

Primary 3 Curriculum Briefing

- The programme today for parents will be as follows:

TIME	PROGRAMME	VENUE
3 p.m. – 4 p.m.	Curriculum Sharing by Year Head	Primary 3 Classrooms via Zoom
4 p.m. – 5 p.m.	Form Teacher Interaction	P3 Classrooms (Level 4 & 5)



To Serve To Lead



Primary 3



Curriculum Briefing

Friday, 26 Jan 2024



To Serve To Lead



Outline of Briefing

1. Academic Matters
2. Gifted Education Programme
3. Assessment Matters
4. Reminders and Updates for Parents
5. Questions and Answers
6. Breakout / Concurrent Sessions





Our School Beliefs



PUNGGOL COVE
PRIMARY SCHOOL

To Serve, To
Lead

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



Empathy,
Mindfulness, Care

21st century competencies



Socio-emotional competencies

To Serve To Lead



Academic Matters



To Serve To Lead



From Primary 2 to Primary 3...

- Each Primary 3 class profile has been shared at start of year with the Primary 3 teachers in 2024.
- 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.

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**



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**



To Serve To Lead

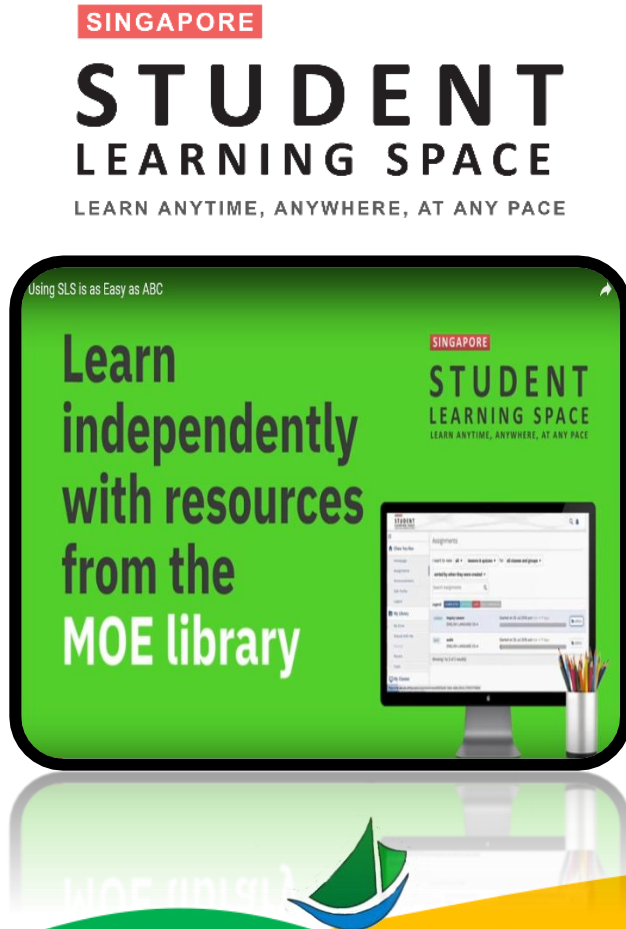


Expectations at Primary 3

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



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



Google Classroom



To Serve To Lead



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**



Key Changes in Primary 3

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

- Transition Programme (Completed)
- SwimSafer (Ongoing)
- Change in colour of school collared shirt
- More rigor in the curriculum.
- New classmates and teachers.
- Various specialized subject teachers.
- CCA starts in Primary 3.



