

Touch-Base Meeting with Parents

Primary 1

4 Jan 2022



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

Form Teachers and Year Head

Form Teachers of P 1 _____

Mr/Ms/Mrs _____

Mr/Ms/Mrs _____

Year Head (Lower Primary)
Ms So Bee Soon

Holistic Development

- Building Good Character
- School Expectations and School Practices
- Class Expectations and Class Rules
- Instructional Programmes
- Interdisciplinary Project Work
- Report of Learning Progress
 - Learning Outcomes
 - Learning Dispositions
- Edusave Awards
- Home-School Partnership

Building Good Character

Character and Citizenship Education (CCE)

We believe that:

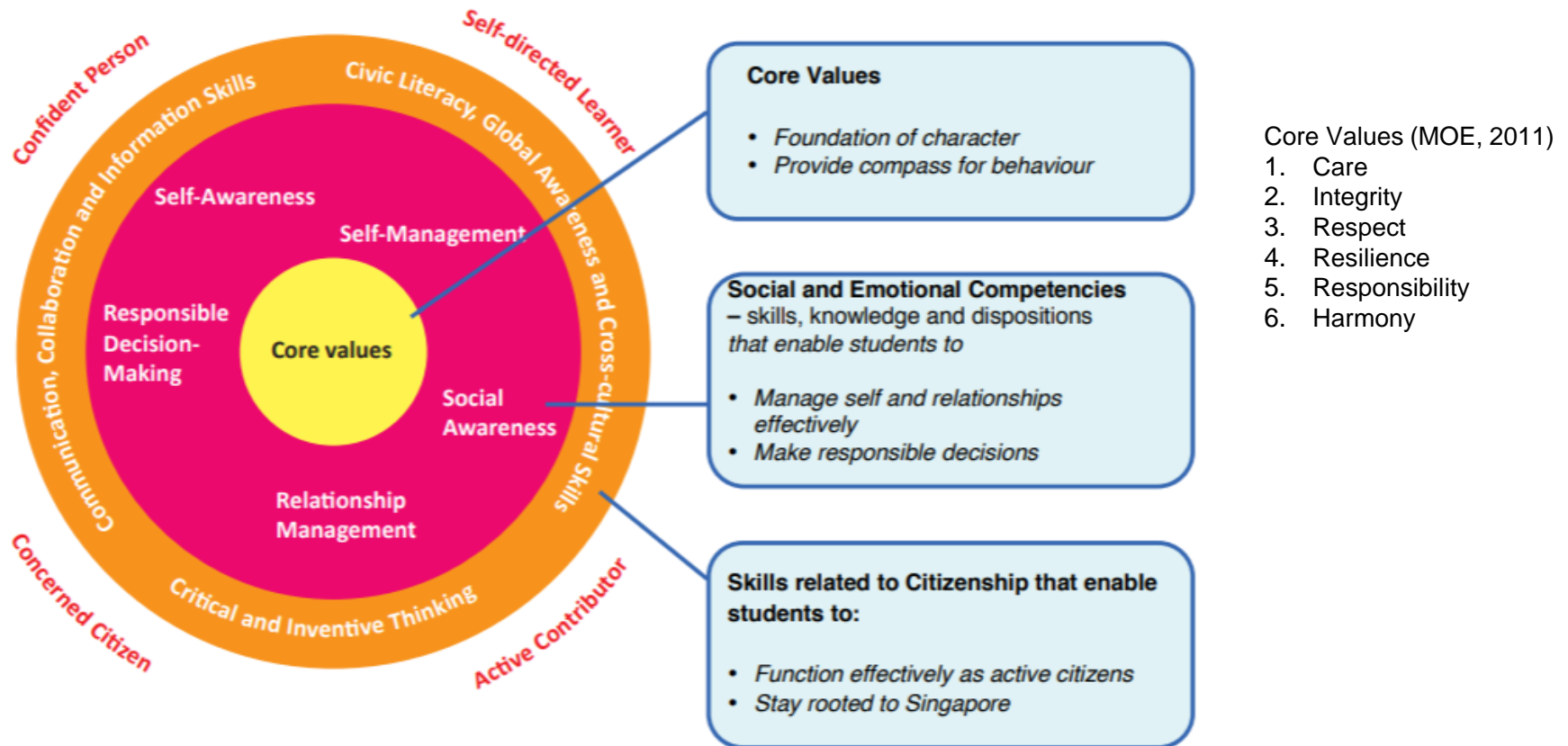
- **Every child** has the propensity to be a person of **good character**;
- Every child should be given the **opportunity** to **serve** and **lead** others; and
- The **school, home** and **community** play **equally important** roles in shaping the child.



