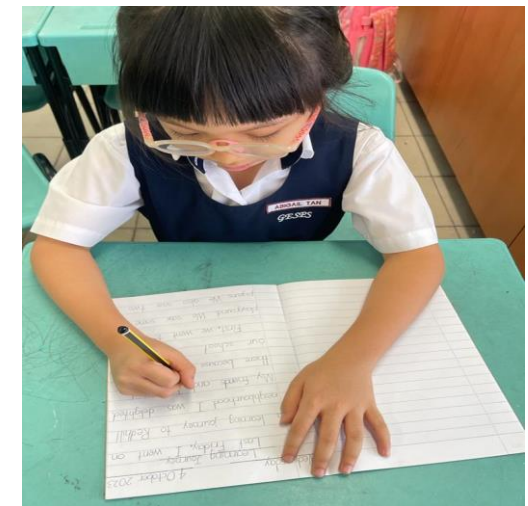
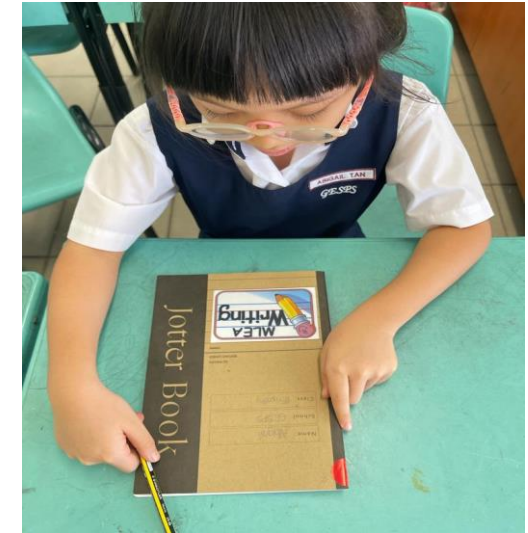
How Christmas is Celebrated



On the first day of Christmas, people wear new clothes. The clothes are called dress, shirt and trousers. Children receive presents. They love to open presents. People also eat log cake, roasted turkey and chocolate cookies. People enjoy celebrating Christmas because they get to set up Christmas trees.

Written by Abigail, Quan, Khai and Izwandie

Individual Writing



3. Language Use Activities for 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.

Reading Time



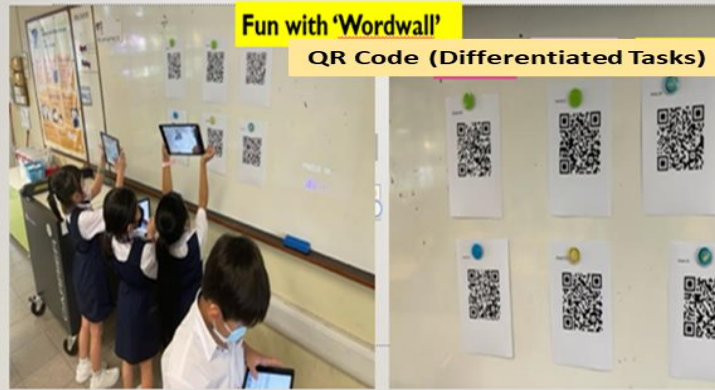
Time for iPad!
Vocabulary 😊



English Language: Adjectives

Fun with 'Wordwall'

QR Code (Differentiated Tasks)



Time to "PLAY"-
Word Builder



English Language: Subject-Verb Agreement

Fishing
Time!



Additional Support for English Language

- ✓ Learning and Reading Corner in the classroom
- ✓ Oracy programme
(P1 - Poetry Recitation)
- ✓ Learning through fun and varied manner e.g. board games, literacy stations



Supporting your Child in the Acquisition of Literacy Skills

➤ Environment

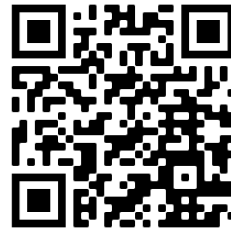
- Provide frequent opportunities to use English in listening, speaking, reading and writing
- Provide sufficient English reading materials

➤ Role model

- Show that you believe learning English is both enjoyable and useful in your daily life
- Read with your child

