



Meet-The-Parents 2021

Primary 1

26 Feb



Lower Primary

Year Head (YH)

Mdm Yeo Lee Theng Deon

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Assistant Year Head (AYH)

Pr 1 Miss Dhashayani Vallatharasu

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Learning and Emotional Support for Students

Learning Support Programme (LSP)	Miss Loy Hin Jong
	Mdm Siti Hajar
Learning Support for Math (LSM)	Mdm Nooradelin
	Miss Loy Hin Jong
School Counsellor	Miss Farah Izzah
Allied Educator (Learning Behavioral Support)	Miss Nur Atasha
	Mdm Noor Dian Rusmni
Allied Educator (Teaching and Learning)	Mdm Koh Geok Hwa

Content

- Transition support for the P1
- Newsletter
- Growth Mindset
- Reporting of Lower Primary Learning Progress in HDP
- Awards
- Class Allocation Policy
- CTP
- Partners in Education Club (PIE Club)
- Q&A



TIPS TO HELP EASE TRANSITIONS



T A D

Talk Ask Discuss



CHAT WITH OUR CHILDREN

TIPS TO HELP EASE TRANSITIONS

T

Talk

Talk about fond memories of your own school days.

E.g. Kind teachers and cheeky classmates ; what you did in primary one.



CHAT WITH OUR CHILDREN

TIPS TO HELP EASE TRANSITIONS

A

Ask

Ask about his/her thoughts and feelings about the school.

E.g.

- CCE/FTGP/PAL activities
- How the school day was



CHAT WITH OUR CHILDREN

TIPS TO HELP EASE TRANSITIONS

D

Discuss

Discuss the characters in a book/show.

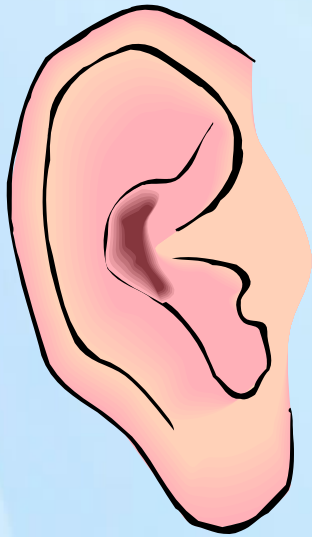
E.g.

- Explore how people deal with conflicts.



CHAT WITH OUR CHILDREN

TIPS TO HELP EASE TRANSITIONS



Listen without interrupting.

- Nod your head and **ask questions** to show interest and affirmation.



