



# Overview of Content

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## 1. Assessment matters

- P5 Assessment matters
- Subject-based banding

## 2. Student well-being and holistic development

- Learning dispositions
- P5 student experience
- School-Home partnerships
- Supporting your child



# **P5 Assessment Matters**

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# Assessment - P5

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- *Primary Five (P5)* is a **key transition stage**, where students are
  - exposed to **higher content rigour and expectations**
  - provided with **adequate time and space to adjust to the increased curriculum demands**

Hence, more time to allocated to enhance teaching and learning experiences, so that **students can discover the joy of learning**



# Weighting of Assessment - P5

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| <b>Class Test 1</b> | <b>Class Test 2</b> | <b>Class Test 3</b> | <b>End-of-Year Assessment</b> |
|---------------------|---------------------|---------------------|-------------------------------|
| 10%                 | 15%                 | 15%                 | 60%                           |

- Class work and non-weighted assessments will continue to be used to support students' learning, inform their learning progress and address learning gaps.



# **Subject-Based Banding (SBB)**

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# Subject-Based Banding (SBB)

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## Rationale:

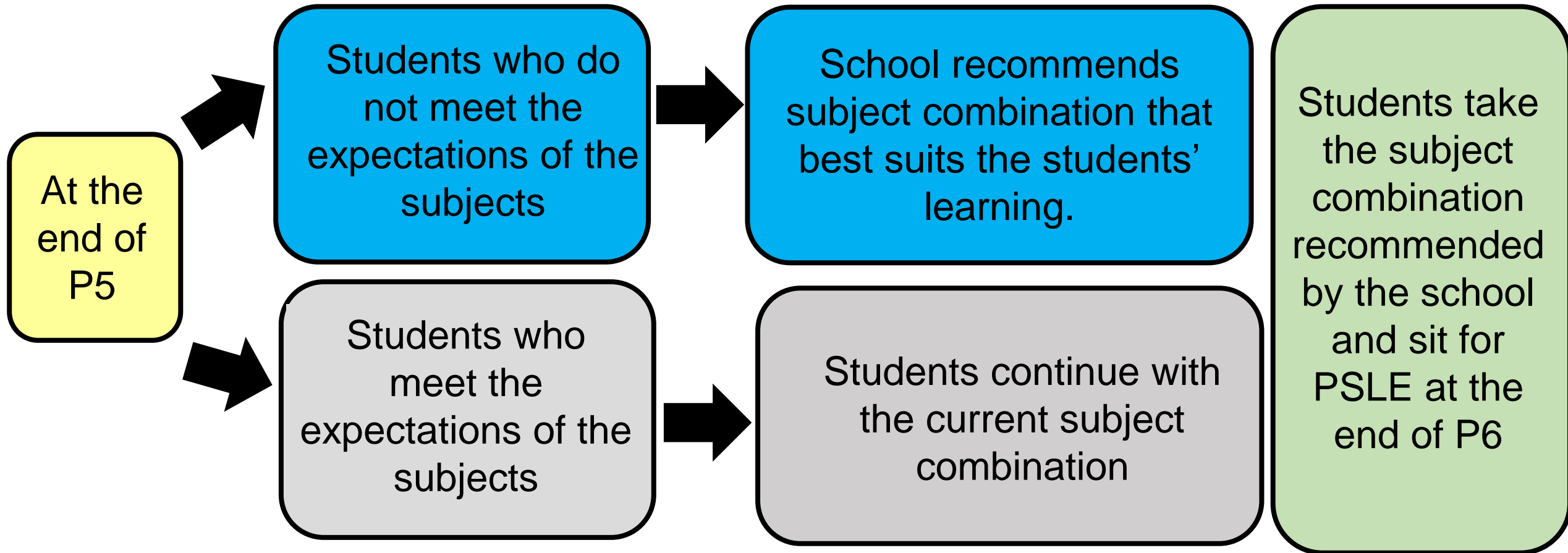
- Provides greater flexibility for your child by offering him/her the option of a combination of standard and foundation subjects, depending on your child's strengths
- Allows your child to
  - ✓ Focus and stretch his/her potential in the subjects that he/she is strong in
  - ✓ Build up the fundamentals in the subjects that he/she needs more support in



# Subject-based banding (SBB)

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## How does SBB at P5 work?