Building Good Character

Character and Citizenship Education (CCE)

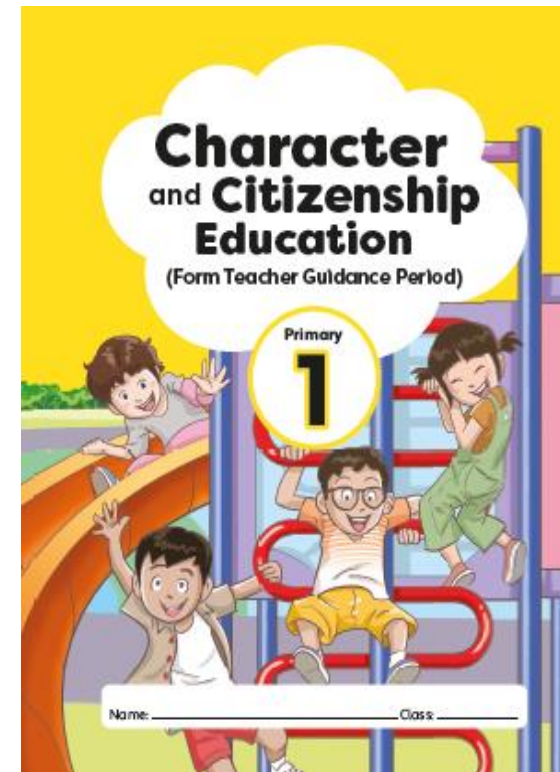
Framework for 21st Century Competencies and Student Outcomes



Building Good Character

Form Teacher Guidance Period (FTGP)

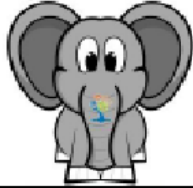




- CCE(FTGP) lessons are conducted to build better teacher-student relations.
- Good Values, Social & Emotional Competencies are explicitly taught through scenario discussion, story telling etc.
- Both Form Teachers will conduct CCE(FTGP) lessons



Building Good Character

School Values

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

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

Building Good Character

Programme for Active Learning (PAL)

- An integral part of developing socio-emotional competencies.



**Programme For Active Learning
(PAL)**

Building Good Character

Programme for Active Learning (PAL)



Ministry of Education
SINGAPORE

Programme for Active Learning



PAL Objectives

- Provides pupils broad exposure to the 4 PAL domains ★
- Nurtures pupils in the 3Cs and social-emotional competencies ★

PAL Learning Outcomes

- Nurturing the 3Cs:
Confidence, Curiosity and Cooperation Skills in pupils

5 PAL Learning Characteristics

- 1 Experiential in nature
- 2 Encompasses learning in a creative way
- 3 Provides opportunities for children to create
- 4 Incorporates values and social-emotional learning
- 5 Fun and enjoyable

PERFORMING ARTS

OUTDOOR EDUCATION

SPORTS AND GAMES

5 Key Practices of the PAL Teacher

- 1 Models curiosity and expresses joy in learning
- 2 Uses varied and engaging pedagogies to facilitate creative and hands-on learning
- 3 Allows pupils' inquiry and interest to drive the direction of learning during lessons
- 4 Facilitates pupils' learning with open-ended questions that prompt sharing and reflection
- 5 Creates a learning environment that welcomes play, exploration and teamwork

VISUAL ARTS

School Expectations

- School Uniform and Personal Hygiene
- Punctuality
- Attendance
- Homework Policy



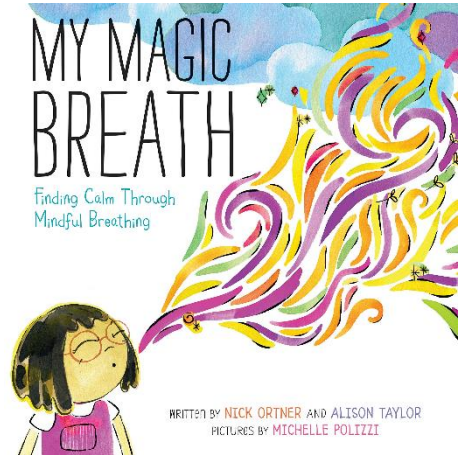
*For more information, please refer to the Student Handbook.