To Serve To Lead



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



ENGLISH LANGUAGE

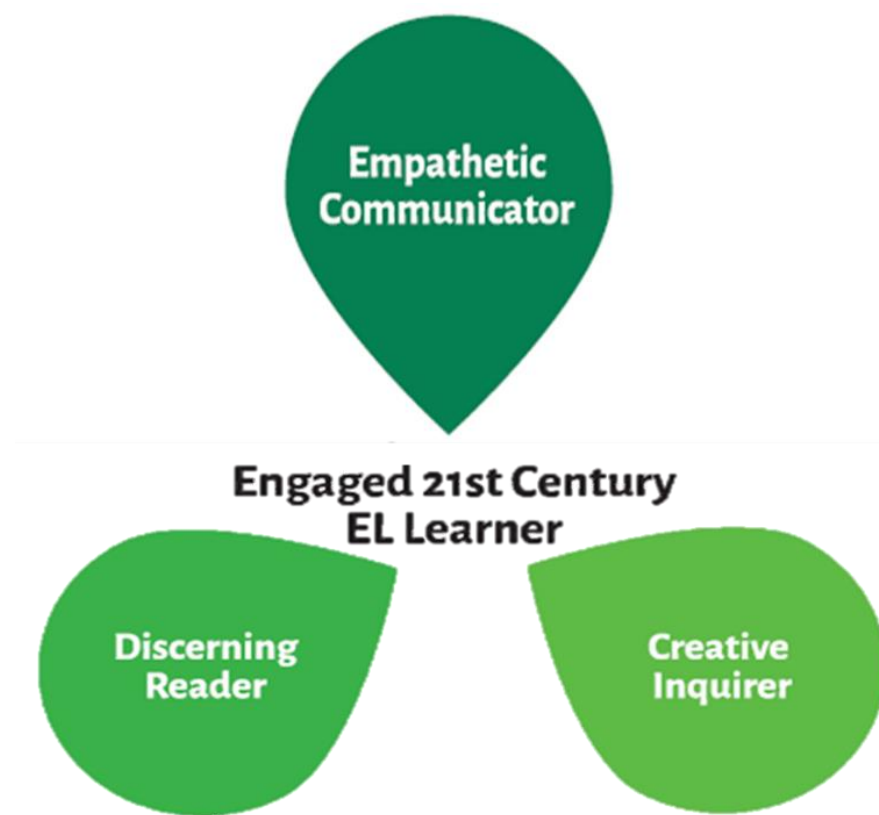


To Serve To Lead



English Language

EL SYLLABUS 2020



To Serve To Lead



English Language

SPECIFIC AIMS OF EL SYLLABUS 2020

1. Listen to, read and view critically and with accuracy, understanding and appreciation a wide array of literary and informational texts in standard English⁷ from print, non-print and digital networked sources.
2. Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures.
3. Use standard English grammar and vocabulary accurately and appropriately, and understand how speakers/writers put words together and use language to communicate meaning and achieve impact.
4. Use English with impact, effect and affect.









English Language

The school adopts the **STELLAR** programme: **S**tategies for **E**nglish **L**anguage **L**earning and **R**eadng

- 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)

English Language

LISTENING	SPEAKING	READING	WRITING	GRAMMAR	VOCABULARY
<ul style="list-style-type: none"> - Listening to stories (STELLAR) - Listening Comprehension - Library Sessions 	<ul style="list-style-type: none"> - Readers' Theatre - Creating Podcast (ALP) 	<ul style="list-style-type: none"> - STELLAR Books - Library Sessions - Reading Aloud - Reading Comprehension - Reading Passport 	<ul style="list-style-type: none"> - Introduction to Writing - Creative Writing - Persuasive Writing 	<ul style="list-style-type: none"> - Stellar-based Grammar components 	<ul style="list-style-type: none"> - Stellar-based Vocabulary - Spelling - Vocabulary Activities
					



To Serve To Lead



English Language

Key Programmes:

- School-Based Dyslexic Remediation(SDR)
- Reading Remediation Programme (RRP)
- Applied Learning Programme – Holistic English Literacy Programme (HELP)
- Reader's Theatre
- Reading Passport
- English FIESTA

Reader's Theatre 2022



To Serve To Lead



English Language Applied Learning Programme (ALP)

Holistic
English
Literacy
Programme

Using English
language skills in
service to others



To Serve To Lead





Punggol Cove Primary School

Applied Learning Programme

Holistic English Literacy Programme



VISION
EVERY STUDENT AN EDUCATED CHILD AND CONTRIBUTING CITIZEN, READY TO SERVE AND LEAD

MISSION
NURTURING THE WHOLE CHILD, GROWING FUTURE LEADERS

VALUES
EMPATHY, MINDFULNESS, CARE

MOTTO
TO SERVE TO LEAD

Student Outcomes

- The Applied Learning Programme (ALP) from Primary 1 to Primary 6 is a progressive and integrated educational initiative with the overarching goal of nurturing well-rounded individuals who not only excel academically but also demonstrate essential life skills. Throughout this journey, students engage in a series of activities that collectively aim to cultivate critical thinking, effective communication, collaboration, and civic responsibility.

