

P1 & P2 Parents' Briefing

30 January 2023



Programme

Time	Description
3.00 pm- 4.00 pm	Sharing by Principal
4.00 pm- 5.00 pm	Class Expectations by Form Teacher/s



Sharing by Principal



Objectives

- To provide an overview of the school's direction and level-related matters
- To strengthen home-school partnership to optimise your child's/ward's learning and school experiences
- To provide a platform for your child's/ward's form teacher/s to interact with you



School Leadership Team



 **MRS SOH-LIM TZYY SHUAN**
Principal



 **MRS SELINA LEE**
Vice-Principal



 **MR GILBERT FONG WAI KHIN**
Vice-Principal (Administration)



P1 & P2 Year Head



MS FADZILLAH BTE ASLAM KHAN
Year Head (P1 & P2)





Our
Vision

Active Learners,
Confident Leaders,
Gracious Citizens



Our Mission

We nurture and inspire every Gongshanger to be a

Learner with Zeal

Leader with Courage

Citizen with Purpose



Our Values

勤	Perseverance	<ul style="list-style-type: none">✓ Every Gongshanger will understand the value of hard work.✓ Every Gongshanger will continue to work towards his/her goals despite challenges.
俭	Thrift	<ul style="list-style-type: none">✓ Every Gongshanger is able to tell the difference between 'needs' and 'wants'.✓ Every Gongshanger is able to use resources prudently to avoid wastage.
诚	Integrity	<ul style="list-style-type: none">✓ Every Gongshanger will do the right thing even when nobody is around or watching.✓ Every Gongshanger will have the moral courage to stand up for what is right.
敬	Respect	<ul style="list-style-type: none">✓ Every Gongshanger will have pride and confidence in themselves.✓ Every Gongshanger will appreciate differences in others and be sensitive to the feelings of others.



Aims of Primary Education

- Formative years to build your child's confidence and desire to learn
- Provide a broad exposure to a range of activities to discover their talents and abilities
- Preparing your child for the future



Where is my child at this stage?