School Practices

- Mindful Breathing After Recess
- Stop Think Do
- Voice Levels
- Snack Breaks



 Stop-Think-Do		
ACTION	WHAT IT MEANS	ASK YOURSELF
	<ul style="list-style-type: none"> • Stop what I am doing. • Calm down & breathe. • Reflect on my feelings. • Clarify the problem. 	<ul style="list-style-type: none"> • How am I feeling? • Why do I feel this way?
	<ul style="list-style-type: none"> • Think of different choices. • Consider the different consequences. 	<ul style="list-style-type: none"> • What can I try without hurting myself, others or things?
	<ul style="list-style-type: none"> • Choose the responsible decision. • Seek help when necessary. 	<ul style="list-style-type: none"> • What is the right thing to do? • Who can help me?



 Classroom Voice Levels	
TYPE OF VOICE	WHAT IT MEANS
LEADER VOICE	I use my leader voice when I need to present or share something important with the whole class.
GROUP VOICE	I use my group voice to speak with my group members; only those in my group should be able to hear me.
WHISPER VOICE	I use my whisper voice to speak with my partner; only my partner should be able to hear me.
NO	I will not talk as it is time to listen to the speaker or it is time to

Class Expectations

- (FT to update their own class expectations and routines)



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.

Instructional Programmes

English

Mission

To nurture Avid Readers, Eloquent Speakers, and Inspired Writers

Key Approach to Teaching

The English department adopts a balanced and integrated approach in designing the English Language curriculum.

Our mission is to equip students with skills for effective communication and to encourage a love for the language.

Our approach is to **Engage, Empower and Enable** our students to be confident and competent users of the English Language.

Stronger Fundamentals and Future Learning Inculcating the Joy of Learning

STELLAR 2.0 lessons will:

Empathetic
Communicator

offer more opportunities for students to discuss issues, listen to different perspectives and develop their own opinions.

Creative
Inquirer

encourage students to explore ideas, concepts and areas of interest and promote the joy of learning.

encourage students to read widely and process information critically so as to distinguish fact from falsehoods.

Discerning
Reader



Stronger Fundamentals



Future Learning

Strengthening foundation in both receptive and productive skills and knowledge of the language:

- explicit teaching of grammar.
- explicit teaching of oracy skills.
- strengthening the reading-writing connection, taking into account the purpose of texts.
- explicit teaching of critical and close reading skills.
- ringfencing 1 period for Extensive Reading.

To prepare students for future learning, there is greater emphasis on:

- Multiliteracies - expose students to different types of text
- Metacognition - help students develop self-monitoring, self-regulation and critical reflection
- Inquiry Through Dialogue - create opportunities for students to discuss/debate issues

Key Programmes

- **Morning Reading Programme** : Students to bring a story book
- **Let's Talk!** : Develops confidence in students as they share about an experience
- **English Week** : Creates an avenue for students to enjoy using the language in a social context
- **Learning Journey*** : Taking learning outdoors to provide students with authentic learning experiences at the zoo and a magical experience of enjoying a theatre performance

* Subject to national directions on Covid SMM measures

Mathematics

Mission

To nurture students to enjoy the learning of Mathematics and apply the knowledge to their everyday life.

Key Approach

Lessons are infused with more hands-on activities to keep the lessons practical.

Use manipulative for students to learn the skill of observing, extending patterns and forming relationships between existing and new found information.

Mathematics

Key Programmes

- Building strong foundation in numeracy skills – students learn the skills of observing, extending patterns and forming relationships between existing and new found information, and apply mathematics concepts in outdoor and real life situations.
- Joy of learning Mathematics - students are exposed to maths games to reinforce their learning; songs and movements are incorporated as lesson activities.
- Learning Support in Mathematics (LSM) – selected students will receive more individual attention, learn in small group, build confidence through encouragement and success experiences.

Mother Tongue Languages

Mission

- Nurture our students to be **confident and effective communicators** in the Mother Tongue Languages.
- Enable them to **appreciate the rich culture and heritage** of the Chinese, Malays and Indians (Tamil)

Mother Tongue Languages

Key Programmes

- Thursdays & Fridays Reading Programme (Morning) – students need to bring MT storybooks
- MT Library periods (bi-weekly) – teachers will be bringing students to library to borrow MT books. Please remind them to bring their EZ Link card.
- MT Fortnight (July) – cultural and language activities will be organized for students.

Physical Education (PE)

Mission

- To implement a differentiated and structured PE curriculum that promotes **holistic development** in the areas of physical, cognitive and affective domains.
- To nurture our students to be **active and healthy** citizens through the participation and enjoyment of physical activities.