Tier 1: Self, Peer, School, Community

Lower Primary

- Documenting and Sharing on Animal Conservation
- Giving Advice on Transitioning to Primary School



Middle Primary

- Advocating Cyberwellness
- Creating Digital stories



Upper Primary

- Journalistic Writing
- Song Writing



Cross
Department
Collaboration



Leveraging
Technology

Tier 2: Talent and Interest Driven Projects

Service Learning with Kindergarten



PCPS News



Competitions



Community
Partnership

Advocating Cyber Wellness Through Podcast Creation

Problem-Based Learning

P3



♥ WHAT IS A SURVEY?

A survey is a way of collecting information so that the views of the people are. When we use a survey, we can find out people's 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 results

TEAM ROLES:

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

Name

Who will ask the question for your team?



ARY SCHOOL

Maths



MATHEMATICS



To Serve To Lead



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.



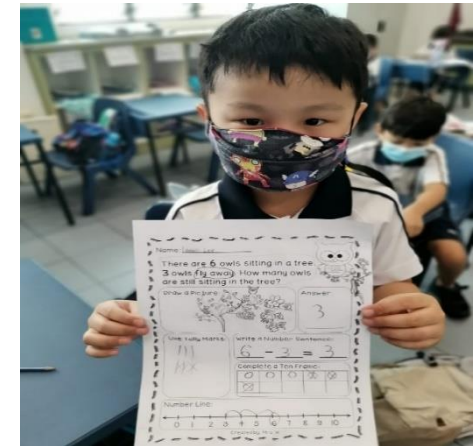
work with numbers



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
- Math Games Corner during Recess
- Termly Heuristics Packages



Students exploring Maths Wall, 2018



Mathematics

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

Understand



Plan



Do



Check

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

- Select a strategy

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

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



George Pólya
Hungarian
Mathematician
(1887 – 1985)

Mathematics

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



George Pólya
Hungarian
Mathematician
(1887 – 1985)

Understand



Plan



Do



Check

Guiding Questions

- 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?

- 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 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?

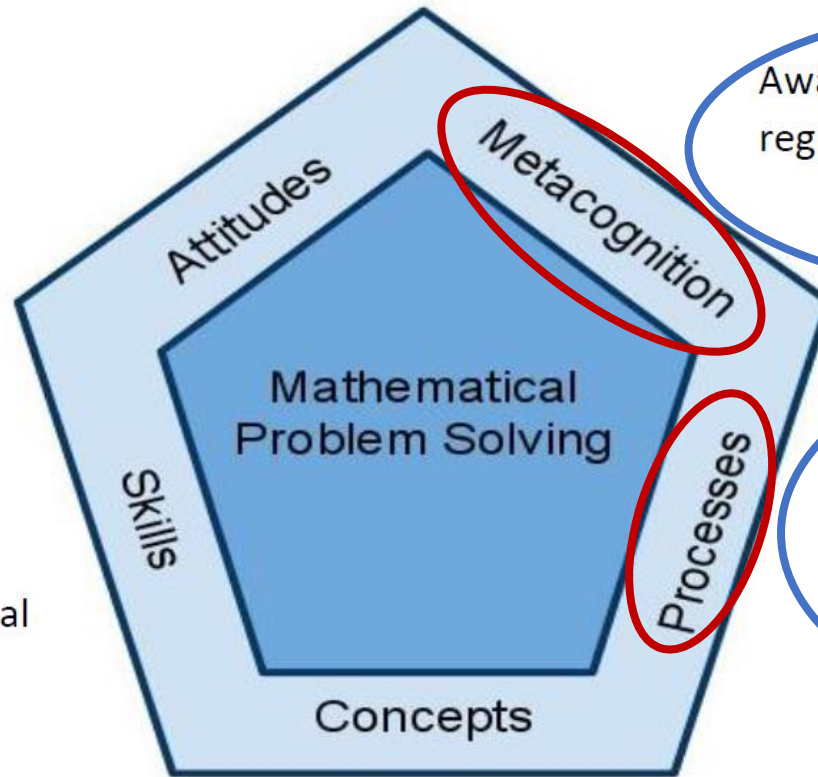
- Have I answered the question?
- Is my answer reasonable?
- Have I made any calculation or careless mistakes?



