

# ***Touch-Base Parent-Teacher-Meet***

***Primary 4***

***6 Jan 2023***



**CANTONMENT**  
**PRIMARY SCHOOL**



*Concerned Citizens, Innovative Thinkers, Passionate Learners*

# Our School Vision

Concerned Citizens, Innovative Thinkers, Passionate Learners

## Our Mission

To nurture and empower our students to realize their potential and aspirations so as to have a positive and significant impact in society

## Our Core Values

Care, Graciousness, Integrity, Respect, Resilience



# Agenda

1. Holistic Development
2. Primary 4 Level
3. Assessment Matters
4. School Expectations
5. Home School Collaboration



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# HOLISTIC DEVELOPMENT

Signature Programmes | Learning Dispositions| Leader In Me





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# Signature Programmes

<b>APPLIED LEARNING PROGRAMME (ALP)</b>	<b>LIFELONG LEARNING PROGRAMME (LLP)</b>	<b>CHARACTER &amp; CITIZENSHIP EDUCATION (CCE)</b>
Thinking Curriculum	<b>Performing Arts for Values and Excellence PAVE</b>	Interdisciplinary <b>Project Work IPW</b>  Form Teacher <b>Guidance Period (FTGP)</b>



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# Thinking Curriculum

- The Thinking Curriculum at CPS seeks to inculcate in students the attitudes, skills, and dispositions to approach challenges with a positive, inquiring and problem-solving mindset.
- We believe that when students are equipped with thinking skills and provided with opportunities to practice these thinking skills, they will develop the thinking dispositions needed to tackle challenges they face in the future.
- Through the Thinking Programme, our students are equipped with the attitudes, skills, and dispositions to become Concerned Citizens, Innovative Thinkers and Passionate Learners.

# Thinking Curriculum

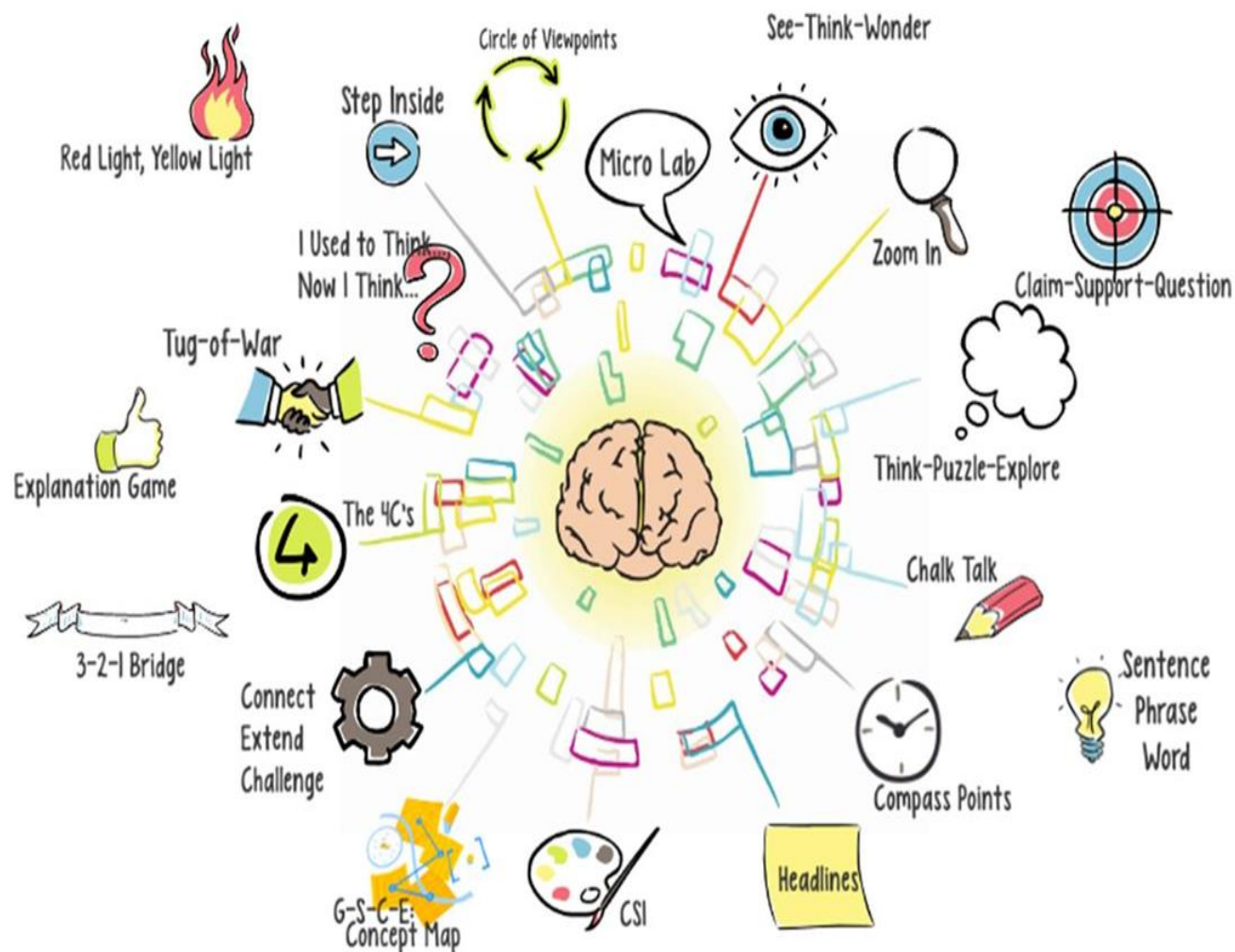
*‘... to cultivate **responsible** and **independent thinkers** who will contribute to the **quality of life** and **living** in the **community** and the **environment**.’*