- Formative years
- Early stages of learning
- Discovering abilities & talents

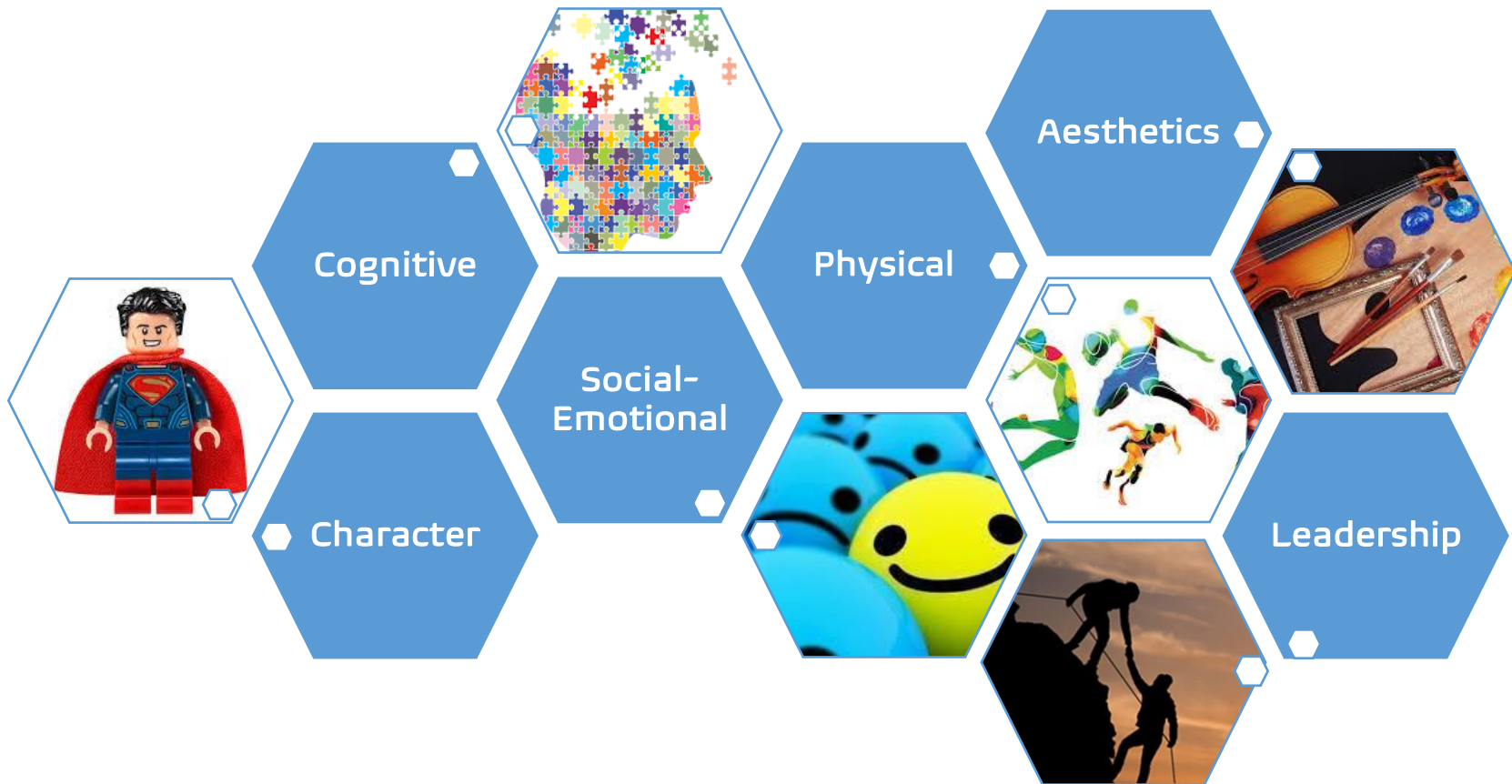


Focus for P1 and P2

- Enjoy coming to school
- Enjoy learning
- Allow them to fail and learn from failures
- Allow them to be independent
- Let them grow at their own pace



Holistic Education



Recommendations of PERI's Committee

~ *Confident Children, Independent Learners, Caring Citizens* ~

Realise a more **holistic primary education**, better prepare our young for the future

“Our children should grow up to be **confident persons**, adept at working in teams and able to communicate their thoughts and ideas effectively. They should be **self-directed learners** who view education as a life-long process. They should also be innovative and enterprising individuals, able to cope with ambiguity and adapt well to change. At the same time, Singapore needs **citizens** who are **morally upright**, have a strong sense of **civic responsibility** and who will **contribute actively** to society. These skills and dispositions should be inculcated in the formative years of primary education”.



Source: *Report of the Primary Education Review and Implementation Committee*, March 2009 p3

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PERI HA Recommendations

- Balance knowledge with skills and values
- Use engaging approaches to teach skills and values
- Emphasise non-academic programmes within curriculum
- More holistic assessment to support learning



PERI Holistic Assessment

Holistic Assessment refers to the ongoing gathering of information on different facets of a child from various sources, with the aim of providing quantitative & qualitative feedback to support and guide the child's development.



PERI Holistic Assessment

- Emphasise Assessment *for* Learning
- Strengthen Assessment *of* Learning
- Bite-sized forms of assessment
- Beyond pen & paper testing
- Use assessment information to improve pupils' learning



PERI Holistic Assessment

- Provide students with richer & holistic feedback on their development & skills acquisition
- Provide clear guidelines on the learning outcomes for each subject at the end of every level.
- Adopt holistic reporting & communication



Holistic Assessment

- Exposure to a range of bite-sized assessments to gauge their learning

- Take the Stage
- Journal Writing
- Performance Tasks
- Topical Quizzes

- Teachers will use qualitative descriptors in the holistic development profile to report on your child's mastery of learning.