➤ e-books by NLB

- <http://www.nlb.gov.sg/discovereads>

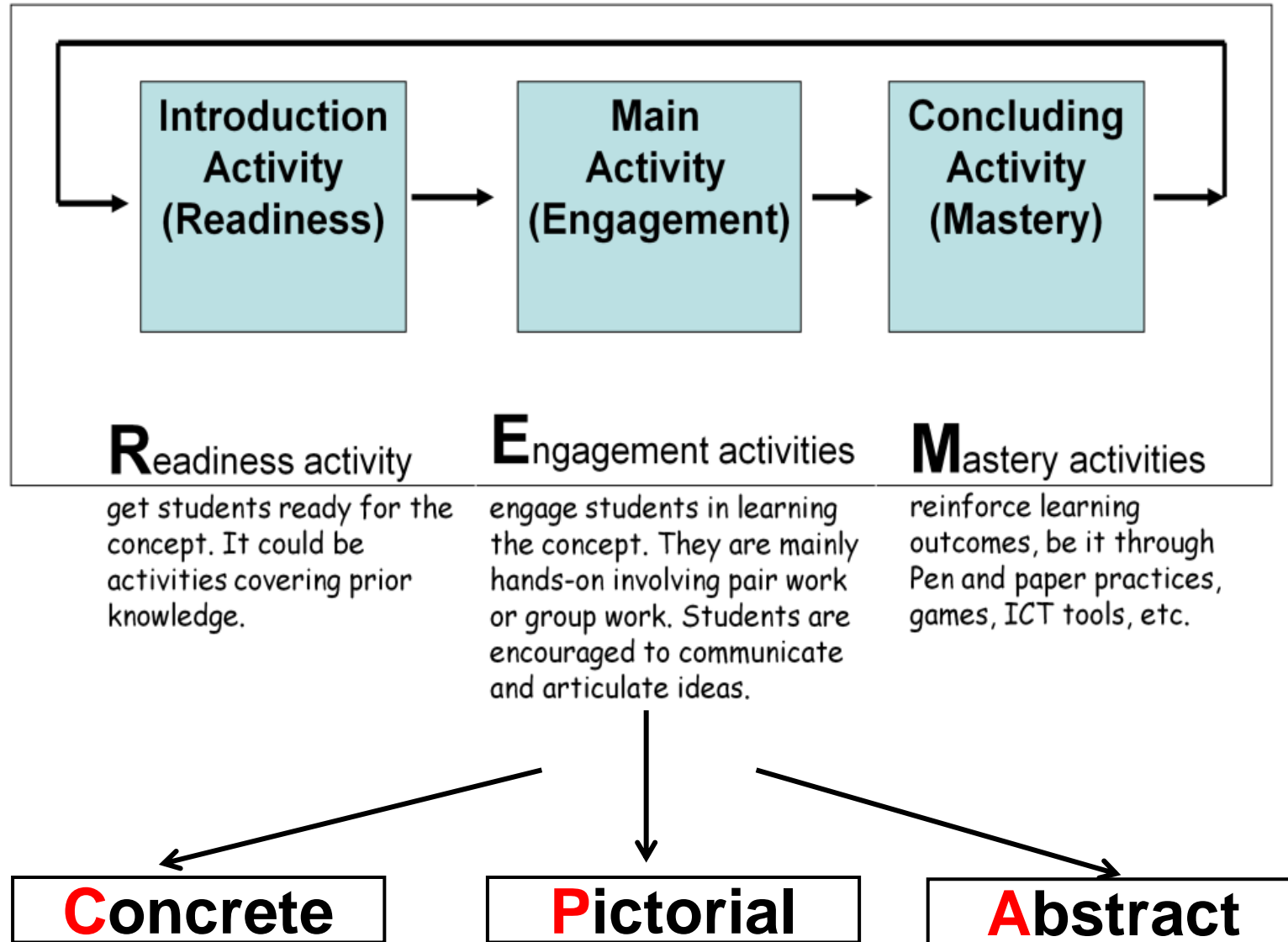




Mathematics



