

# Meet-The- Parents

## P3 Year Head Address

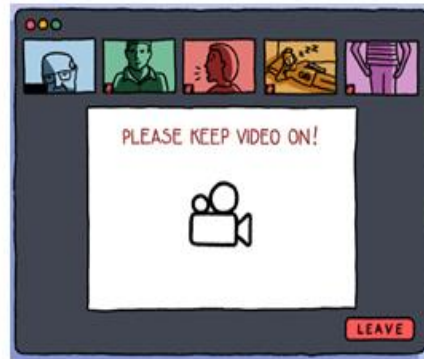
19 February 2021, Friday

# Zoom *Etiquette*



Mute your microphone

Turn on your video



Type your question /  
ask during Q & A.

SoftCopy

# Contact Details of YH & AYH

## Year Head

Mdm Nur Iffah Abdul Ghafar

[nur\\_iffah\\_abdul\\_ghafar@schools.gov.sg](mailto:nur_iffah_abdul_ghafar@schools.gov.sg)

## Assistant Year Head

Mdm Aznani Aladin

[aznani\\_aladin@schools.gov.sg](mailto:aznani_aladin@schools.gov.sg)

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# Newsletter

Semestral updates on students' voices

# Semestral Newsletter



## Learners with Passions Citizens of Honour

P1 2021 Orientation Blog  
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Parents Support Group(PIE  
Club)

Home > Parents > Newsletter 2020

## Newsletter 2020

Please click on the respective links below to view the newsletter.

- Lower Primary
- Middle Primary
- Upper Primary



Changkat Primary School

# Middle Primary

November 2020

It has been said that in the midst of difficulty, lies opportunity. As the year comes to an end, it is evident that our students have shown high levels of resilience and discipline to complete tasks assigned to them. As we continue to explore alternative and innovative ways of educating our students, they, in turn, never fail to amaze us with their ability to demonstrate creativity in learning independently and inter-dependently. May these new-found joys of learning continue even during the holidays. Have a great break and stay safe.

Mdm Nur Iffah A. Ghafar  
Middle Year Head

Mrs Geela Jayakumar  
Editorial Support

## Parents Empowering our future



**THE PURPLE PARADE**  
SUPPORT INCLUSION-CELEBRATE ABILITIES  
of People with Disabilities

Support Inclusion & Celebrate Abilities

1. Find out more about the Purple Parade at <https://www.purpleparade.sg>
2. Pledge your support on the Purple Map.
3. As Citizens of Honour, we respect and embrace each others' differences.

**Tips for Parents: Embracing Diversity**

1. Explore and discuss different cultures, traditions and religions.
2. Set up play-dates or meetings with new friends or reconnect with friends from different backgrounds.
3. Visit a home for the elderly, disabled persons or an orphanage.
4. Focus on the positive. Challenge negative attitudes and create a positive quote of the week together.
5. Support events for good causes. Visit schools for special needs children or a children's home with your child.
6. Make children appreciate differences and acknowledge uniqueness.
7. Travel and explore places near your home, join

**I LOVE DIVERSITY BECAUSE IT ALLOWS ME TO:**



Comic strip panels:  
1. "I LOVE TO TRY NEW THINGS AND MEET NEW PEOPLE!"  
2. "I LOVE TO TRY NEW THINGS AND MEET NEW PEOPLE!"  
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**2**

# Transitioning

Coping with the changes from P2 to P3 and Home Class System

# Transition from lower primary

- 1. New friends and challenges**
  - ◆ Affects self-esteem



# 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 the characters in a book/show.

E.g. Explore how people deal with conflicts.

*Discuss*



**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 our children are saying**

# Holistic Development Support

1. **1-to-1 / 1-to-few Heart2Heart interaction time to strengthen teacher-student relationship (TSR)**
2. **To better support children with higher learning needs**
  - Smaller class size for Math and MTL
  - In-class support / Pull-out support
  - Deployment of trained / experienced teachers
3. **Deployment of additional teachers to CCAs with school teams**

# Transition from lower primary

## 2. Additional Subject

- ◆ Science

## 3. Banding of Subjects

- ◆ Mathematics

- ◆ Mother Tongue

# Home Class System

- New form class allocation using “**Home Class System**” (HCS)
- Banding for CL and ML based on students’ **CL and ML learning outcomes** at the end of P2
- Banding for Mathematics using **Overall Mathematics learning outcomes** at the end of P2
- Science & English classes are tagged to form classes
- Class size capped at 40 per class; smaller class size for lower progress Mathematics classes





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# Case Study

Sharing of an issue prevalent in Primary 3

# Rough Play vs Bullying

Some boys were playing 'Sergeant Says' **with a twist**.

They saw A **sitting alone eating** some snacks and **starting playing**, "The 1st person to go to him will get \$10. Last person to go to him will do 20 push ups."

All the boys ran towards him. B arrived and **placed his 2 hands on A's shoulders and started bouncing** on his shoulders.

C shouted, "**Kill him!**" The boys also **took the A's snacks**. A's drink was also spilt.