*‘The TC is a subset of the school’s total curriculum delivery.’*

*‘... thinking skills will be infused into the school’s current curriculum.’*



# VISIBLE THINKING ROUTINES







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# WHOLE SCHOOL APPROACH

**Level 4:** External Platforms / Competitions

**Level 3:** School-Based Enriched Programmes for Selected Students

**Level 2:** School-Based and School-Wide Projects / Programmes

**Level 1:** Classroom pedagogy and Instruction



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# WHOLE SCHOOL APPROACH

Level	Higher Order Thinking Skills	Promoted Routines
P1/P2	<b>Analyse</b> differentiate, organise, attribute	Explanation Game What makes you say that Zoom in
P3/P4	<b>Evaluate</b> check, critique	Claim Support Question Hot Spots 5E (Science)
P5/P6	<b>Create</b> generate, plan, produce	Think-Puzzle-Explore Creative Questions 5E (Science)

# Performing Arts for Values and Excellence (PAVE)

Our Learning for Life Programme (LLP) focusing on Music and the Performing Arts aims to:

- develop strong school values and 21st century competencies in all students,
- develop a stronger understanding of our Singapore heritage and enhance the sense of belonging to Singapore,
- develop students' strengths, interests and passions so as to experience greater joy of learning.

# Infusion of Performing Arts Across Subjects

<b>English &amp; Mother Tongue</b>	Using Drama & Music in class
<b>Maths</b>	Multiplication songs
<b>Science</b>	Create a shadow puppet show and Science busking
<b>PAL</b>	P1 & P2 PAL with musical instruments and costumes
<b>Art</b>	Classical music for creativity and focus
<b>PE</b>	Creative Dance / Folk Dance / Gymnastics
<b>CCE/SM</b>	Settle-Down Song



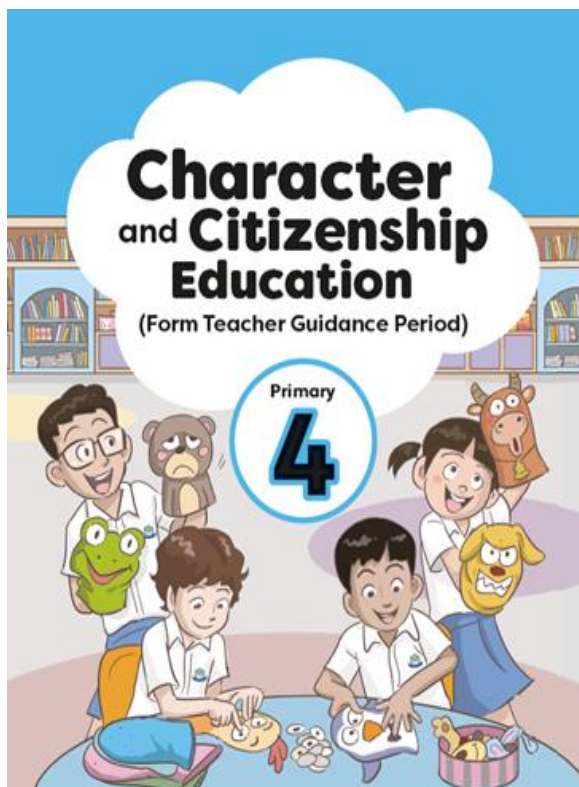
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# Character, Citizenship & Leadership (CCLE)

We believe that:

- Every child has the propensity to be persons of good character;
- Every child should be given the opportunity to serve and lead others; and
- The school, home and community play equally important roles in shaping the child.