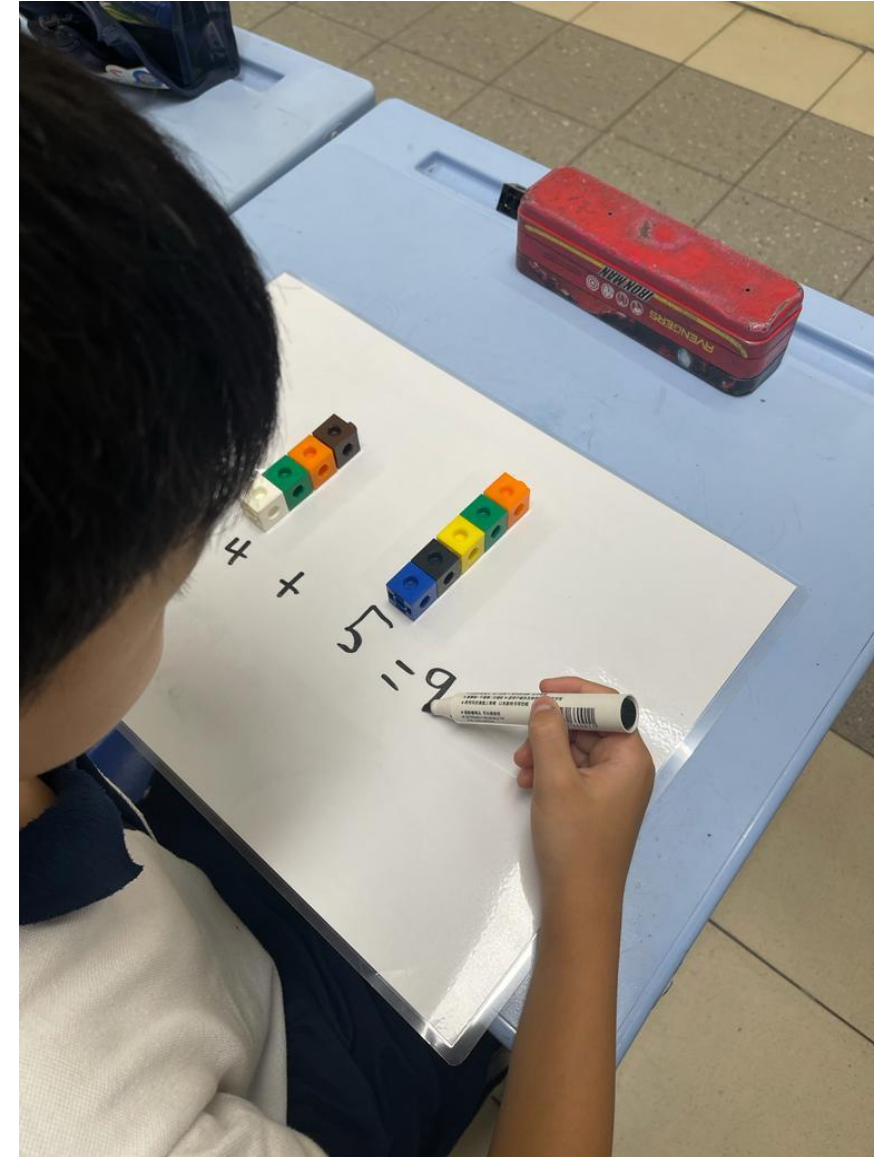
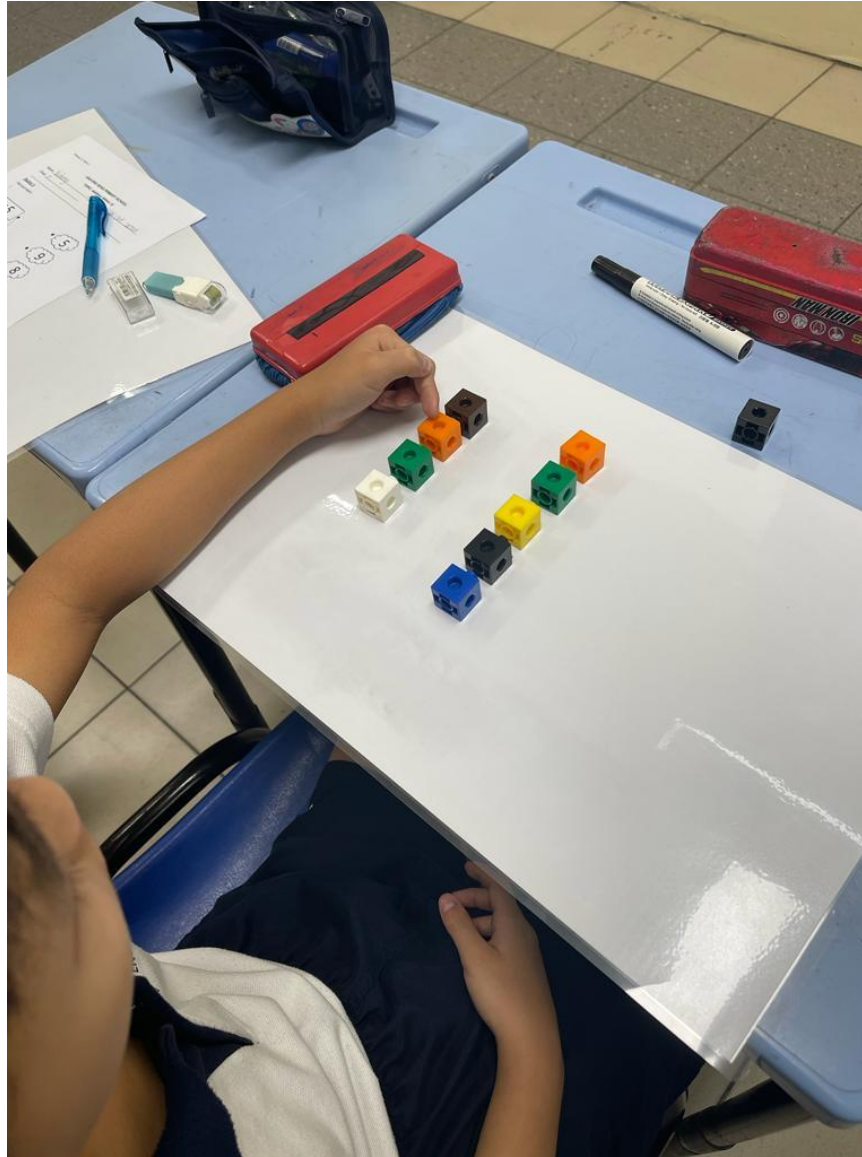
The Three Phases of Learning in a P1 Math Lesson