MATHEMATICS CURRICULUM FRAMEWORK

Belief, appreciation,
confidence, motivation,
interest and perseverance

Proficiency in carrying out
operations and algorithms,
visualising space, handling
data and using mathematical
tools



Awareness, monitoring and
regulation of thought processes

Competencies in abstracting
and reasoning, representing
and communicating,
applying and modelling

Understanding of the properties and
relationships, operations and
algorithms



REVOICING

TEACHER RESTATES WHAT A STUDENT HAS SAID BY REPEATING, SUMMARIZING OR REPHRASING. STUDENT RESPONDS AND EXPLAINS IF THE TEACHER HAS REVOICED CORRECTLY.



SO, I HEAR YOU SAYING THAT...

YES, BECAUSE...
NO, BECAUSE...

REPEATING

TEACHER ASKS A STUDENT TO REPEAT OR PARAPHRASE WHAT ANOTHER STUDENT HAS SAID.



CAN YOU REPEAT WHAT HE/SHE SAID IN YOUR OWN WORDS?

HE/SHE IS SAYING...

REASONING

STUDENT THINKS ABOUT WHAT ANOTHER STUDENT IS SAYING AND AGREES OR DISAGREES WITH THEIR REASONING.



DO YOU AGREE/ DISAGREE WITH WHAT HE/SHE SAID?

I AGREE/ DISAGREE BECAUSE...

ADDING ON

TEACHER GETS STUDENTS TO BUILD ON ANOTHER STUDENT'S THINKING AND SHARE THEIR COMMENTS AND IDEAS.



WE HAVE 2 DIFFERENT IDEAS. WOULD SOMEONE LIKE TO ADD

___'S RIGHT! I WOULD LIKE TO ADD ON...

WAIT TIME

STUDENT THINKS ABOUT WHAT ANOTHER STUDENT IS SAYING AND AGREES OR DISAGREES WITH THEIR REASONING.



TAKE YOUR TIME. WE'LL GIVE YOU TIME TO THINK ABOUT...

I'D LIKE SOME TIME TO THINK. CAN I HAVE A MOMENT?

REVISE THINKING

STUDENTS REVISE THEIR OWN THINKING BASED ON THE REASONING OF OTHERS. TEACHER ENCOURAGES STUDENTS TO USE THIS STRATEGY BY MODELLING DURING CLASSROOM DISCUSSIONS.



WHAT DO YOU THINK OF YOUR ANSWER?

AFTER LISTENING TO ____, I THINK THE ANSWER SHOULD BE...

Marking Codes

The Mathematics marking codes are used to:

- Provide feedback to students on how they can improve their work by allowing them to understand exactly when/where an error occurs.
- Support self-corrections and reflections
- Promote consistency in Math marking throughout their schooling years in PCPS.



MATH MARKING CODES

W	<u>W</u> orkings missing
C	<u>C</u> orrections missing
U	<u>U</u> nits missing
CE	<u>C</u> alculation <u>E</u> rror
EQ	<u>E</u> quations missing
ANS	Missing <u>A</u> nswer
EMS	<u>E</u> rror in <u>M</u> athematical <u>S</u> tatement
MR	<u>M</u> is <u>r</u> ead of question
WM	<u>W</u> rong <u>M</u> ethod
TE	<u>T</u> ransfer <u>E</u> rror
FT	<u>F</u> ollow <u>T</u> hrough

Use this wall poster to understand your teacher's marking.