Key Programmes

- Lower Primary Games Day
- PAM Fiesta

Mission

- To enable every child to **enjoy Art, communicate visually and make meaning** through **connecting** with society and culture.

Key Programmes

- PAM Fiesta

Music

Mission

- To develop **awareness and appreciation** of Music in local and global cultures
- To develop ability for **creative expression and communication** through Music
- To develop an informed and life-long involvement in Music.

Key Programmes

- PAM Fiesta
- P1 & 2 - Basics of music and exploring use of the voice and different types of pitched and non-pitched instruments. E.g. Classroom Musical

Interdisciplinary Project Work (IPW)

Objectives

- Students synthesize the knowledge and skills across disciplines and use them in real-life situations.
- Acquire the 21CC skills to prepare them for lifelong learning and the challenges ahead.
- Internalise NE messages.

Primary 1 Project requires the application of disciplines in English (Show and Tell), Mathematics (measure distance), Social Studies (places of interests in Singapore and their significance), Applied Learning Programme (Thinking Curriculum).

Performing Arts for Values and Excellence (PAVE)

Objectives

- Strong school values and 21CC;
- A strong understanding of our Singapore heritage and enhance their sense of belonging to Singapore;
- Strengths, interests and passion so as to experience a greater joy of learning through the Engaging With Songs (EWS) programme conceptualized by STAR

Performing Arts for Values and Excellence (PAVE)

Whole School Approach

- ▶ **EL & MT:** Using Drama & Music in class
- ▶ **PAL:** P1 & P2 PAL with musical instruments and costumes
- ▶ **Science:** Create a shadow puppet show and Science busking
- ▶ **PE:** Creative Dance / Folk Dance / Gymnastics
- ▶ **MA:** Multiplication songs
- ▶ **CCE / SM:** Settle-Down Song
- ▶ **Art:** Classical music for creativity and focus

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.

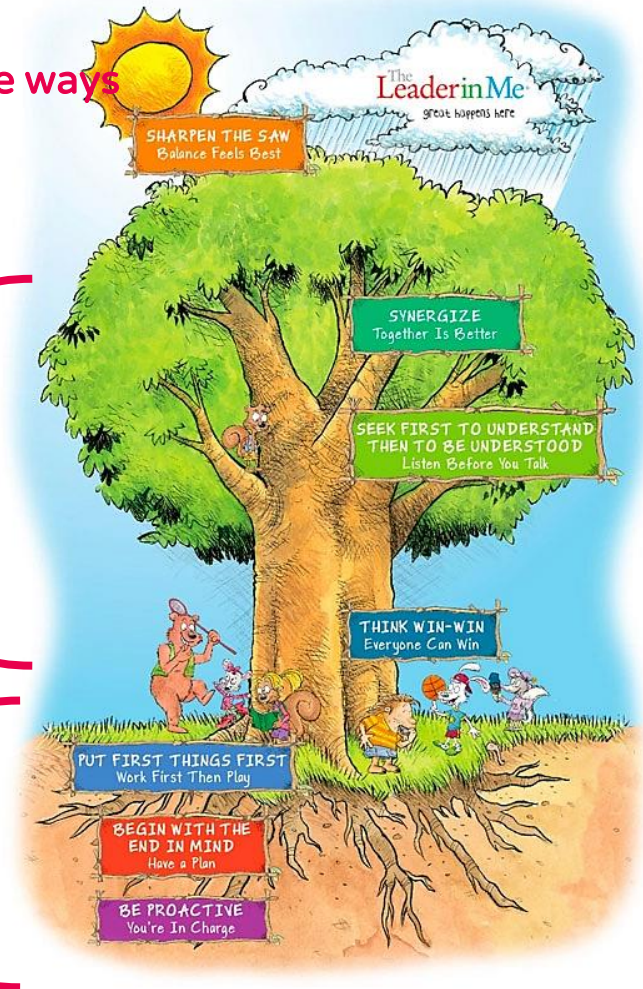
Students are engaged in activities and discussions and spend time reflecting on different ways they can exhibit the habit.

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.



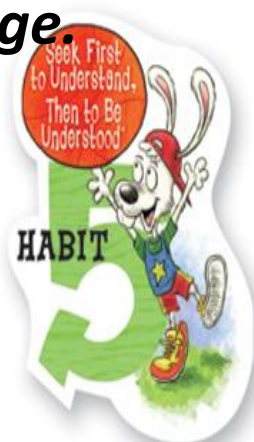
Have a Plan.