The Three Phases of Learning in a P1 Math Lesson

Concrete

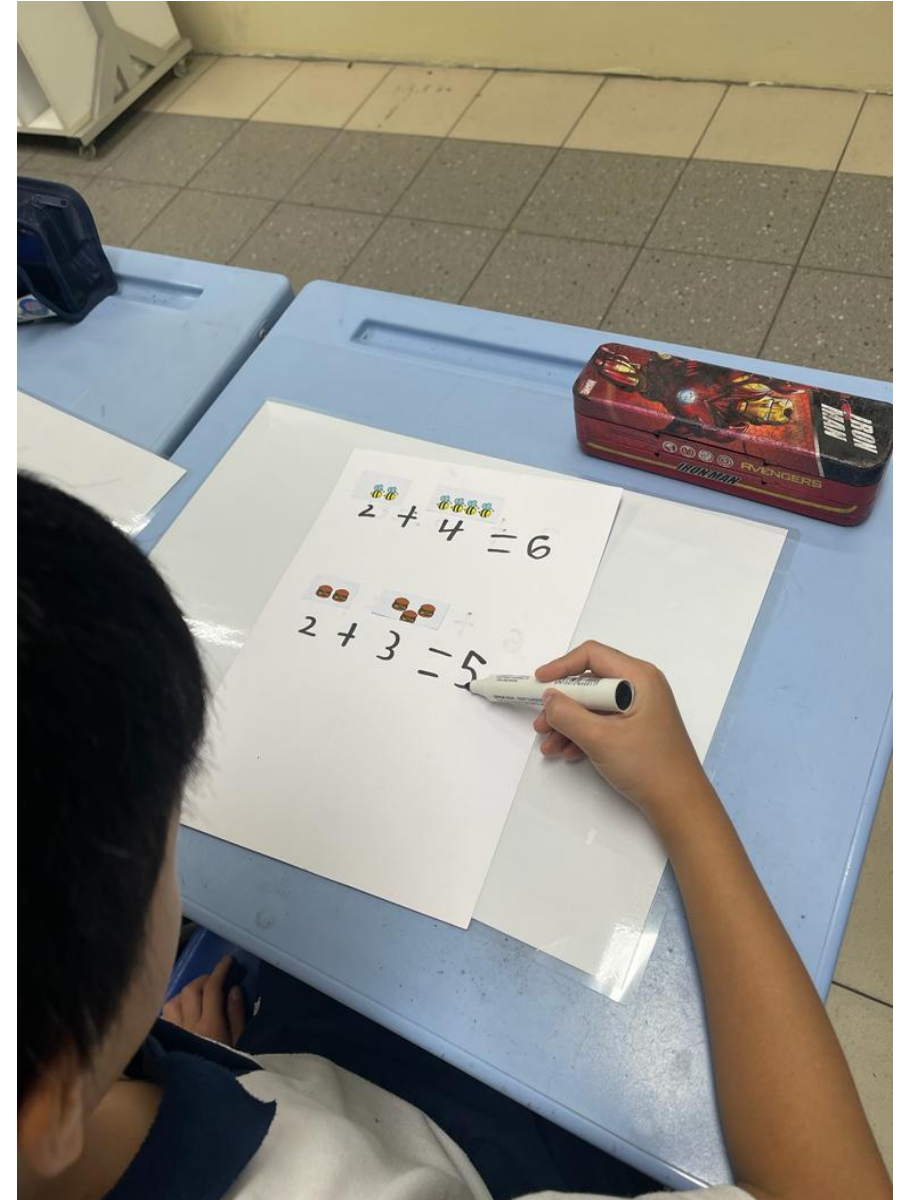