# CCE (FTGP)



## WHAT?

Character, Citizenship  
Education  
(Form Teacher  
Guidance Period)

## WHO?

Both Form Teachers will  
conduct CCE(FTGP)  
lessons

## WHY?

To build better teacher-  
student relationship,  
good values and social  
& emotional  
competencies

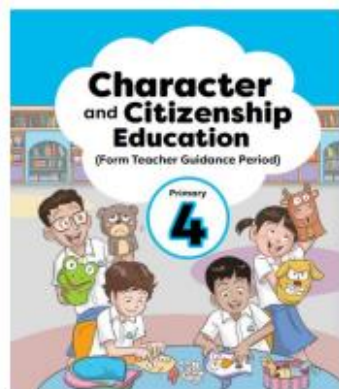
## HOW?

Taught through scenario  
discussion, story telling  
etc.



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# Coherence between CCE (FTGP) and CCE (MTL)



CCE (FTGP)



CCE (MTL)

1. Both sets of lessons are based on same CCE Developmental Milestones and Learning Outcomes.
2. Both sets of lessons are designed to be complementary.
3. Both sets of resources have similar design.





# Interdisciplinary Project Work

- Students synthesize the knowledge and skills learnt across disciplines and use them in real-life situations.
- Acquire the 21CC skills to prepare them for lifelong learning and the challenges ahead.
- Internalise National Education dispositions.
- Bring about joy in learning.





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# Positive Learning Dispositions

Positive behaviours and attitudes that help lay a strong foundation for students to become life-long learners who find joy in learning



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# CPS

## Learning Dispositions

### JOY OF LEARNING

- Students possess the curiosity to learn.
- They derive satisfaction from learning new skills or discovering new ideas.
- They are resilient and do not give up easily when the problem is challenging.

### OPEN-MINDEDNESS

- Students who are inventive are flexible in their thinking and can-do things in different ways.
- They possess a growth mind-set and reframe challenges.

### EMPATHY

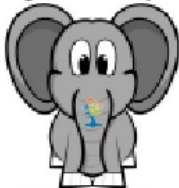




- Students recognise that everyone is different.
- They are able to understand and share another person's perspective, experience and emotion.
- They embrace differences, listen and respond to others with care and respect.

# School Values Chart

*\*This can also be found in your child's school handbook.*



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SCHOOL VALUES CHART				
Desired Behavioural Indicators				
RESPECT 	GRACIOUSNESS 	INTEGRITY 	CARE 	RESILIENCE 
<ol style="list-style-type: none"> <li>1. Be polite to everyone.</li> <li>2. Be in good behaviour at all times.</li> <li>3. Be appreciative of others.</li> <li>4. Listen when others are speaking.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practise good manners at all times.</li> <li>2. Consider the feelings of others before self.</li> <li>3. Speak well of others.</li> <li>4. Treat others the way I want to be treated.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be honest.</li> <li>2. Distinguish right from wrong.</li> <li>3. Do the right thing even when no one is watching.</li> <li>4. Make responsible decisions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be kind to self and to others.</li> <li>2. Care for and share with others readily.</li> <li>3. Be generous and help others in need.</li> <li>4. Look after self, the school's property and the environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learn from failure and remain motivated to achieve my best.</li> <li>2. Manage my emotions calmly.</li> <li>3. Explore alternative solutions when faced with challenging situations.</li> <li>4. Be committed when I have a goal.</li> </ol>