Work First, Then Play.



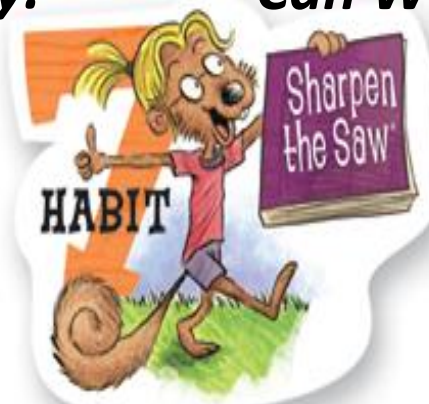
Everyone Can Win.



Listen Before You Talk.



Together is Stronger. We not I.



Balance is Best.

7 Habits Overview

The 7 Habits Tree

ADD REMINDERS TO TAKE CARE OF YOURSELF

Habit 7 SHARPEN THE SAW
Balance Tools Used

Habit 6 SYNERGIZE
Together Is Better

Habit 5 SEEK FIRST TO UNDERSTAND THEN TO BE UNDERSTOOD
Listen Before You Talk

Habit 4 THINK WIN-WIN
Everyone Can Win

Habit 3 PUT FIRST THINGS FIRST
Not First, Then Yes

Habit 2 BEGIN WITH THE END IN MIND
Have a Plan

START WITH YOU

TURN PLAY WELL WITH OTHERS

The 7 Habits will help you be more effective. How well do you know the habits?

Plus/Delta leadership tool is used to show what you are doing well and what you can improve upon. Use this Plus/Delta Chart to put each action on the correct side.

I Do Well	I Can Improve
<p>Example: Stop and think.</p> <p>1) Make responsible choices.</p> <p>2) work well with others</p> <p>3) Have a plan for reading goals.</p> <p>4) Do homework on time.</p>	<p>1) share my ideas</p> <p>2) create new ideas with others</p> <p>3) spend time with my family</p> <p>4) Accept others' ideas</p>

Habit 1: Stop and think. ✓
Habit 1: Make responsible choices. ✓
Habit 2: Have a plan for reading goals. ✓
Habit 2: Picture what I want to do first. ✓
Habit 3: Work first, then play. ✓
Habit 3: Do homework on time. ✓
Habit 4: Work well with others. ✓

Habit 4: Be happy for others' success. ✓
Habit 5: Listen before I talk. ✓
Habit 5: Share my ideas. ✓
Habit 6: Accept others' ideas. ✓
Habit 6: Create new ideas with others. ✓
Habit 7: Eat healthy food. ✓
Habit 7: Spend time with family. ✓

You can do it, James!

The father said, "This is our family's mission statement. We will use it to make better decisions."

Weather

You choose your **moods** and **actions**. A weather analogy can help to describe your mood.

Example:
Sunny is to **happy** as **stormy** is to **mad**.

Analogies are word puzzles that compare things.

Dog: puppy

Cat: kitten

Here are a few more analogies. Fill in the blanks.

brother: boy sister: girl

tomato: red banana: yellow

chicken: fork soup: spoon

Complete the weather analogies.


sun: happy/excited

rain: sad/worried
scared

stormy: angry
mad

When you are proactive, you choose your weather. You don't let others' moods affect your mood.

Circle the picture that describes your "weather" today.



4

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.'