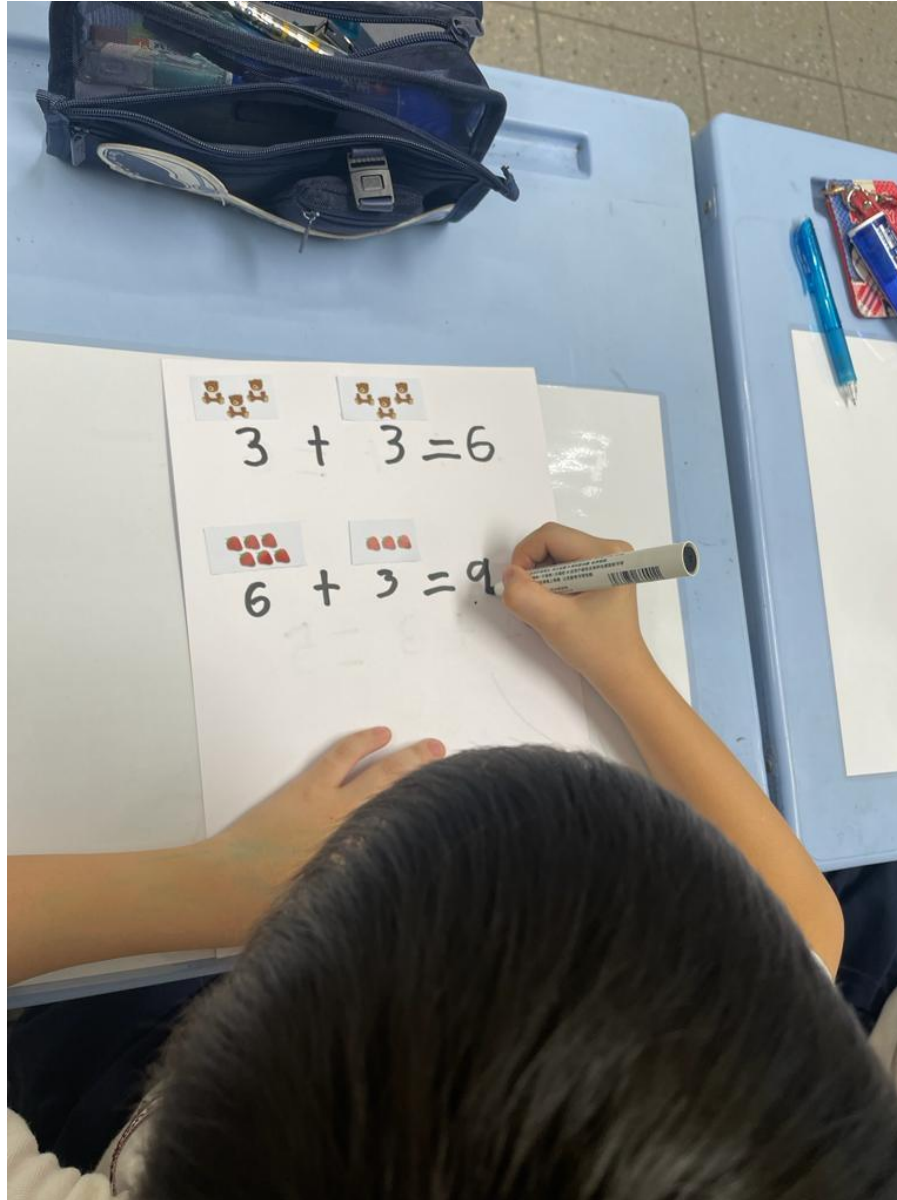
Using physical objects to solve mathematics problems