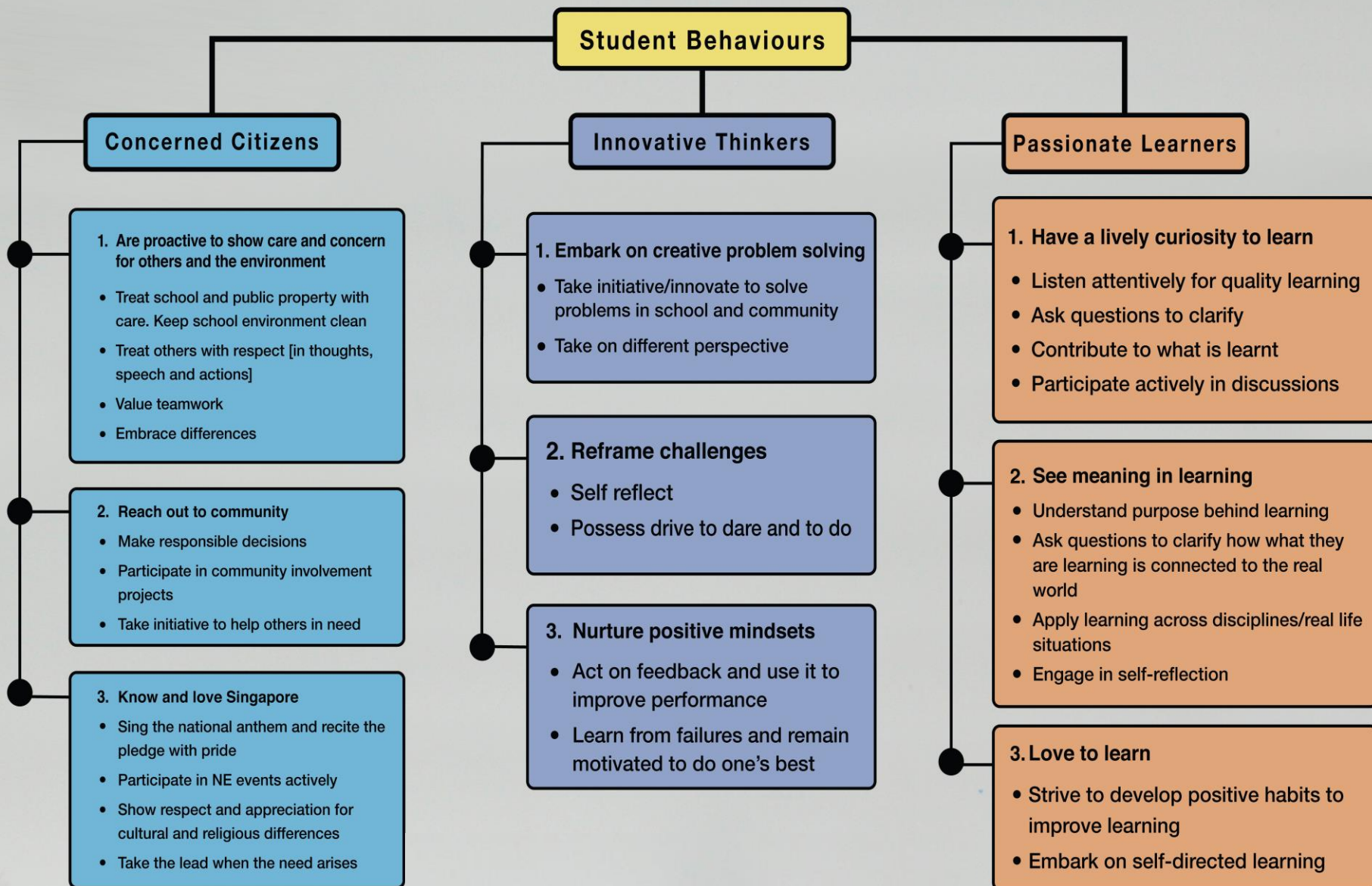
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# Cantonment Primary School

## Actualising Our Vision



VISION & VALUES	LEARNING DISPOSITIONS
<p><b>PASSIONATE LEARNERS</b></p> <p><u>Values</u> Resilience Integrity</p>	<p><b>JOY OF LEARNING</b></p> <p><u>Description</u></p> <ul style="list-style-type: none"> <li>• Students possess the curiosity to learn.</li> <li>• They derive satisfaction from learning new skills or discovering new ideas.</li> <li>• They are resilient and do not give up easily when the problem is challenging.</li> </ul>
<p><b>INNOVATIVE THINKERS</b></p> <p><u>Values</u> Respect Resilience Integrity</p>	<p><b>OPEN-MINDEDNESS</b></p> <p><u>Description</u></p> <ul style="list-style-type: none"> <li>• Students who are inventive are flexible in their thinking and can-do things in different ways.</li> <li>• They possess a growth mind-set and reframe challenges.</li> </ul>
<p><b>CONCERNED CITIZENS</b></p> <p><u>Values</u> Respect Graciousness Care</p>	<p><b>EMPATHY</b></p> <p><u>Description</u></p> <ul style="list-style-type: none"> <li>• Students recognise that everyone is different and has unique qualities.</li> <li>• They embrace differences and show respect for others.</li> </ul>



