



Anglo-Chinese School (Junior)

Primary 4 Meet-The-Parents Session

12 January 2022



Anglo-Chinese School (Junior)

A Methodist Institution
(Founded 1886)

16 Winstedt Road, Singapore 227988 | Tel: (65) 6733 7911 | Fax: (65) 6734 6518 | www.acsj.moe.edu.sg

Content

- ACSian Outcomes
- Key Programmes
- Learning Journey & Activities
- Assessment & Progression
- Knights Programme





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ACSIAN THINKER

Value	What it means	Statement
Curiosity	<p>I have the confidence to explore independently and deepen my learning.</p> <p> Passion</p>	<p>I try out new things and gain new knowledge</p> <p>I take responsibility for my own learning</p> <p>I ask questions to learn more</p>
Excellence	<p>I put in my best effort in all that I do even when facing challenges.</p> <p> Resilience & Adaptability</p>	<p>I put in my best in all that I do</p> <p>I keep trying until I succeed</p> <p>I seek to improve my ideas and knowledge</p>



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ACSIAN GENTLEMAN OF CHARACTER

Value	What it means	Statement
Love	I show care, consideration and <u>empathy</u> for everyone and the environment.	I am considerate of the thoughts and feelings of others I make an effort to include others I take an interest in the well-being of others
Integrity	I uphold the truth and am <u>responsible</u> for my thoughts, words and actions despite the consequences.	I speak the truth and keep my word I do what is right I take responsibility for my mistakes and follow-up on the consequences



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ACSIAN SERVANT LEADER

Value	What it means	Statement
Collaboration	<p>I recognise and harness the strengths of my team mates to work together to achieve a common desired goal.</p> <p>Adaptability</p>	<p>I listen attentively to what is said and respond appropriately</p> <p>I recognise the strengths of my friends when we work together</p> <p>I manage disagreements that arise when working with others</p> <p>I respect the views of others</p>
Loyalty	<p>I have a sense of belonging and take action to make a positive impact.</p> <p>Responsibility</p>	<p>I participate in school events</p> <p>I serve my school community</p> <p>I celebrate the joy and successes of my classmates</p>

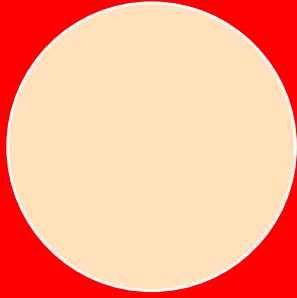


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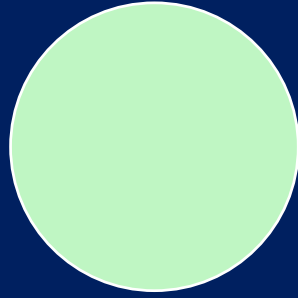
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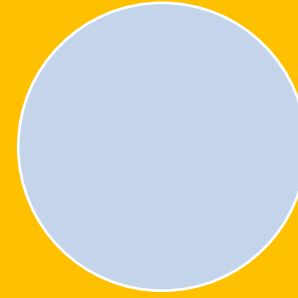
3 Areas of Focus



**Learn For
Life**



**Embrace All
Learners**



**Enhance
Student
Well-being**



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Learn for Life



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Giving our boys the time and space to deepen learning

P4



Virtual Learning
Journey
to Chinatown

Literature
Appreciation
Programme



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Building Confidence in Mother Tongue



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Tillandsia Gallery



Micro bit in Science



Creative Science Investigation (CSI)

**Toy-making
Competition**



**Developing Skills
and Dispositions for Life**



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Giving our boys the time and space to deepen learning

Everyday Responsibilities

Canteen Wipe-down routines

Buddies



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Embrace All Learners



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After-School P4 Academic Programme Hinch & Thoburn Programmes

- Hinch Programme

To develop subject mastery and reinforce critical concepts.

- Thoburn Programme

To provide effective provision in the core subjects for the high progress group so as to achieve their individual potential.