# **Student Holistic Development and Well-Being**

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# **Learning Dispositions**

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## in 2025



Analytical thinking and innovation



Active learning and learning strategies



Complex problem-solving



Critical thinking and analysis



Creativity, originality and initiative



Leadership and social influence



Technology use, monitoring and control



Technology design and programming



Resilience, stress tolerance and flexibility



Reasoning, problem-solving and ideation

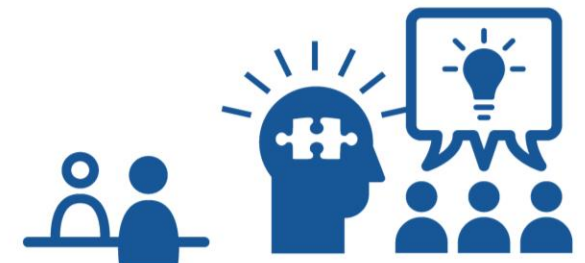
### Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development

## TOP 10 WORK SKILLS OF TOMORROW

### in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity





# What are Learning Dispositions?

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- **Dispositions** are frequent and voluntary habits of thinking and doing. These habits of mind are not to be confused with mindless habits, such as stopping at a red light (Katz 1993a).
- **Learning dispositions** are habits of thinking and doing when the students are engaged in the learning process. They affect how students approach learning and therefore the outcomes of their learning.
- They are environmentally sensitive — meaning they are acquired, supported, or weakened by interactive experiences in an environment with significant adults and peers (Bertram & Pascal 2002).



School Motto

*Effort Determines Success*

School Vision

School Mission

**Nurturing Minds.  
Inspiring Hearts.  
Empowering Lives.**

**Social  
Emotional  
Competencies**

**21<sup>st</sup>  
Century  
Competencies**

*Learn* → **Joyful Learners, Responsible Citizens, and Creative Leaders** → *Apply*

**in a Connected Community**

School Values

**Kindness  
Integrity  
Resilience  
Responsibility  
Creativity**

**MOE  
CCE  
Values**

← **Reflect** →



# CPS Learning Dispositions

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

| Learning Dispositions     | Alignment to CPS Vision, Value and Motto              |
|---------------------------|---|
| 1) Engagement in Learning | Vision: Joyful Learners                               |
| 2) Drive to Learn         | Vision: Joyful Learners; Value: Responsibility        |
| 3) Resilience             | Value: Resilience; Motto: Effort Determines Success   |
| 4) Creativity             | Value: Creativity; ALP: Creative & Inventive Thinking |
| 5) Collaboration          | Vision: A Connected Community                         |



# (1) Engagement in Learning

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| Mindset   | Observable Behaviours  | Classroom Practices and Environment to Nurture the Disposition   |
|---|--|--|
| <ul style="list-style-type: none"><li>• I look forward to coming to school.</li><li>• I am <b>eager to learn</b>.</li><li>• I enjoy learning.</li><li>• I will participate enthusiastically in school activities.</li></ul> | <ul style="list-style-type: none"><li>• Comes to school regularly (<b>good attendance</b>)</li><li>• Pays <b>attention</b> in class</li><li>• <b>Completes</b> class work and homework</li><li>• <b>Participates enthusiastically</b> in class and school activities</li></ul> | <ul style="list-style-type: none"><li>• Deliver <b>engaging lessons</b> through various strategies, e.g., role-playing, case studies, peer teaching, demonstrations</li><li>• <b>Encourage participation</b></li><li>• Build a <b>caring and enabling school environment</b> through<ul style="list-style-type: none"><li>• Positive teacher-student relationship</li><li>• Positive peer support relationship</li><li>• Student voice and ownership</li></ul></li></ul> |





## (2) Drive to Learn

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

| Mindset   | Observable Behaviours  | Classroom Practices and Environment to Nurture the Disposition  |
|---|--|---|
| <ul style="list-style-type: none"><li>• I <b>take ownership</b> of my own learning.</li><li>• I have the skills to <b>learn independently</b> - I know what I want to learn and how to learn.</li><li>• I have an <b>inquisitive mindset</b> and am constantly asking questions and doing research to find out more.</li><li>• I am <b>intrinsically motivated</b> to learn for life.</li></ul> | <ul style="list-style-type: none"><li>• Completes tasks to the <b>best of his/her ability</b></li><li>• <b>Works independently</b></li><li>• <b>Asks questions to find out more</b> about topic</li><li>• Learns to <b>get answers</b> to his/her own questions</li><li>• <b>Sets goals and works determinedly</b> towards them</li><li>• <b>Monitors progress</b> of work</li><li>• <b>Assesses quality</b> of work and makes improvement</li></ul> | <ul style="list-style-type: none"><li>• <b>Teach students learning strategies</b>, such as:<ul style="list-style-type: none"><li>• setting goals and targets</li><li>• asking questions</li><li>• finding answers to their questions</li><li>• assessing their work and progress</li></ul></li><li>• <b>Scaffold learning</b> so that students can eventually work independently</li><li>• Use <b>Formative Assessment</b> to help students identify their strengths and target areas that need work.</li></ul> |