**A fellow peer reported the matter.**

***Post-investigation:***

***All the boys are friends with A.***

***On that day, A didn't feel like playing and the situation affected his mood.***



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**GM**

Growth Mindset



# Cultivating Growth Mindset

## Do's

- Attribute success to working hard and using good strategies
- Praise the process, praise for their effort
- Embrace mistakes
- Embrace the word 'yet'.

## Don'ts

- Tell your child he/she is smart, gifted or talented
- Praise the results / so fixated on grades
- Criticise your child when he/she makes mistakes



# Cultivating Growth Mindset

When faced with ...	A child with a Growth Mindset
<b>SKILLS</b>	<ul style="list-style-type: none"><li>• Gained from hard work</li><li>• Can always improve</li></ul>
<b>CHALLENGE</b>	<ul style="list-style-type: none"><li>• Should be embraced</li><li>• An opportunity to grow</li><li>• Remains persistent</li></ul>
<b>EFFORT</b>	<ul style="list-style-type: none"><li>• Essential</li><li>• A path to mastery</li></ul>
<b>FEEDBACK</b>	<ul style="list-style-type: none"><li>• Useful</li><li>• Learns from it</li><li>• Identify areas to improve</li></ul>
<b>SETBACKS</b>	<ul style="list-style-type: none"><li>• Used as a sign to work harder next time</li></ul>



## LEARNING DISPOSITION

**Joy of Learning**

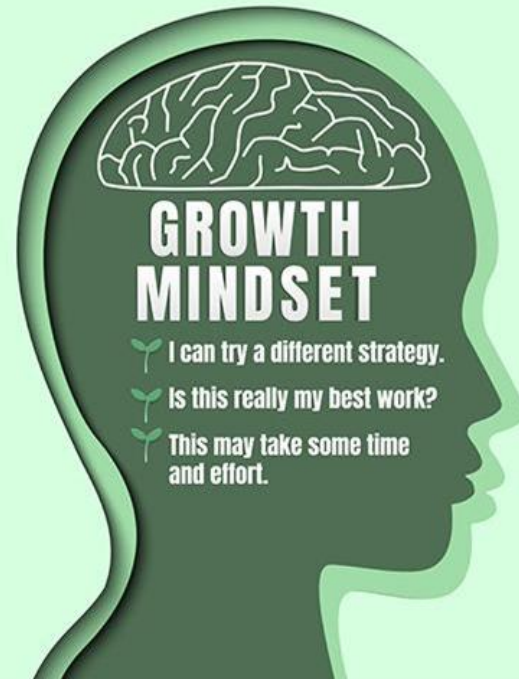
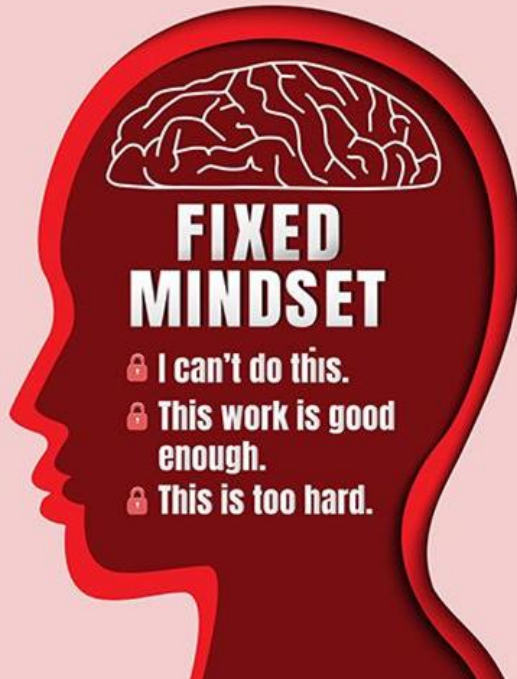
**Curiosity**

**Resilience**

**Enthusiasm**



# Cultivating Growth Mindset





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# Assessments & Awards

School-Based Assessments, Learning Disposition &  
Good Progress Award (GPA)

# School-Based Assessment

- Term 1 to 3 Weighted Assessment
- **NO** Mid-Year Examinations
- End-of-Year Examinations



# School-Based Assessment

## **Rationale:**

- Reduce over-emphasis on academic results
- Provide a more holistic and student-centric environment to be lifelong learners

# Weighted Assessment (WA)

1. 1 WA per term per subject for Term 1 – 3
2. Provide feedback to students on their learning gaps & mastery
3. To be administered in Weeks 8 – 10
4. Parents will not be informed of the mode of assessment, topics and the exact dates

# Good Progress Award (GPA)

MOE has revised the academic criteria for Good Progress Award (GPA) at primary 3 since 2020.

Students will **NOT** be selected based on academic results. Form teachers will nominate students who consistently demonstrated the **learning dispositions** in the course of the year; and demonstrated **good conduct**.

# Learning Disposition

## LEARNING DISPOSITION

**Joy of Learning**

**Curiosity**

**Resilience**

**Enthusiasm**



Parents of identified students attending MTSP,  
**please stay on** this zoom session for the MTSP briefing.

The session will be held from **5.40 pm to 6.00 pm.**



*Thank  
you!*