3

MATH MARKING CODES

W

Workings missing

C

Corrections missing

U

Units missing

CE

Calculation Error

EQ

Equations missing

MR

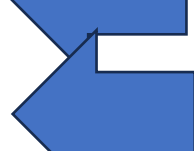
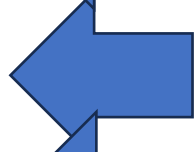
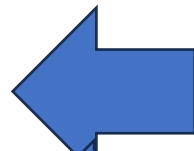
Misread of question

WM

Wrong Method

TE

Transfer Error



Tens Place

Ones Place

1

0

+

5

1

5

$$1 + 2 = 3$$

To Serve To Lead



Linear:

1cm = 10mm

1m = 1,000mm

1m = 100cm

1km = 1,000m

Mass:

1cg = 10mg

1g = 100cg

1g = 1,000mg

1kg = 1,000g

Capacity:

1cl = 10ml

1l = 1,000ml

3



Science



SCIENCE

To Serve To Lead





**PUNGGOL COVE
PRIMARY SCHOOL**

Science Department Vision

In alignment with the revised Science Curriculum Framework,



and school's mission, vision and values,
PCPS students and teachers



enjoy learning
Science and
are **INspired**
by how
Science helps
solve global
challenges.



INquire like
Scientists by
engaging
confidently in
the Practices
of Science.



apply Science
to **INnovate**
to generate
creative
problems to
solve real-
world
problems.

To Serve To Lead



INspire, INquire & INnovate @ PCPS

PCPS students:

- Enjoy learning science who see connections between everyday phenomena and Science.
- Are curious and possess the spirit of scientific inquiry like scientists.
- Applies Science to daily life experiences.
- Can generate creative solutions to solve real-world problems.



To Serve To Lead



Practices of Science@PCPS

Students are engaged in the Practices of Science to:

- Help them understand how scientific knowledge is developed through **inquiry**.
- Demonstrate **Ways of Thinking and Doing** which support their learning Science as inquirers and involves various skills and processes.



To Serve To Lead



Practices of Science@PCPS

For examples,
students demonstrate Ways of Thinking and Doing through:

- posing questions and defining problems,
- developing models,
- analysing and interpreting data,
- constructing explanations and designing solutions,

when **conducting experiments**, working on **customised SLS Science packages**, **Science journal activities** and **Young Scientists cards selected activities**.



2023 Primary Science Syllabus (for 2024 P3 & P4 cohorts)

Implementation starting with 2023 Primary Three Cohort



<https://www.moe.gov.sg/-/media/files/primary/syllabus/2023-primary-science.pdf>



To Serve To Lead



PCPS STEM Challenges

There are opportunities for students to **collaborate with their peers** to apply **Science, Technology, Engineering and Mathematics** when working on STEM challenges during:

- Science lessons
- Recess STEM missions
- Toy – making competition
- Science centre STEM challenges



To Serve To Lead



PCPS Eco Adventure!

To build an **Eco PCPS Green Culture** to support the

 **GREEN PLAN**, all students and staff will embark on an

Eco Adventure this year to:

- learn the importance of practising sustainability in daily life
- appreciate the nature and biodiversity
- engage the community to reduce carbon footprint and fight climate change



To Serve To Lead





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

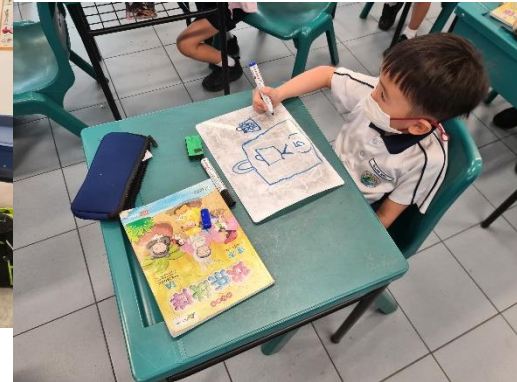
Listening

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



To Serve To Lead



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 (preparation for NAPFA P4)



Art and Craft

See

Observe the physical surroundings and environment.

Identify colours, lines and shapes through observations.

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

Share thoughts and opinions through artful thinking routine.

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

Engage in discussion about artworks.