The Three Phases of Learning in a P1 Math Lesson

Pictorial

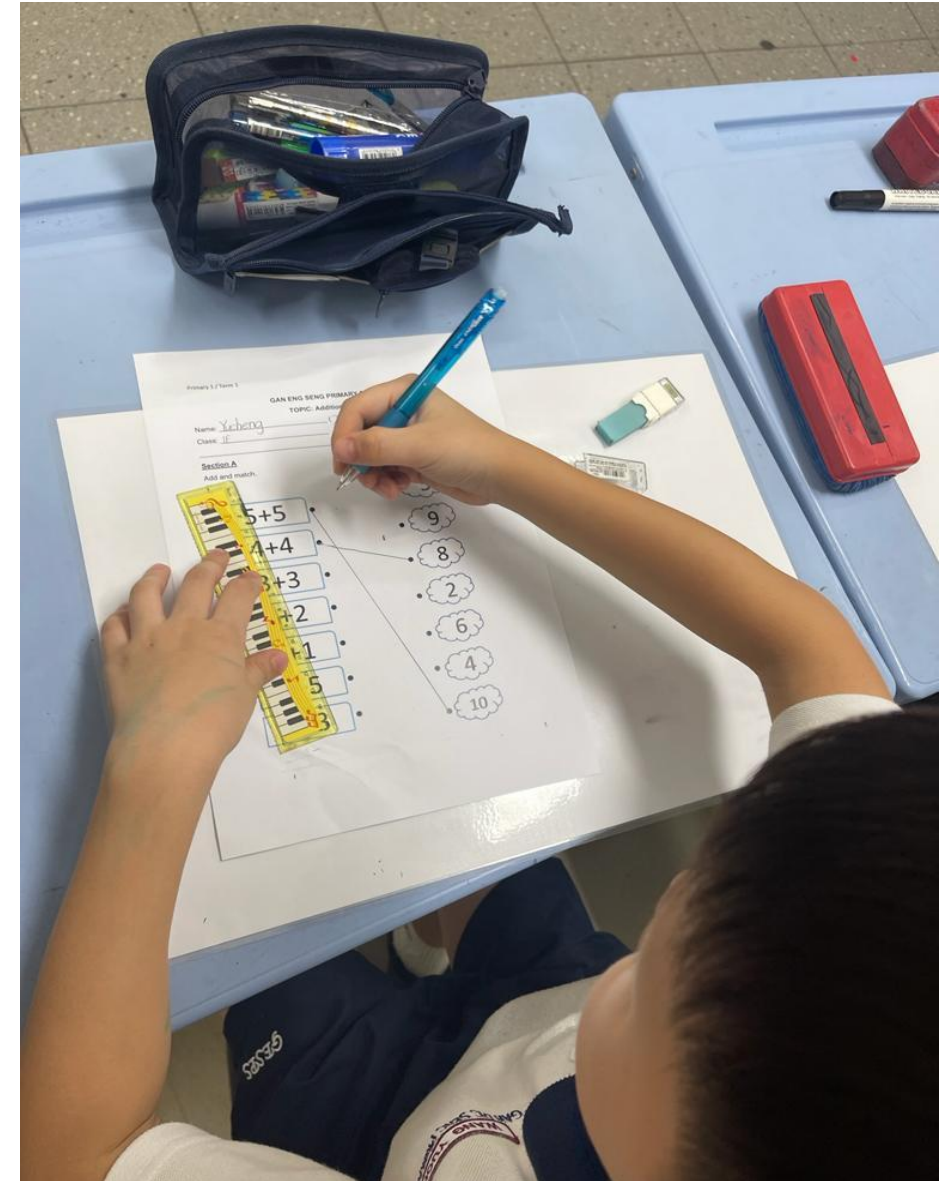
Using drawing or pictures to solve mathematics problems



The Three Phases of Learning in a P1 Math Lesson

Abstract

Solving mathematics problems using only numbers



Additional Support for Mathematics

- ✓ Learning Corner in the classroom
- ✓ Learning through fun and varied ways
- ✓ A Story Sum Day to teach heuristics skills
- ✓ The use of the App-venture app to engage students in the learning of Mathematics



Supporting your Child in the Acquisition of Numeracy Skills

- Ask questions
 - The parent is the guide in asking questions. Questioning children is an excellent way to develop their thinking.
- Talk positively about mathematics
- Play games with your child



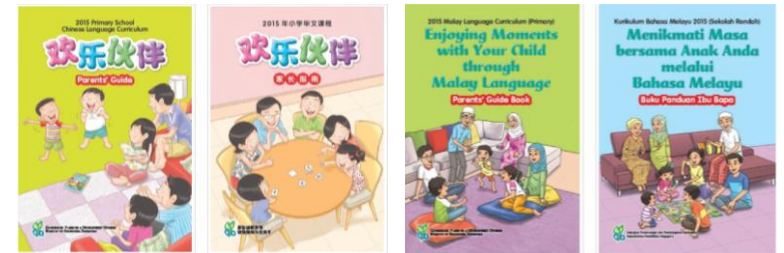


Mother Tongue Language



Teaching & Learning of Mother Tongue

- Greater use of authentic language activities to better develop our students' communication skills
- Encourage language use in its various forms
 - Reading, writing, listening & speaking etc



MTL Learning Resources (Video)

SINGAPORE
**Student
Learning
Space**



Login

LOGIN WITH SLS

LOGIN WITH MIMS



If you have difficulties logging in or would like to apply for a new MIMS account, please refer to [Accounts and Login Troubleshooting](#) for more information.



How Parents Can Support Your Children in the Learning of Mother Tongue Languages

The 2024 curriculum will be a refreshed curriculum, the resources will be housed in SLS. There will be animation, as well as game aligned with what the students learn in class.

In addition, there will also be a set of newly developed Supplementary Readers. The Supplementary Readers are a series of level-appropriate readers developed to reinforce students' reading skills. They are closely aligned to our textbooks. Together with the SLS resources designed to accompany the readers, we hope students can learn to be self-directed in their learning and/or engage in reading with their parents.

Parents are strongly encouraged to login to SLS and read the Supplementary Readers with their child weekly.