Day	Subject	Time	Target Group
Monday	Science	2 to 2.50pm	Selected
Monday	Mathematics	2.55 to 3.45pm	Selected
Thursday	MT	2 to 2.50pm	Selected
Thursday	English	2.55 to 3.45pm	Selected



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P4 Thoburn Programme (Selection Criteria)

English Mathematics

- Students who were selected for the GE Programme but chose to stay in ACSJ
- Students who have exhibited high ability in the subjects.
- Overall school results in the respective subjects.

Science

- Students who were selected for the GE Programme but chose to stay in ACSJ
- Students will be selected based on overall school results for Science at the end of P3.

Mother Tongue

- Students will be selected based on overall school results for MT at the end of P3



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P4 Thoburn Programme

- Class size is kept at 25-30 for optimal learning
- Consists of MOE's programme for High Ability learners (eg E2K) as well as school-based programmes

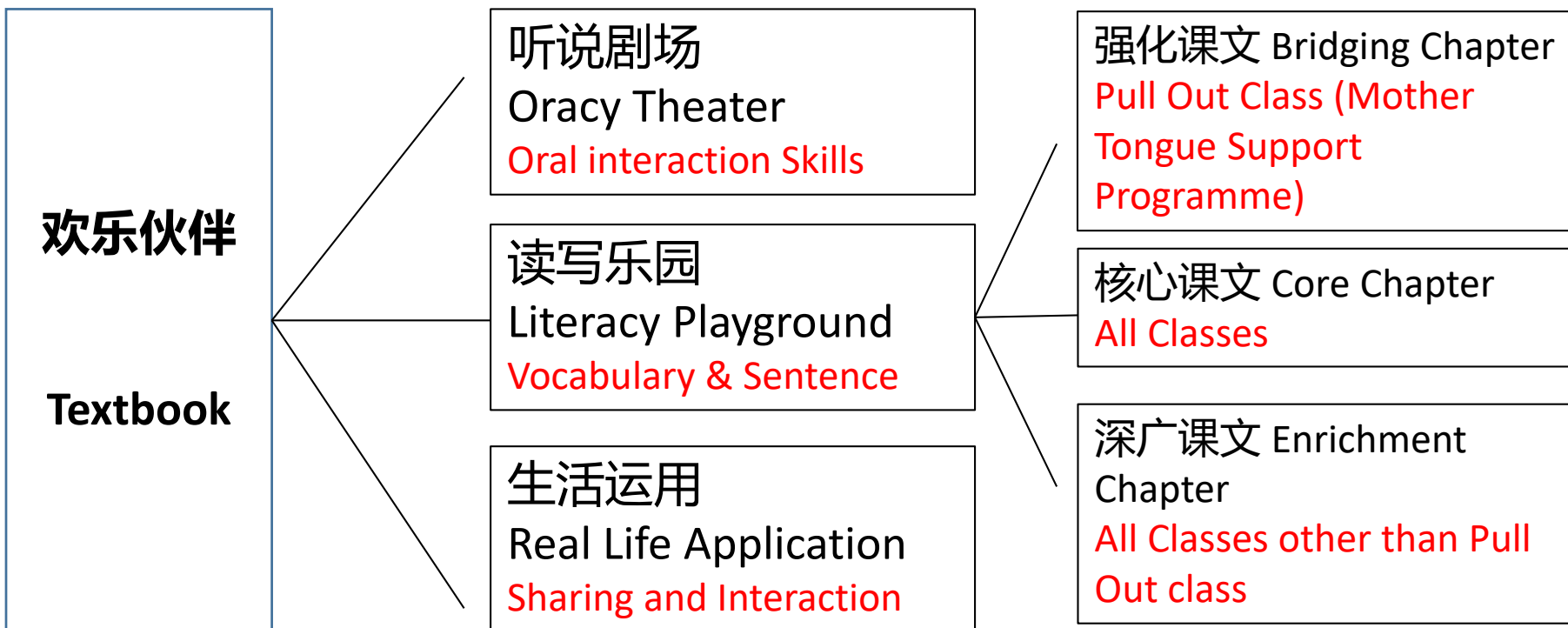


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P3 & P4 Chinese Curriculum



- Students in Pull Out Class are in Mother Tongue Support Programme (MTSP), they will study Bridging chapter 强化课文 to learn some new vocabularies and sentence structures first before they learn the Core chapter 核心课文
- All students are requested to learn Core chapter 核心课文。
- Students in Core Classes will learn Enrichment Chapter 深广课文 to enhance learning.