# Our LeaderinMe® Journey

The “Leader in Me” programme, espoused from the “7 Habits of Effective People”, aims at introducing good habits to our students to help them be leaders of self and of others.

Starting 2021, it is introduced to CPS students of all levels and conducted weekly in our lower primary classrooms and through termly activities for the other levels.

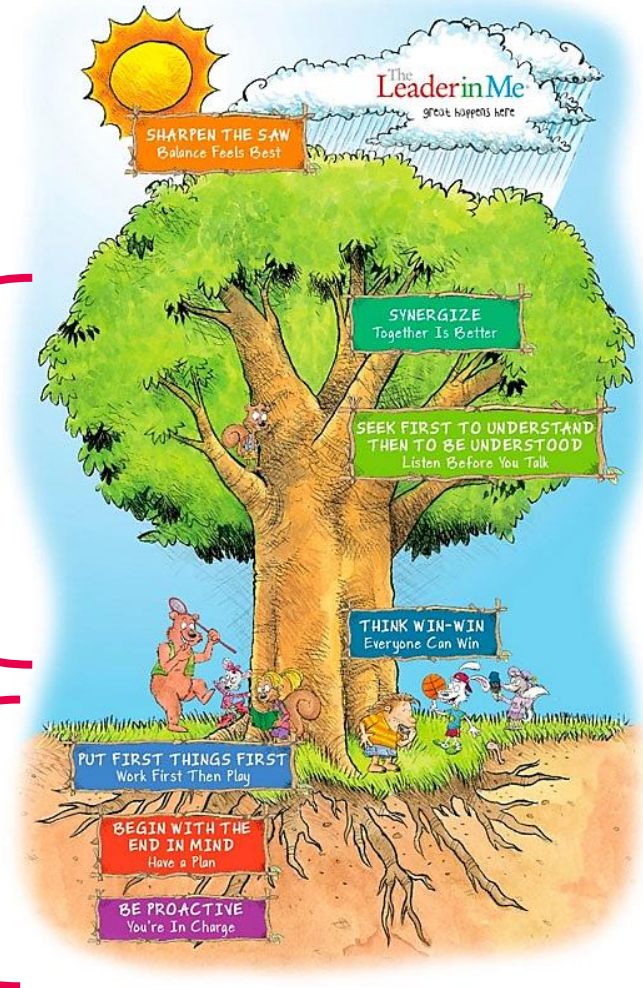
Students are engaged in activities and discussions and spend time reflecting on different ways they can exhibit the habit.

Teachers go through trainings and workshops, conducted by Franklin Covey, so that they can effectively facilitate the learning and discussion of these habits.