HOW: WHOLE SCHOOL APPROACH

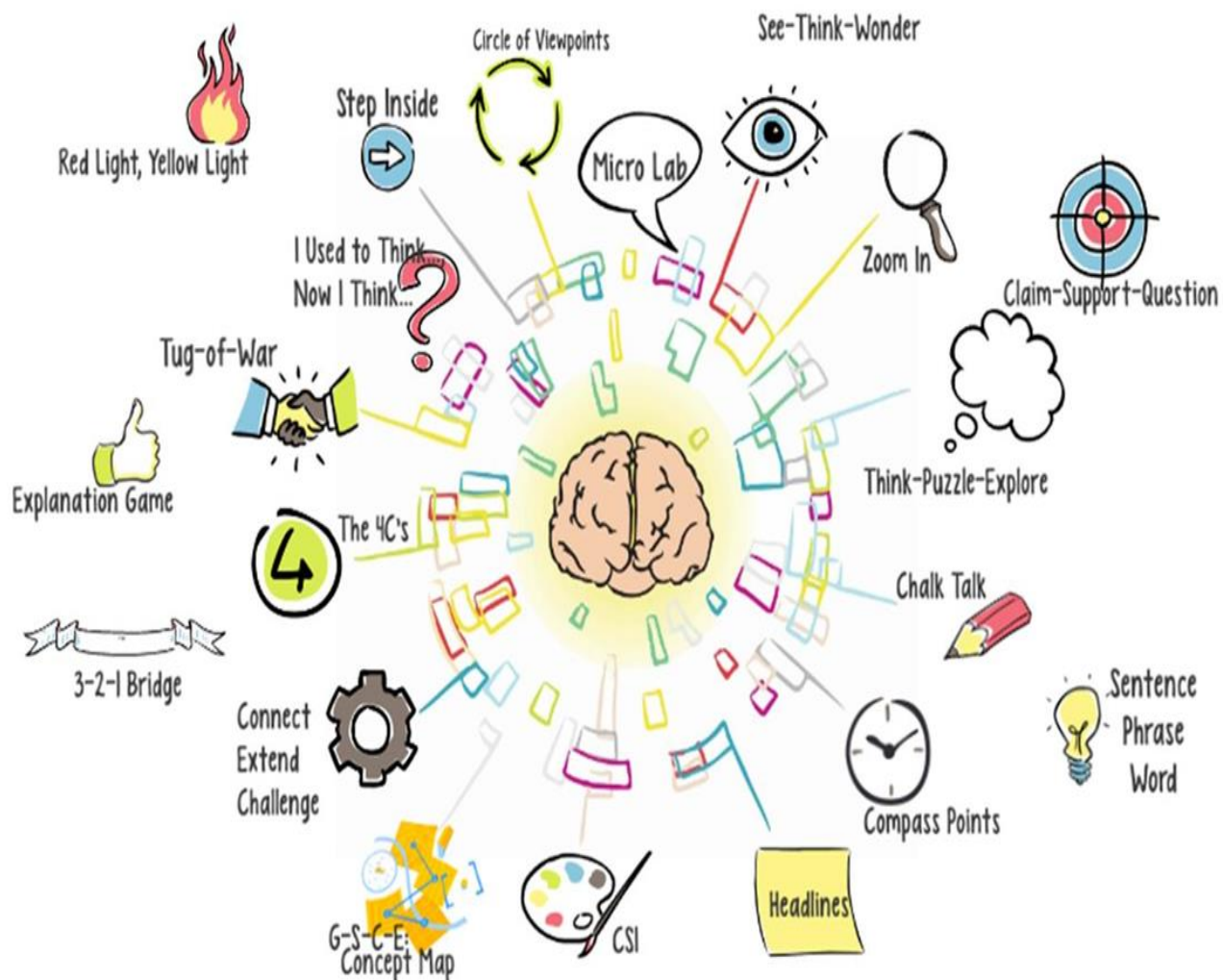
Level 4 – External Platforms / Competitions

Level 3 – School-Based Enriched Programmes for Selected Students

Level 2 – School-Based and School-Wide Projects / Programmes

Level 1 – Classroom pedagogy and Instruction

VISIBLE THINKING ROUTINES





CANTONMENT
PRIMARY SCHOOL

HOW: WHOLE SCHOOL APPROACH

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

Focus on Learning

- Policy change to **reduce academic stress** and **refocus on the joy of learning**.
- No Weighted Assessments for P1 and P2. Teachers are given more time and space to create opportunities to understand and improve student learning.
- There will be non-weighted assessments to check on students' understanding and to provide feedback to their learning.

“If we can use assessment to affirm our children’s progress, we can ignite their passion and confidence in their ability to learn. This early positive experience can set children on the right path for their subsequent years of schooling, and for life”

PERI Report
Ministry of Education, Singapore

Report of Learning Progress

- Holistic Development Portfolio
- Holistic Development Profile

These will be given out during our Parent-Child-Teacher Conference (PCTC) which happens twice a year.

Learning Outcomes

Learning outcomes are statements of intended learning that can be found in the curriculum documents of the subject.