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Assessment Handbook

- Assessment details will be sent out via Parents' Gateway to parents in January.
- Assessment details will also be available on School Website.



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Progression from P4 to P5

- Place students in a class which caters to their learning through a more homogenous grouping of students to address students' needs
- Cater to the differing abilities of the children
 - High Progress – Thoburn Programme (after school)
 - Middle Progress – Hinch Programme (after school)
 - Low Progress
 - Small Class Size – pull-out for Mathematics; Foundation Level P5-6 (English, Mother Tongue, Mathematics, Science)
 - Hinch Programme (after school)
- Enbloc movement of students from P5 to P6
 - To deepen relationships among students and between teachers and students
 - Constant FTs to provide stability and follow-up learning routines



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Enhance Student Well-being



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Every ACSian A Servant Leader

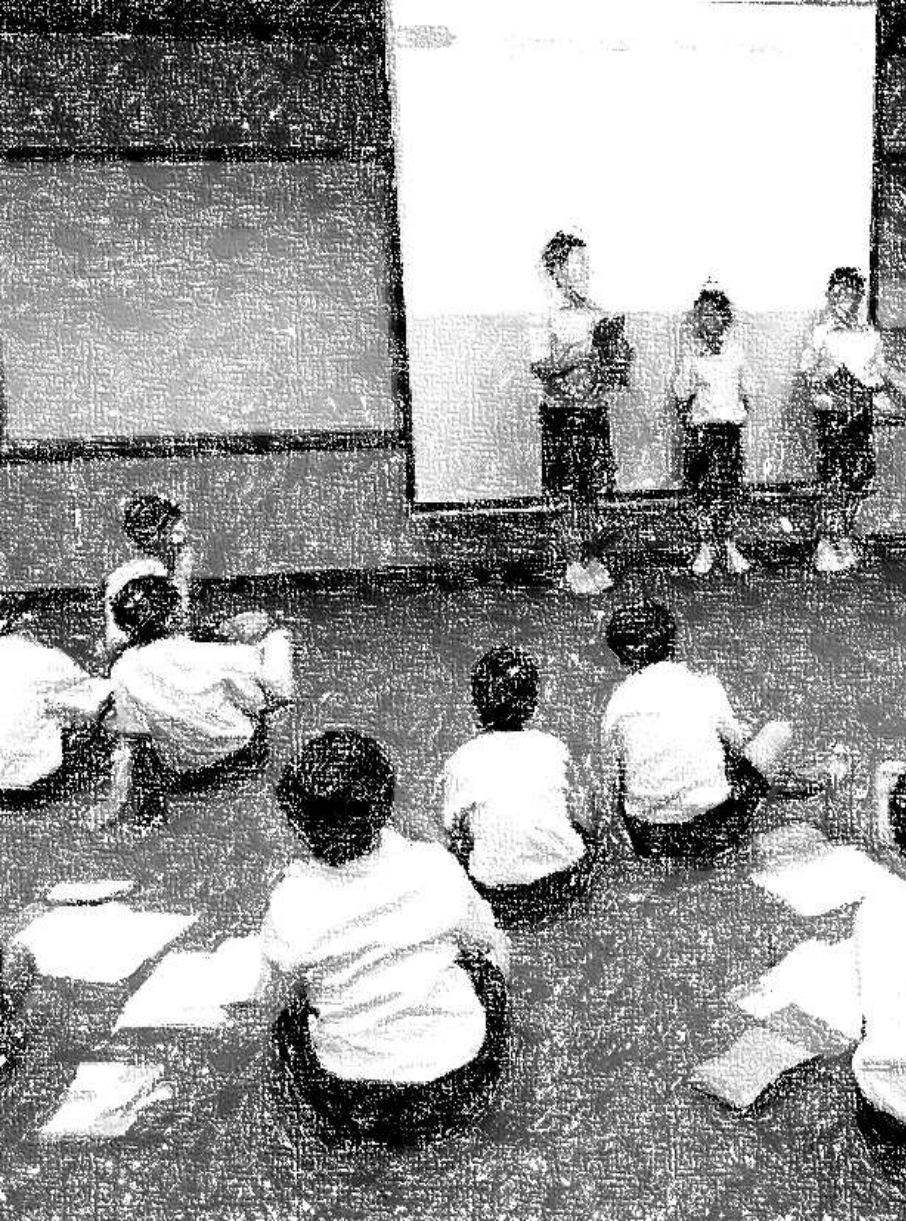


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Peer Supporters



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Knights of ACSJ



Knights programme is a school-wide initiative.



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KNIGHTS OF ACS



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We aim to give...

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- Opportunities to build firm ties and friendships
- Sound values education
- Good preparation for academic challenges
- Experiences to prepare ACSJ students for life ahead



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*It takes an entire village to raise a
child...*

we are all on the SAME SIDE



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**New PSLE
Scoring System**

**Subject-Based
Banding**

PSLE Placement Examination

- Recognizes **students' level of achievement**, regardless of how their peers have done.
- Places students into **different courses** according to their academic ability.
- Enables posting to Secondary Schools **by merit** and as far as possible into a **school of their choice**.



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HOW PSLE SCORING WORKS

- From T-score to wider scoring bands

Reflects a student's individual level of achievement

Unlike the current T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20



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FROM T-SCORE TO WIDER SCORING BANDS

- The PSLE Score replaces the T-score aggregate.
- It is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best possible score.
- Students will be placed in secondary school courses based on their overall PSLE score – Express, Normal (Academic) or Normal (Technical).

ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26-30, with AL7 or better in both EL <u>and</u> MA



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Why are the AL Bands not even?

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn:

- When we learn something new, after some initial practice, we often find ourselves improving significantly.
- But as we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.



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IN SUMMARY...

What remains