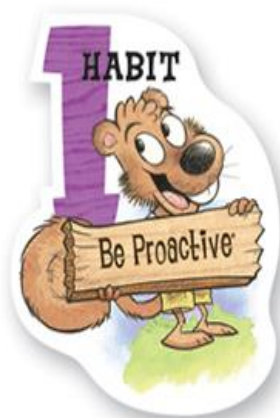
**Habit 7:**  
**More ways to lead**

**Habits 4 – 6:**  
**Leading Others**

**Habits 1 to 3:**  
**Leading Self**



# 7 Habits of LeaderinMe®



***You're in Charge.***



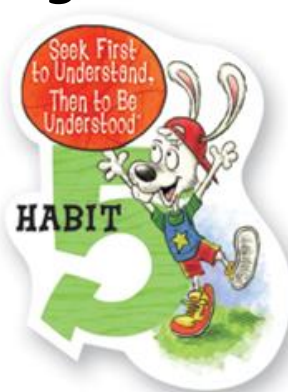
***Have a Plan.***



***Work First, Then Play.***



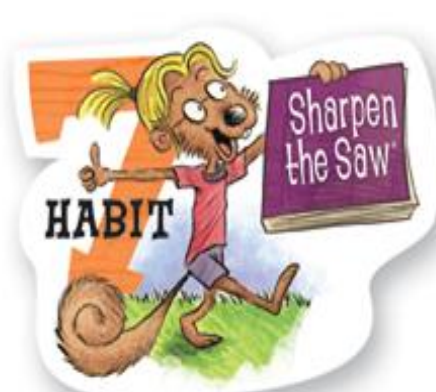
***Everyone Can Win.***



***Listen Before You Talk.***



***Together is Stronger. We not I.***



***Balance is Best.***



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# **PRIMARY 4 LEVEL**

## **Programmes & Subject-based Banding**



# Some P4 programmes

- Conversational Chinese/Malay Programme  
(More information will be provided in a letter)
- PCTC – Parents will meet Form Teachers only. Parents who wish to meet subject teachers must arrange to meet them on another day.
- P4 Road Safety Programme (After school in T1W6 & T1W7)
- P4 NAPFA (More information to be provided)



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# **P4 SUBJECT-BASED BANDING**



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# P4 Subject-based Banding (SBB)

## Intent

- To nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students.
- Provide more flexibility for pupils to develop their strengths and interests
- Encourage greater interaction among pupils with different strengths and abilities.



# P4 SBB at Cantonment Primary School

- **Strong professional judgement** in the offering of different streams (Standard or Foundation) and different subject combinations.
- Each class's distribution of students is based on a basket of indicators such as students' social needs, group dynamics and gender mix to ensure social mixing.
- **Informed parental decisions** at the end of P4.
- Every child matters in the decision made and offered.
- Letter with more details will be issued in Term 3/Term 4.
- MOE website on more details pertaining to SBB:  
<https://www.moe.gov.sg/primary/curriculum/subject-based-banding/>



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# ASSESSMENT MATTERS



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# Assessment Matters

## Types of assessments

### **1) Formative Assessments/ Topical Reviews (Term 1)**

- Short reviews for milestone check on students' understanding of the various topics/components for all subjects.
- Students will not be informed in advance as it is an ongoing assessment to check students' understanding.
- It is non-weighted and for developmental purpose only.



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# Assessment Matters

## Types of assessments

### 2) Year End Assessment (Term 4)

- Assess skills and concepts that have been taught by the end of Term 4 for YEA.
- Marks will be reflected in the report book for **both** weighted assessments **and YEA** (Term 2, 3 and 4).



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# Assessment Matters

## Types of assessments

- For P4, there will be:

Term 1: No weighted assessment

Term 2 Week 3 and 4: 1 weighted assessment (15%)

Term 3 Week 5 and 6: 1 weighted assessment (15%)

Term 4: **Year End Assessment** (70%)





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# SCHOOL'S EXPECTATIONS



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# Punctuality & attendance

## Reporting Time

- 7.35 a.m. to 7.45 a.m. – Silent Reading
- 7.45 a.m. – Flag Ceremony

Students are expected to attend school for the **full** duration of the school term.

# Punctuality & attendance

- Students who are absent from classes, CCA and other school activities must submit a **valid medical certificate or a letter of excuse**.
- During **official school hours**, no student may leave the school without permission from school leaders.





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# Attire

- Students are to don on their formal school uniform unless they have PE lessons for the day. If they have PE before recess, they can come to school wearing their PE Uniform. Thereafter, they are to change to their Formal Uniforms.
- Details of other Attire expectations such as hairstyle, hair accessories and other accessories, socks, etc can be found in the student's handbook. Please take some time to go through the student's handbook with your child/ward.



# Homework Policy

Homework is any learning activity that students are required to complete outside of curriculum time.

Assignments and Projects are considered as homework.

# Homework Policy

## Key objectives of homework:

- Reinforce learning and deepen understanding
- Apply skills and concepts taught
- Develop good study skills and habits
- Encourage ownership and responsibility for independent learning
- Teachers and parents can monitor student progress.





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# Homework Policy

## Promoting a balanced life for our students

No homework will be given on:

- holidays accorded for religious observances and racial celebration e.g. Hari Raya, Good Friday.
- Tuesdays as it is a long day with CCA.