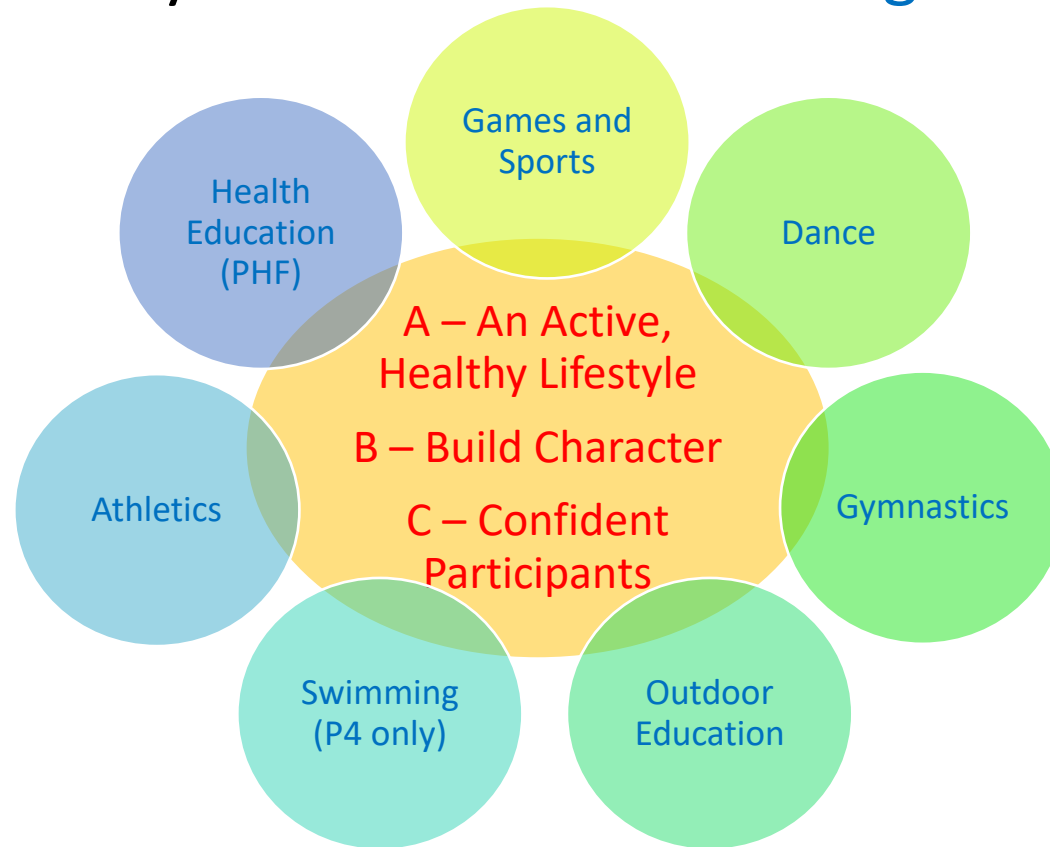


Physical Education, Art & Music (PAM)



Teaching & Learning of PE

GESPS goals in **Physical Education** achieved through the
7 Physical Education **Learning Areas**



Teaching & Learning of Art & Music

Aesthetics is identified as our Learning for Life Programme which primarily uses a 3-E Approach (**Exposure**, **Enrichment** and **Excellence**).

1. **Exposure** – Our Aesthetics programmes across each level, allow students to have the opportunities to experience, learn and appreciate the Arts.

Level	Art	Music
P1	Modelling Clay	Music & Movement
P2	Collagraph Printmaking	Percussions
P3	Acrylic Painting	Drums
P4	Batik	Orff & Angklung
P5	Ceramics	Keyboard / Ukulele
P6	Pencil Drawing	Keyboard / Ukulele

* Activities are subjected to changes from year to year

2. **Enrichment** - Aesthetics Appreciation Week is at the end of each semester, Assembly Programmes, Other Art related learning journeys are some of the different ways we enrich our students in Art & Music.

3. **Excellence** – Achieved through our Aesthetics based CCAs (Art Club, Brass Band, Choir and Dances)