- Same 4 subjects are tested, and scores are awarded to guide students' choices for the next stage of their education journey
- Curriculum is continually updated. This is not related to the PSLE scoring and S1 posting changes.

What changes

- The T-score Aggregate will be replaced by the PSLE Score, to reduce the fine differentiation of our students at a young age based on exam scores.
- Students will be assessed based on their own achievement, instead of comparing them to their peers.



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HOW S1 POSTING WORKS



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CHOICE ORDER OF SCHOOLS WILL MATTER MORE

- Students will continue to be posted to a secondary school based on **academic merit** i.e. overall PSLE score.
- If two or more students with the same PSLE Score vie for the last remaining place in a school, tie-breakers will be used in the following order:
 1. CITIZENSHIP
 2. CHOICE ORDER OF SCHOOLS *(NEW for 2021 PSLE cohort onwards)*
 3. COMPUTERISED BALLOTING



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SUBJECT-BASED BANDING (PRIMARY) OFFERING DIFFERENT SUBJECT COMBINATIONS



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Subject-Based Banding (Primary)

- Offers students the option of Standard and Foundation Subjects, depending on their strengths.
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- The new PSLE scoring system will not change the considerations for deciding on a student's subject combination at P4/ P5.



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How Does Subject-Based Banding (Pri) Work?

- P4 – Student sits for school-based examinations & school recommends a subject combination based on the student's results; parents fill up an option form indicating the preferred combination
- P5 – Student takes subject combination chosen by parents; school assesses student's ability to cope with the current subject combination at the end of the year & makes adjustments to subject combination, if necessary
- P6 – Student takes subject combination decided by the school
- School will continue to recommend based on the following:
 - Student's aptitude, motivation and performance in each subject;
 - Student's ability to cope with a particular subject combination; and
 - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.



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How Does Subject-Based Banding (Pri) Work?

- Offering subjects at Foundation level is **not a disadvantage to the students**. It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.



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FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Under the new AL system, to reduce fine differentiation among students, Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30



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FOUNDATION LEVEL SUBJECT GRADES

- For the purpose of S1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.
- Similar to the current PSLE scoring system, this mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20



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SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.

ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5
<hr/>	
PSLE SCORE: 22	

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
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