# Communication

## Platforms for Communication with Teachers

- Students' Handbook
  - Parents should check the children's handbook from time to time
  - For urgent matters, parents could email the respective teachers or call the school. Teachers are contactable during office hours, **Mon-Fri: 7.30 am to 5.30 pm.**
  - Teachers will train the students to write their homework in the handbook
- Email
- Whatsapp Biz
- Parents Gateway
- Slides from today will be uploaded onto school website.



# Communication

## Platforms for Communication with School Leaders

Please call the school at 65119555 or  
email : [cantonment\\_ps@moe.edu.sg](mailto:cantonment_ps@moe.edu.sg)

# General Information

- Parents should refrain from bringing water bottles/ books for their children when they have forgotten to do so.
- Students are not to bring toys, electronic gadgets and mobile phones to school. The school will confiscate these items, if found. The school will not be held responsible for the loss of any of these items. The use of mobile phones is not allowed on the school premises.
- To ensure the safety of all students and staff during this Covid-19 period, all parents are not allowed to enter the school unless it is for emergency purposes and permission is granted by the school management.



# Home-school Collaboration

**SUPPORT  
FROM  
PARENTS  
IS CRUCIAL**

**HELP US TO HELP  
YOUR CHILDREN**





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# Parent-Child-Teacher Conference (PCTC)

## Rationale for PCTC

PCTC provides an opportunity for **students to demonstrate their learning and understanding, as well as share their reflections.** With this, parents have a **fuller picture of their child's learning progress and holistic development**, and are better able to support their child at home. For the child, it is an opportunity to develop his/her confidence as a learner. This also further enhances the parent child bonding, teacher-student relationship and improves teacher-parent partnership.

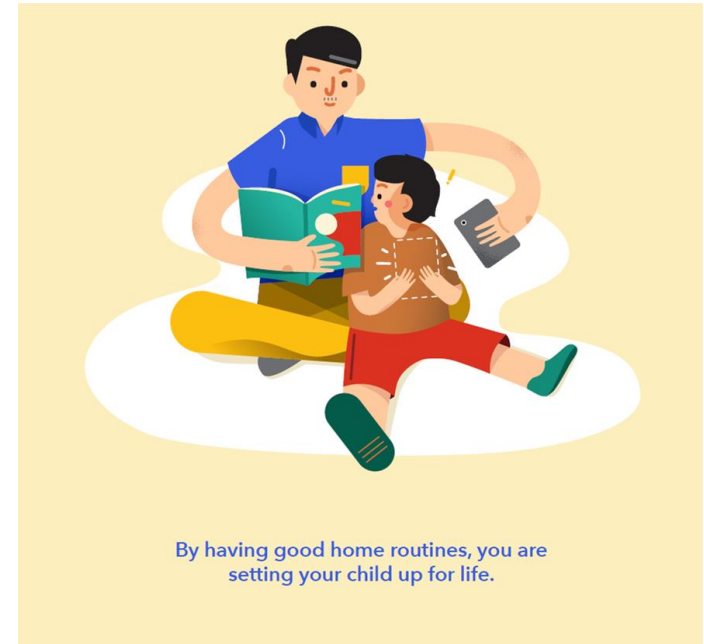
- Twice a year
- First session scheduled in May
  - 15 min per child
  - Slot to be booked online
  - More details will be sent to you closer to date of conference

# Home-School Partnership

Developing good habits

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for his/her own learning.

- **Home routine**
  - *Have a specific place for items to be signed by parents*
  - *Set an early bedtime*
  - *Read with your child*
  - *Set them housework etc.*
- **Study area**
  - *Set up a conducive home environment e.g. set up a well-lit desk and a study area at home*