Express



Appreciate



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



To Serve To Lead



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

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

Music
Concept

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

Application
of Music
Concept

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

Music

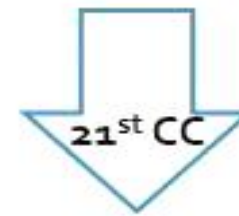
Students in Primary 3 will continue to deepen their music learning:

- 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



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

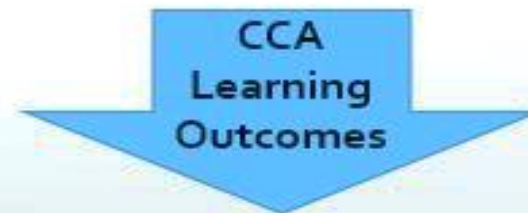
Focus on fun, enjoyment and learn to train

Primary 5 & 6

Participation, Leadership & Service

Train to compete

Champions of area of interest



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	



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 Primary 4.
- 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.



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?
- Can my child change his / her CCA?



To Serve To Lead



CCA Schedule 2024

Pri 3	Term 2	Term 3	Term 4
Tuesday Art & Crafts, Infocomm Technology, ELLDS, Modular CCA Sports & Modern Dance	19 Mar, 26 Mar, 2 Apr, 16 Apr, 23 Apr, 7 May, 14 May, 21 May	25 Jun, 2 Jul, 16 Jul, 23 Jul, 30 Jul, 20 Aug, 27 Aug	29 Oct, 5 Nov
No. of Sessions	8	7	2
Thursday Choir, Env Sci, Health & Fitness & Scouts	21 Mar, 28 Mar, 4 Apr, 11 Apr, 18 Apr, 25 Apr, 9 May, 16 May, 23 May	27 Jun, 4 Jul, 25 Jul, 1 Aug, 22 Aug	17 Oct, 7 Nov
No. of Sessions	9	5	2

Gifted Education Programme



To Serve To Lead



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.



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	15 August 2024 (Thursday)	Primary 3 students enrolled in government and government aided schools	English Language Mathematics
GEP Selection Exercise	15 & 16 October 2024 (Tuesday & Wednesday)	Primary 3 students shortlisted after the GEP Screening Exercise	English Language Mathematics General Abilities



GEP Screening Exercise

- School will inform you of the confirmed dates for the GEP Screening Exercise at a later date. 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.



GEP Identification Timeline

Late August to
end October

- GEP Screening on 15 Aug 2024. If shortlisted, you will be notified through the school in early October.
- GEP Selection Exercise on 15 and 16 October 2024 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.
- Letter will invite you and your child to a GEP briefing in Early November.

End November

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



To Serve To Lead



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.



Holistic Assessment to Support Learning and Development of the Child



Assessment is Part of Learning



Academic Matters

- There will only be one End-of-Year Examinations for all levels. 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).



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



To Serve To Lead



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



Assessment Matters

- **Topics and Weighting :**
 - Refer to Assessment Letter which will be issued on a later date.
- **Absences:**
 - Students are required to be present for all weighted assessments and examinations. Absence from assessment / examinations must be covered by a medical certificate from qualified medical professionals who are registered with Singapore Medical Council. Students are required to submit their medical certificates to their form teachers on the day they return to school.
- **No marks will be accorded to students who are absent without a valid reason or a medical certificate.**



Assessment Matters

NOTE:-

- If your child/ward is unwell, he/she should see a doctor and rest to recuperate at home.
- The well-being of the child is MOST IMPORTANT.



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.



Absence from School

- **Medical Certificate or a letter** from parent/guardian is needed to account for child's absence. (Limit of 5 letters per semester)
- Call the General Office and leave a message for your child's/ward's 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.



Attire Decorum - Uniform

Rationale:

- Uniform teaches decorum, inculcate values and help to establish in our children - clear expectations of how they should relate to teachers and peers within the school community.

Expectations:

1. **Students should wear uniform when there is no PE or PAL Lessons.**
2. **P1 and P2** students should come to school in their PE attire on days when there is PE or PAL. They can remain in their PE attire on those days.
3. **P3 to P6** students who have PE lessons before recess, should come to school in their PE attire from home. They are required to change into their uniform during recess.
4. **P3 to P6** students who have PE lessons after recess, should come to school in their uniform from home. They can change into their PE attire during recess.