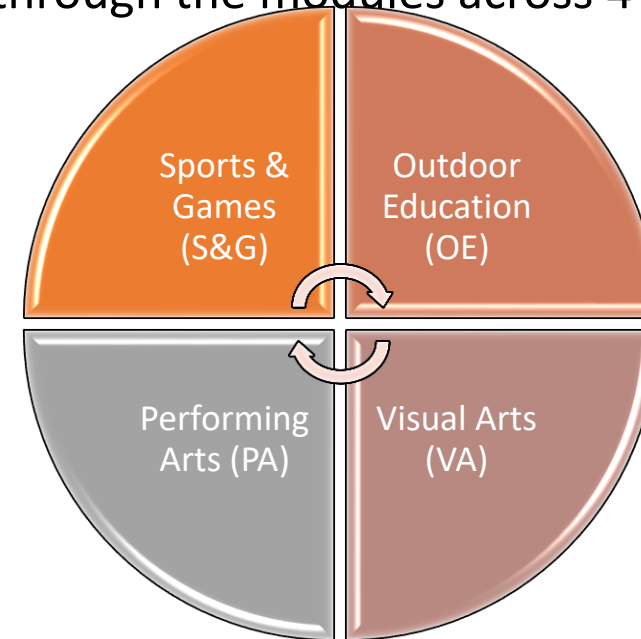
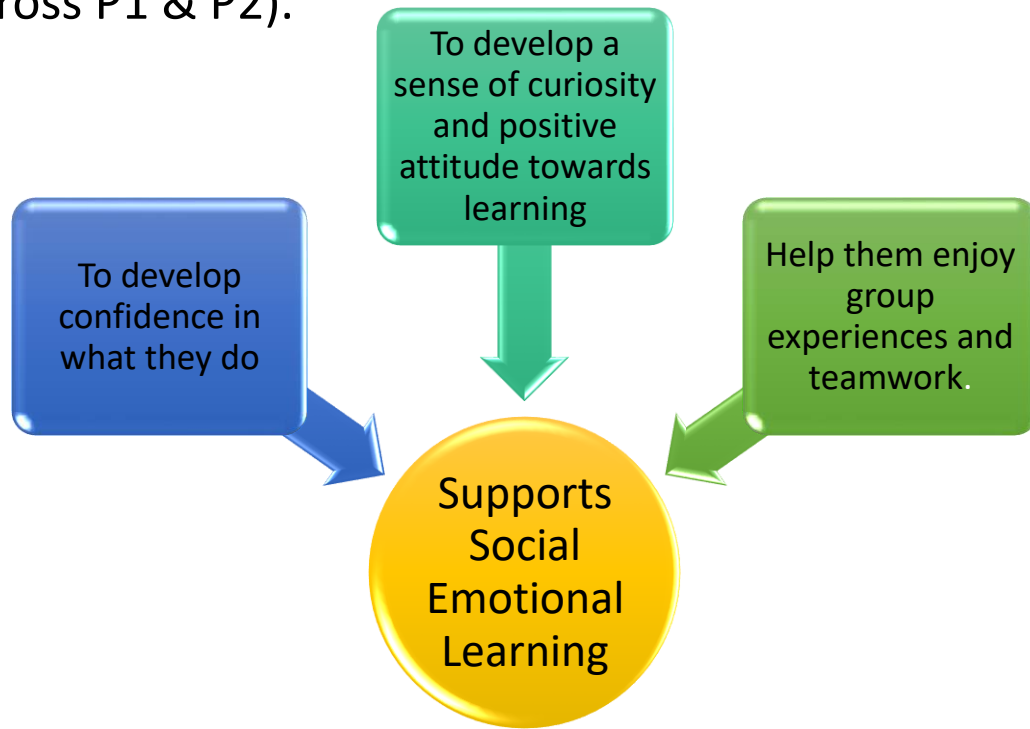
Programme for Active Learning (PAL)



Teaching & Learning of PAL

PAL provides diverse educational experiences by merging **classroom learning with outdoor activities** to encourage interest and inquisitiveness among pupils.

3 periods a week will be used to conduct modular activities in Sports and Outdoor Education, and the Performing and Visual Arts. Each class experiences different modules and rotate through the modules across 4 Semesters (across P1 & P2).



P1 will experience S&G and VA modules
P2 will experience PA and OE modules





Student Well-Being



Staying Healthy

- Have a well-balanced diet.
- Have enough rest.
- Exercise regularly.
- Practise good hygiene habits
- Before coming to school, students must check if they are feeling unwell.



School Bag

The Health Promotion Board (HPB) has advised that students should **NOT** be carrying weight of more than 15% of their body weight.

For young children, parents/guardians can help and/or supervise them pack their school bags according to the daily timetable and day's needs to ensure that their children/wards do not carry heavy and unnecessary items to school.



School Bag

- Look for a bag that comes with broad, padded or ergonomic straps.
- Size of the school bag is relative to the child's torso
- Pack only what your child needs and can carry rather than what can fit into the bag.
- Organise your child's subject materials regularly, to avoid carrying what is not needed that day or week.





Form Teacher's Expectations



Practical Tips for Parents

Physical

(Refer to pages 9-26 in PCAB)

#ParentingHack:

Write the steps down
with your child & display
it at your child's bag corner

TIP 1



5(Steps) before 9(PM)

1. Check homework & handbook
2. Pack **B**ag+**B**ottle+**T**Ttoken+**S**nack (BBTS)
3. Lay out uniform + mask
4. Set alarm clock
5. Sleep early

TIP 2



Practise Routines

- Traveling to school
- Buying food in canteen*
- Dismissal from school*
- Plans after school (shower, homework time, play time)

I Can't → I Can!





Mode of Communication



Contacting Form Teachers

- Within school operating hours
- Mode of Communication: Email, School Handbook, Call the General Office





Thank you