Cognitive Development

Different classroom setting in P1 and P2

- Cluster seating in groups of 5 to facilitate group work
- Smaller class size (max 30)



Changes at a Glance



Adjusting School-Based Assessment Structures

From 2019	From 2020 or 2021	From 2023
<ul style="list-style-type: none">• P1 and P2 –removal of all weighted assessments (including P2 year-end exam)• S1- removal of MYE• From P3 to S4/5-schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to MYE and year-end at levels where this is applicable	<ul style="list-style-type: none">• P3, P5, S3- removal of MYE	<ul style="list-style-type: none">• removal of MYE for all primary and secondary school levels



Changes at a Glance

Refreshing the Holistic Development Profile

From 2019:

- P1 and P2- use qualitative descriptors to report students' learning in all subjects. Non-academic indicators will be retained.
- All other levels- academic indicators adjusted for HDP. Non-academic indicators will be retained.

P1 and P2

- To report our students progress for each LOs, we used 3 levels of attainment: **Beginning, Developing and Competent.**
- Learning dispositions to be used as criteria for Edusave Awards.



Holistic Reporting of Students' Progress

Pupil's Portfolio

Student's Learning Dispositions

Parent-Child-Teacher Conference



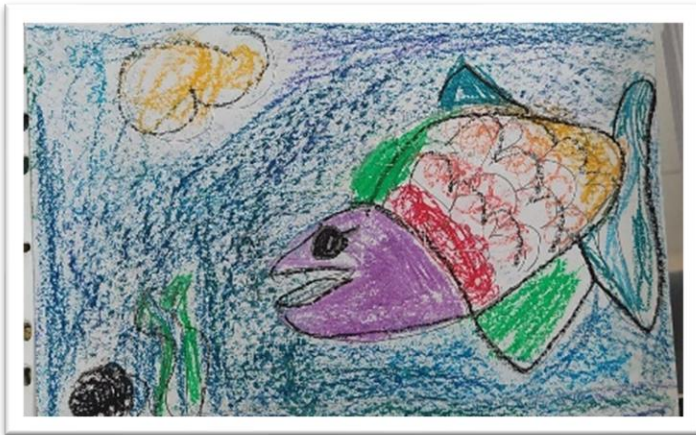
Holistic Portfolio

Feedback for Parents

- Termly progress reports will be shown to parents with the portfolio
- Portfolio contains a good sample of your child's work and performance task in all subjects with graded rubrics with teacher's qualitative comments



SAMPLES OF PUPILS' WORK



Gongshang Primary School
English Language
Show & Tell 1 – My Favourite Food

Name: [Redacted] ()

Primary 1
Learning Outcome 2: Speak clearly to express thoughts, feelings and ideas

DESCRIPTORS	COMPETENCY LEVEL		
	BEGINNING	DEVELOPING	COMPETENT
Content			
• Clarity of Expression	• Able to deliver speech with basic sentences but depends heavily on teacher for encouragement	• Able to deliver speech but with some mistakes in vocabulary and sentence structures	• Able to deliver speech independently using appropriate vocabulary and structures
• Development of Ideas	• Very few ideas are developed; does not elaborate on opinion and/ or support with reason	• Some ideas are developed; elaborates with an opinion and supports with a reason	• Sufficient ideas are developed; express opinions, feelings and supports with reason(s)
Voice			
• Volume	• Voice cannot be heard clearly most of the time	• Voice is generally loud and clear though it trails off at times	• Voice is loud and clear throughout
• Articulation	• Words are not clearly pronounced or mispronounced in a number of instances	• Words are generally clearly pronounced though there are a couple of hesitations	• Words are clearly and accurately pronounced
Confidence			
• Eye Contact	• No eye contact with audience	• Some eye contact/ eye contact made with only one member of the audience	• Good eye contact maintained with members of the audience
Appropriate Body Language	• No accompanying hand gestures and/ or body movements	• Some accompanying hand gestures and/ or body movements	• Appropriate accompanying hand gestures and/ or body movements

Teacher's signature and date: [Signature] 12/10/21

Parent's signature and date: [Signature] 24/10/21

GONGSHANG PRIMARY SCHOOL
P1 MATHEMATICS 2021

Name: [Redacted] Class: 1 [Redacted]

Student is able to:	Chapter 1: Numbers 1 to 10		
	Beginning	Developing	Competent
count and write numbers from 1 to 10 in numerals and words			✓
compare two sets of objects/ numbers using the terms 'greater than', 'smaller than', 'more than', 'less than' and 'same as'			✓
compare statements concerning 'greater than' or 'smaller than' a given number			✓