Learning Outcomes

Examples of LOs to be Reported in the P1 HDP and Qualitative Descriptors

EL	<ul style="list-style-type: none"> Read Primary 1 texts (e.g. STELLAR texts) aloud with accuracy, fluency and expression. 		
MA	<ul style="list-style-type: none"> Tell time to the hour/half hour accurately. 		
MTL	<ul style="list-style-type: none"> Ask and/or respond to simple questions related to daily life. 		
PE	<ul style="list-style-type: none"> Perform a gymnastic sequence of two different movements with smooth transition. 		
Art	<ul style="list-style-type: none"> Talk about what they see, feel and experience using art vocabulary. 		
Music	<ul style="list-style-type: none"> Perform Music in both instrumental and vocal settings, individually and in groups. 		
SS	<ul style="list-style-type: none"> Work in group settings. 		
<table border="1"> <tr> <td>Four-level Qualitative Descriptors</td><td>E.g. Beginning, Developing, Competent, Accomplished</td></tr> </table>		Four-level Qualitative Descriptors	E.g. Beginning, Developing, Competent, Accomplished
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Learning Dispositions

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

CPS Learning Dispositions

At CPS, we have selected:

1. Joy of Learning
2. Open-Mindedness
3. Appreciation

as our 3 key learning dispositions and are aligned to our Vision and Values.

Vision & Values	Learning Dispositions
Passionate Learners <u>Values</u> Resilience Integrity	Joy of Learning <u>Description</u> Students who exhibits the joy of learning 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.
Innovative Thinkers <u>Values</u> Respect Resilience Integrity	Open-mindedness <u>Description</u> 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.
Concerned Citizens <u>Values</u> Respect Graciousness Care	Appreciation <u>Description</u> Students with a sense of appreciation recognise that everyone is different and has unique qualities. They embrace differences and show respect for others.

Edusave Merit Bursary (EMB)

Revising criteria for the Edusave Merit Bursary (EMB) for P1 and P2 and Edusave Good Progress Award (GPA) for P2 and P3

EMB for P1 & P2

- > Singapore Citizen
- > Top 25% of school's level and course in terms of academic performance
- > Good conduct
- > Monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)

GPA for P2 & P3

- > Singapore Citizen
- > Top 10% of school's level and course in terms of improvement in academic performance
- > Good conduct

EMB for P1 & P2

- > Singapore Citizen
- > EMB will be adjusted to award students who consistently demonstrate good learning dispositions
- > Good conduct will continue to be a criterion
- > Monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)

GPA for P2

- > Singapore Citizen
- > GPA will be awarded to students who do not qualify for EMB, but have shown improvement in learning dispositions within the year
- > Good conduct will continue to be a criterion

GPA for P3

- > Singapore Citizen
- > GPA will be awarded to students who do not qualify for EMB, but have shown improvement in learning dispositions within the year
- > Good conduct will continue to be a criterion



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

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 by end of the week.

Communication

Platforms for Communication with School Leaders

Please call the school at 65119555 or email
cantonment_ps@moe.edu.sg.

General Information

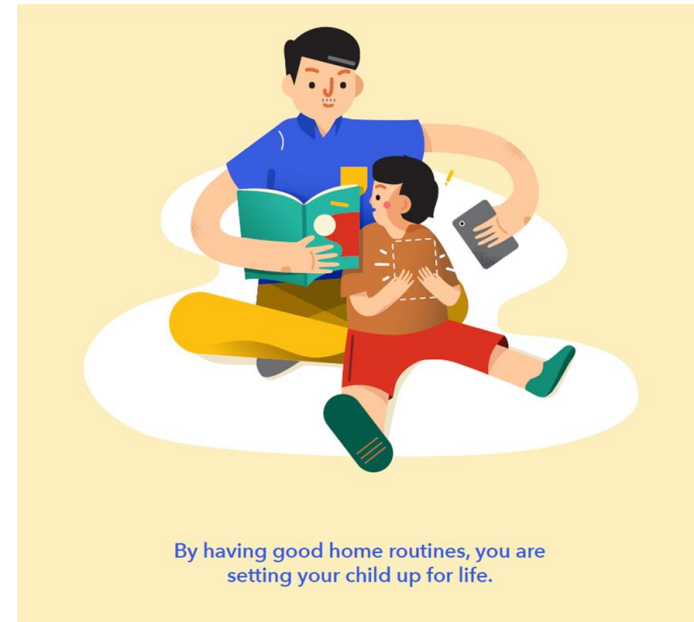
- Parents should refrain from bringing water bottles/ books for their children when they have forgotten to do so.
- Students are not to bring toys, electronic gadgets and mobile phones to school. The school will confiscate these items, if found. The school will not be held responsible for the loss of 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 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.