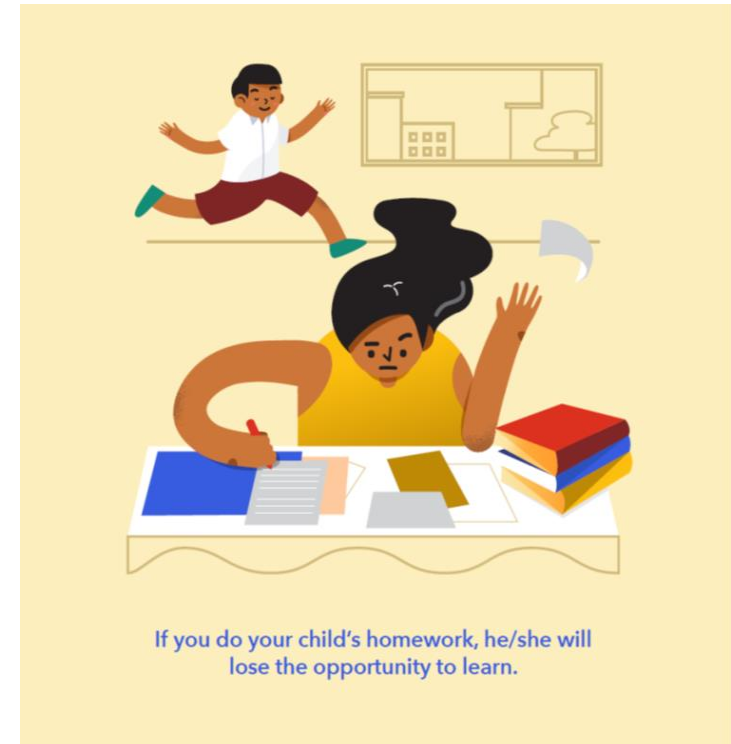


By having good home routines, you are setting your child up for life.

## Developing good habits

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for his/her own learning.

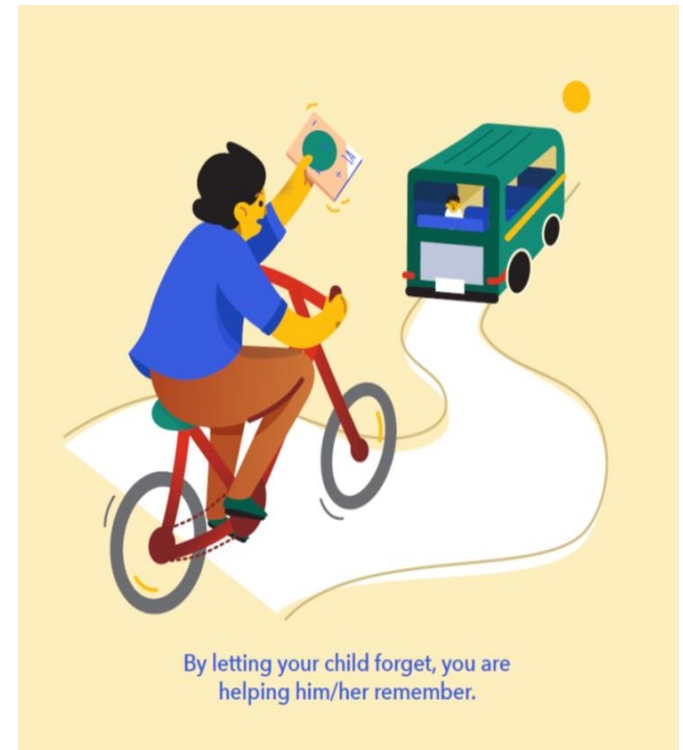
- **Home learning support**
  - *Parents complement school practices in terms of homework and learning support (if the child needs it)*
- **Nurture independent learner**
  - *By nurturing an independent learner. e.g. Parents should ask child about what he/she has jotted down in his/her Student Handbook instead of asking the teacher*



## Developing good habits

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for his/her own learning.

- **Allow failure**
  - *If your child forgets to bring something to school, do not panic, do not worry. Your child will not face harsh punishment i.e. **Do not bring items to school for your child if he/she has forgotten it.***



By letting your child forget, you are helping him/her remember.

## Parent Support Group@Cantonment

- Organises parent education programmes
- Supports enrichment or learning support programmes, in collaboration with teachers across disciplines
- Organises and assists in school-wide events such as International Friendship Day; Mothers' Day celebrations; Think Hub; Lower Primary Sports Day.
- Look out for the upcoming letter from our Parent Support Group on how to join their activities and sign up as a volunteer.





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# CLASS INFORMATION

# Class Expectations

- **Birthdays**

While birthdays are important days to remember, holding birthday parties in the school is not allowed. A culture of appreciation can be cultivated through simple and meaningful gestures like singing a birthday song in class. We want our students to build quality relationships with one another and avoid comparing the haves and have-nots.

- **Showing Appreciation**

Appreciation can be shown to teachers through simple ways such as gifting a card. Please do not buy expensive gifts for teachers.



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Please scan to give  
feedback. Thank you!

**THANK YOU  
AND  
HAVE A GOOD  
WEEKEND!**