LISTEN TO WHAT CHILDREN ARE SAYING

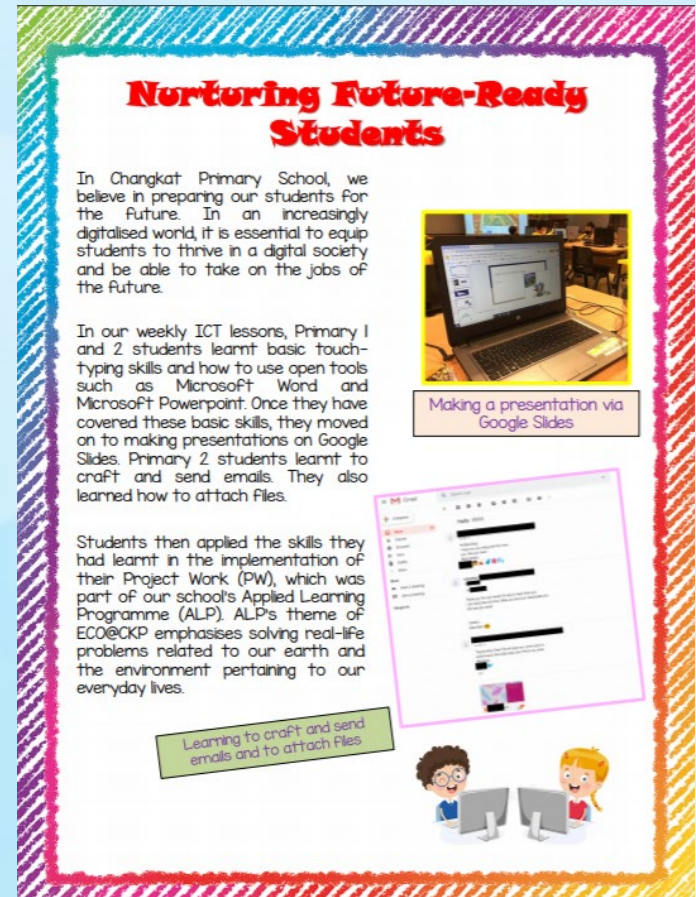
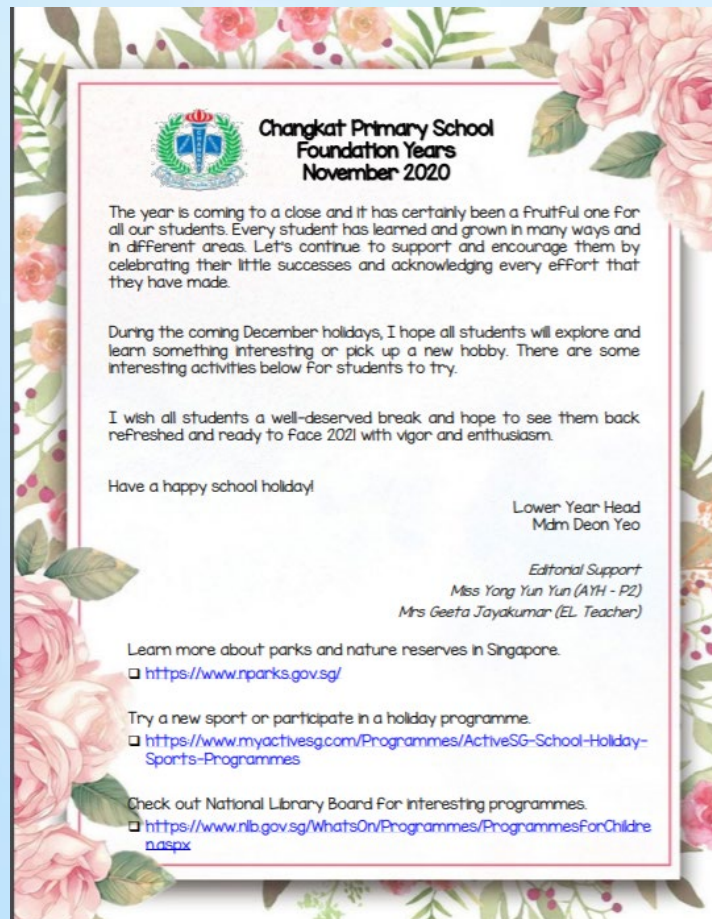
Instead of asking, “How’s school today?”

- **Tell me something that made you laugh today.**
- **Tell me one thing that you learned today.**
- **Who would you like to play with at recess that you’ve never played with before?**
- **Tell me something good that happened today.**
- **What was your favourite part of recess?**
- **Did you face any difficulties/challenges? How did you overcome it?**
- **How would you rate your day today on a scale of 1 to 10? Why?**

Newsletter

2 issues a year

May and November



Growth Mindset



Developing a Growth Mindset

What is Growth Mindset (GM)?

The belief that:

- intelligence can be developed
- our brain can get stronger and smarter.

What is Fixed Mindset?

The belief that:

- You cannot grow your brain
- Intelligence is static



GROWTH MINDSET

SKILLS

- Gained from Hard Work
- Can Always Improve

CHALLENGE

- Should be Embraced
- An Opportunity to Grow
- Remains Persistent

EFFORT

- Essential
- A Path to Mastery

FEEDBACK

- Useful
- Learns from It
- Identify Areas to Improve

SETBACKS

- Used as a Sign to Work Harder Next Time

LEARNING DISPOSITIONS

Joy of Learning

Curiosity

Resilience

Enthusiasm

Cultivating GM in your child

Do's...	Don'ts...
<ul style="list-style-type: none">• Attribute success to working hard and using good strategies• Praise the process, praise for their effort• Embrace mistakes → they are part of learning.• Embrace the word 'yet'.	<ul style="list-style-type: none">• Tell your child he/she is smart, gifted or talented• Praise the results → be so fixated on grades• Criticise your child when he/she makes mistakes

GM Key Messages

- I can grow my brain and be smarter
- I can achieve anything with effort
 - I learn from making mistakes



Reporting of Lower Primary Learning Progress in HDP





**Subject-specific Learning Outcomes (LOs)
for reporting Learning Progress
in the
Holistic Development Profile (HDP)**

How do we give feedback on students' learning progress?



Through :

- Milestone checks based on identified learning outcomes
- Formative Assessments
- Holistic Development Progress Report

The learning outcomes (LOs) are meant as **feedback** to students and parents for learning.