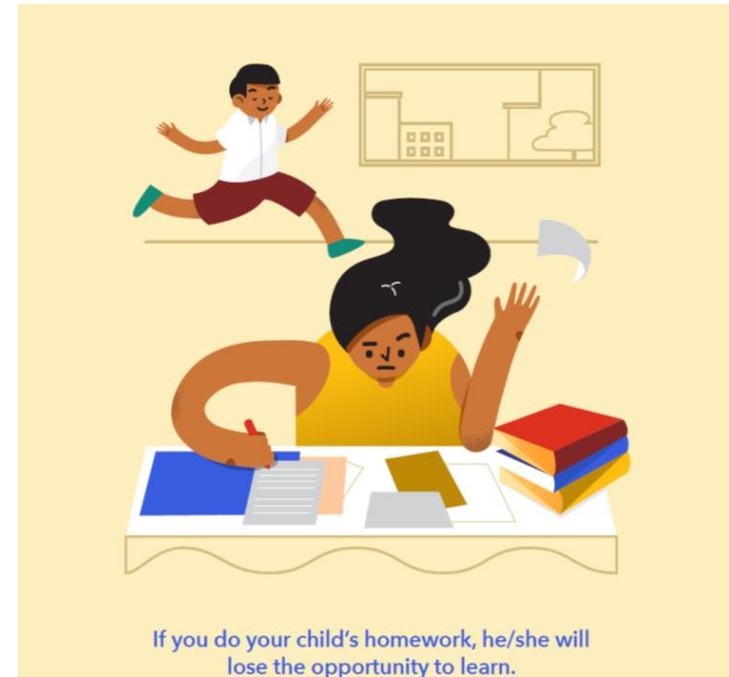
- **Home routine**
 - *Have a specific place for items to be signed by parents*
 - *Set an early bedtime*
 - *Read with your child*
 - *Set them housework etc.*
- **Study area**
 - *Set up a conducive home environment e.g. set up a well-lit desk and a study area at home*



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.

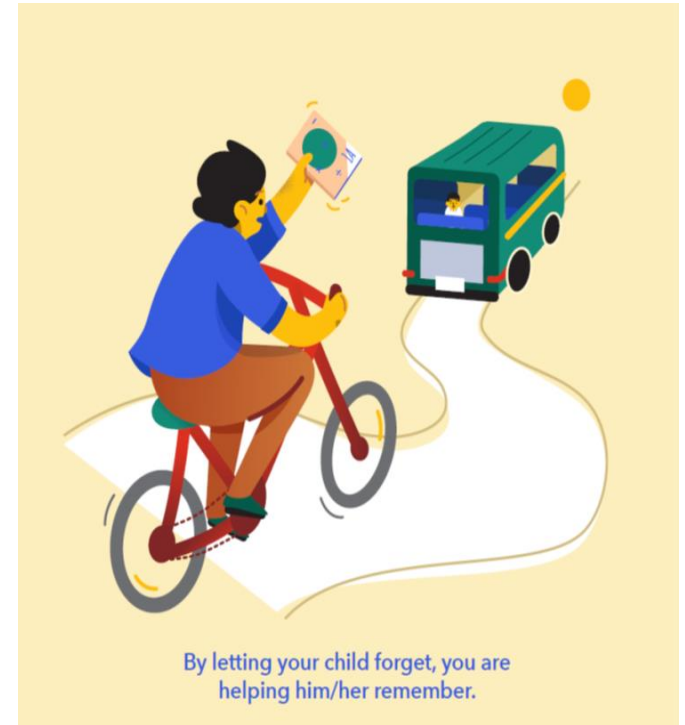
- **Home learning support**
 - *Parents complement school practices in terms of homework and learning support (if the child needs it)*
- **Nurture independent learner**
 - *By nurturing an independent learner. e.g. Parents should ask child about what he/she has jotted down in his/her Student Handbook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



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

You may link up with PSG via Telegram at
<https://t.me/joinchat/-PQS25Dazw9IMjk1>



Note:

If you are fetching your child home at **1.15pm today**, please go to Gate 3 (outside school) to meet your child. Those taking school bus and going to student care centres (Kidz Treehouse and T.E.A.M) will be brought to the designated areas to be handed over to the respective personnel.

There is no long day today although it is a Tuesday. It is the first day of school for our P1s, so we are keeping in short. **For subsequent Tuesdays, dismissal will be at 2.30pm.**

Parents will not be able to come into the school for recess from 5 Jan onwards.



**Please scan to give
feedback. Thank you!**



<https://forms.gle/JP7hWNzKWDgZnjUr5>

You may email the school should you have further queries or feedback:
cantonment_ps@moe.edu.sg