Implementation:

- Students will exercise and work towards meeting the attire decorum expectations from **Term 2 onwards**.
- School personnel will be educating the students on their self and time management, as well as responsibilities in practicing their attire decorum.
- Provisions will be made for student councillors serving during recess.

Attire Decorum - Uniform

Parents' Support:

- School seeks parents' support in
 - ensuring that their child / ward comes to school in the correct attire and
 - guiding them to be responsible in managing their attire decorum.



Communication School and Home

- School Handbook
 - School phone line
 - Email the form teachers or school
 - Face-to-face with school personnel (by appointments only)
 - Parents Gateway
 - Form teachers' alternative platforms
 - FTs will share their preferred mode of communication later in the respective class.
- * School hours: 7.30 a.m. – 4.30 p.m.



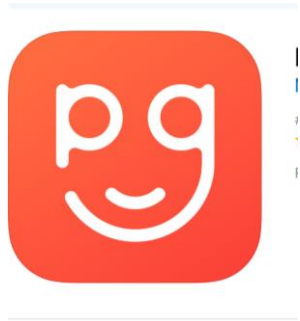
Stay connected with the Teachers

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

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 Parent Gateway

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



School-Home Partnership

- Familiarise yourself with school communication platforms
- Read the Student Handbook, parent memos and notifications
- Check Parent Gateway
- Build good relationships and trust the teachers to want the best for each student



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'**



To Serve To Lead



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



Subject-based Banding takes place at the end of Primary 4

WHAT IS SUBJECT-BASED BANDING (PRI)?

Subject-based Banding (Pri) provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths. For example, if he excels in English and Mother Tongue but needs more support in Mathematics and Science, he may choose to take the first two subjects at the standard level and the others at the foundation level.

Such a choice will allow your child to focus on and stretch his potential in the subjects that he is strong in while building up the fundamentals in the subjects that he needs more support in.



As Parents, you can:

- **Encourage Joy of Learning** by not over-emphasising academic performance.
- **Encourage the pursue of interests and trying out 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.

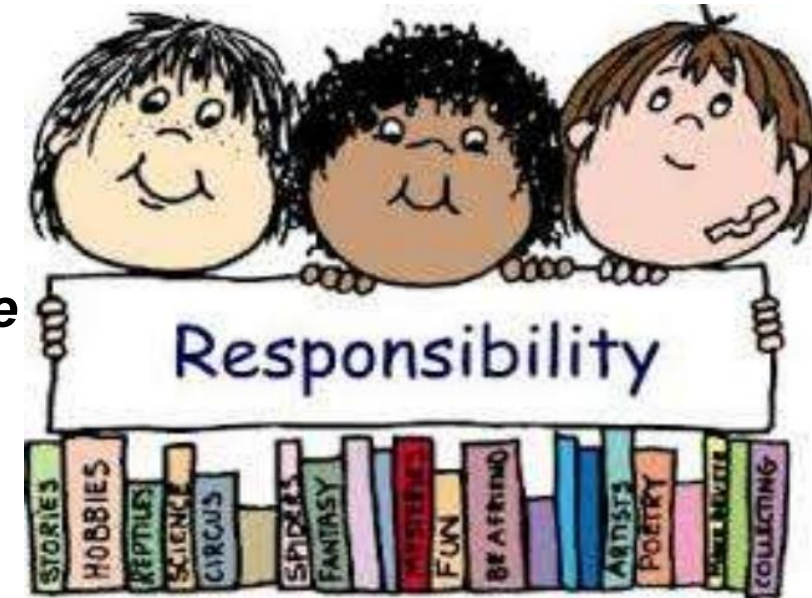


Set goals together
Talk about their strengths, abilities and goals and how they can achieve them.



Your Support in developing the Mindful Learner ...

- **Ensure that they attend school everyday and be in school by 7.25 am** *(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)*





The best gift
you can give your
child is believing
in them no matter
the circumstance.

©Ministry of Education, Singapore



“Praise the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement.”

Carol Dweck

A psychologist and a professor at Stanford University



To Serve To Lead



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



To Serve To Lead



THANK YOU



To Serve To Lead