4 Achievement Levels

English, Mathematics, Mother Tongue Language (Chinese, Malay and Tamil) and Social Studies

- **Beginning**
- **Developing**
- **Competent**
- **Accomplished**



3 Achievement Levels

Physical Education, Art and Music

- **Beginning**
- **Developing**
- **Competent**



Reporting of P1 & P2 Students' Learning Progress in HDP

Reflection of Learning Outcomes & Qualitative Descriptors

For illustrative purposes only.

Holistic Development Profile

Date : 6 Nov 2019

Name : Jane Ong

Identification No :

Age on 1st Jan : 6 **S/N :** 5

Course : Primary One

Class : P1-Respect

Form Teacher : Miss Tan

Co-Form Teacher : Miss Low

SUBJECT

MATHEMATICS

• Understands number notations, representations and place values up to tens.	Accomplished
• Understands the concepts of addition and subtraction, including the relationship between adding and subtracting.	Competent
• Matches, sorts, compares and orders quantities/objects (e.g., by colour, shape, size or orientation.)	Competent
• Adds and subtracts reliably and fluently using number facts.	Developing

Awards

Learning Dispositions

1 Joy of Learning

2 Curiosity

3 Enthusiasm

4 Resilience



Revised Selection for Edusave Merit Bursary (P1 & P2)

MOE has revised the academic criteria for Edusave Merit Bursary (EMB) and Edusave Good Progress Award (GPA) at the lower primary levels starting in 2019.

This is in tandem with the removal of all weighted assessments for P1 and P2 students. The GPA changes will also take effect for 2020 P3 students.

Students will **NOT** be selected based on academic results. Form teachers will nominate students based on **key learning dispositions** that they observe in students.

From 2019, all P1 and P2 Singaporean students in Government and Government-aided schools can be nominated for the Edusave Merit Bursary, if they meet the following criteria:

- a. Consistently demonstrated positive **learning dispositions** in the course of the year; and
- b. Demonstrated **good conduct**.



Class Allocation Policy

Class Allocation Policy

Levels	Allocation
Progression from P1 to P2	<ul style="list-style-type: none">• No banding for English and Math• Banding for Mother Tongue based on students' achievements of learning outcomes at end of P1. Banding will depend on cohort size• En Bloc Promotion from P1 to P2 with minor student movements at the end of P1 for special cases.• Class size capped at 30 per class at P1 and P2

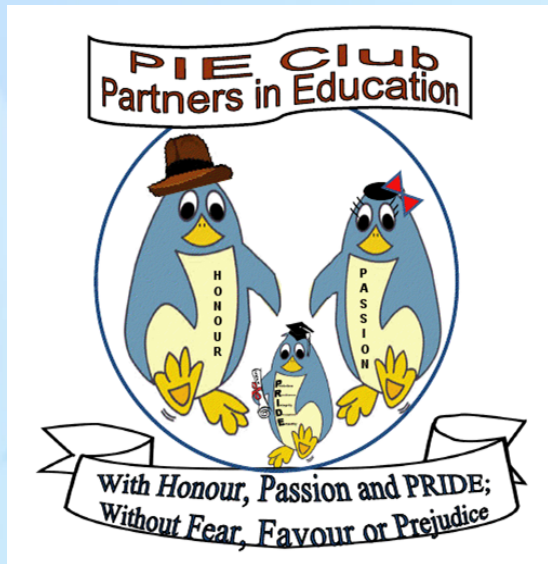
Child-Teacher-Parent (CTP) Presentation

- May
- Facilitated by form teachers
- Sharing of learning experiences by students
- No meeting with subject teachers



Why should I Volunteer?

Partners In Education
Club (PIE Club)



"Volunteering in school enables me to contribute towards the development of the school," quoted an active parent volunteer.

A parent's active involvement in school activities can **boost family bonding.**

When parents volunteer, opportunities are created for them and their children to have **conversations about school, teachers and peers.**

Dear parents, **you can volunteer** to be a part of PIE's **recess duty** team, a **library-helper** or put on your creative hats to assist the project team with different **decoration projects**.

It really doesn't matter if you are a **working parent or a homemaker**, your dedication to give in a few hours of efforts towards the school is what matters.

Submit the application form by scanning the QR code



Dismissal at Parents' Corner

Thank You 

Q & A







<https://go.gov.sg/2021ckpsmtp>