Student is able to:	Chapter 2: Addition Within 10 Chapter 3: Subtraction Within 10		
	Beginning	Developing	Competent
write and represent addition equations accurately based on the pictorialisation given			✓
write and represent subtraction equations accurately based on the pictorialisation given		✓	
write 1 addition facts and 1 subtraction facts for a given number within 10			✓

Parent's Signature/Date: [Signature] 24/10/21

Student is able to:	Chapter 4: Shapes Chapter 5: Ordinal Numbers		
	Beginning	Developing	Competent
identify and name the basic shapes - circle, half circle, quarter circle, triangle, rectangle, square			✓
identify and form different 2D figures with the basic shapes			✓
copy figures on dot grid or square grid			✓
name figures using ordinal numbers and symbols (1st, second up to 10th) and symbols (1st, 2nd, 3rd etc.)			✓

GONGSHANG PRIMARY SCHOOL

PRIMARY 1 PAL PERFORMING ARTS (MUSIC)

NAME: [Redacted]

CLASS: P1 / ()

[Signature] 3/9



SAMPLES OF PUPILS' WORK

一年级
朗读短文

姓名:

班级: 1.1 / 1CL1 日期: 7月29日

小云是我的同学，也是我的好朋友。她坐在我左边。她个子不高，眼睛小小的，头发长长的。

* 根据实际学生水平修改 / 选择 / 编造内容

反馈:

语音和清晰度	语调和流利程度
✓ 正确、清晰。	适中、自然流利。
还算正确，还算清晰。	✓ 还算适中，还够重复。
不正确、不清晰。	不适中、不流畅。

教师评语: 朗读时几次重复重读

家长签名: *M. My* **My Gratitude Jar**

Think about different people, things, and events you are grateful for. Write what and who you are grateful for inside your "Gratitude Jar" below.

Name: F...

Class: P2 Perseverance

All About Me!

Facts About Me:
My name is:

Age: 6

When I grow up I want to be: helicopter

My Hero: my dad.

My favourite:

- Animal: fish
- Food: chicken rice
- Sport: duck duck chess
- Colour: Red
- Books: fox tales
- Things to do at home:

This is a picture of me.

I am a clown

Here is a Hat hot

I like to play



Holistic Assessment

-Learning Objectives (LOs)

SAMPLE

SUBJECT	SEMESTER 1
MATHEMATICS	
Understand numbers up to hundred.	Competent
Understand addition and subtraction.	Competent
Add and subtract numbers.	Competent
Identify, name, describe and sort shapes.	Competent
Measure and compare lengths using everyday objects.	Developing
SOCIAL STUDIES	
Recognise that everyone is unique.	Developing
Describe people, places and events by making careful observations, with teacher guidance.	Competent
	Competent



Student's Learning Dispositions

Curiosity

- ✓ Asks questions to develop a deeper understanding
- ✓ Eager to explore possibilities
- ✓ Enjoys problem-solving

Responsibility

- ✓ Listens attentively in class
- ✓ Participates actively in lessons
- ✓ Takes pride in completing all tasks assigned

Resilience

- ✓ Stays positive in the face of setbacks
- ✓ Keeps on trying when faced with problems
- ✓ Is willing to take on challenges

Open-mindedness

- ✓ Considering other viewpoints
- ✓ Acts on feedback and uses it to improve performance
- ✓ Is willing to try out new ideas or solutions offered by peers

Teamwork

- ✓ Works and plays cooperatively with others towards learning goals
- ✓ Shows respect for others
- ✓ Practises turn-taking in group activities



How will this benefit my child?

- More opportunities to show learning
- Cater to wider range of learning styles
- Regular & Timely feedback

- More confident
- Motivated to learn
- Enjoys learning



Class Allocation Process (P2 to P3)

- Students are placed in mixed ability classes within the same block (upper, middle & lower block), based on teachers' recommendation and feedback on students' learning progress.
- Factors like gender mix, ethnic mix and combination of students in every class are taken into careful consideration.
- Better caters to the learning needs of the students and teaching pedagogies can be customised accordingly to students' needs.



Prepare our children
for the test of life &
not a life of tests.





THANK YOU