# (3) Resilience

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## Mindset

- I **persevere** and keep trying in the face of challenges.
- I **adapt to changes** that come my way.
- I **pick myself up and become stronger** when the going gets tough.
- I believe that when given equal opportunities, **all of us can succeed**, if I have the determination and put in hard work.

## Observable Behaviours

- **Keeps trying** despite failures or challenges
- **Adapts** to changes readily
- **Accepts feedback** and uses it to improve performance
- **Manages stress** effectively

## Classroom Practices and Environment to Nurture the Disposition

- Create an environment where students **feel safe to make mistakes**
- Encourage students to **learn from mistakes**
- Encourage the **Growth Mindset**, e.g.:
  - Use the Growth Mindset language (the Power of Yet, Challenges help me grow; Failure means I'm learning)
  - Praise efforts instead of results
- Teach **stress management and resilience strategies**





# (4) Creativity

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| Mindset  | Observable Behaviours  | Classroom Practices and Environment to Nurture the Disposition   |
|--|--|--|
| <ul style="list-style-type: none"><li>• I <b>express myself</b> and <b>share my views</b> openly and respectfully.</li><li>• I am <b>eager to learn new things</b> and <b>try out new ideas</b>.</li><li>• I think of <b>different ways to solve a challenge</b> or make things better.</li><li>• I am able to <b>manage a challenge</b> in a systematic manner.</li><li>• I turn <b>new ideas into reality</b> that benefits the class, school and the community.</li></ul> | <ul style="list-style-type: none"><li>• <b>Approaches tasks in a new or original</b> way, be it in the arts, writing or problem-solving</li><li>• When managing a challenge:<ul style="list-style-type: none"><li>• Is able to <b>understand</b> and <b>define the challenge</b></li><li>• <b>Thinks of different ways to solve</b> a challenge</li><li>• <b>Develops effective plans</b> for solving problems</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Create an environment where students feel <b>safe</b> to share their views and experiment with different ideas</li><li>• Guide students to <b>manage a challenge</b>: define challenge, look at issues from different perspectives, devise a plan</li><li>• Develop the students' <b>ability to generate ideas and solutions</b> in CIT and other lessons using the CEDAR idea generator</li><li>• Encourage students to <b>look out for issues</b> in school and community which they can <b>help address</b></li></ul> |



# (5) Collaboration

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

| Mindset  | Observable Behaviours  | Classroom Practices and Environment to Nurture the Disposition   |
|--|--|--|
| <ul style="list-style-type: none"><li>• I <b>work collaboratively</b> with my peers towards a <b>common goal</b>.</li><li>• I have the <b>social skills</b> to work with my peers.</li><li>• I <b>accept diversity</b> in working styles and opinions when working in a group.</li></ul> | <ul style="list-style-type: none"><li>• <b>Works collaboratively</b> with different classmates to complete tasks assigned</li><li>• <b>Appreciates</b> everyone's <b>opinions, strengths and abilities</b> when working in a group.</li><li>• Practises <b>good interpersonal skills</b> such as speaking respectfully, listening actively and receiving feedback graciously</li></ul> | <ul style="list-style-type: none"><li>• Provide <b>opportunities for collaborative or cooperative learning</b></li><li>• Teach <b>skills for effective group work</b>: respectful speech, active listening, accepting feedback graciously</li><li>• Develop <b>social awareness and social skills</b> in the students</li><li>• Promote an <b>inclusive culture</b> where we embrace and celebrate differences</li></ul> |



# Levels of Development

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Development of Learning dispositions is reported under Personal Qualities in the Holistic Development Profile (HDP)

| Level of Development                            | Descriptor in the End-of-Year HDP |                                    |
|---|-----------------------------------|------------------------------------|
|   | P1 to P3                          | P4 and P5                          |
| Demonstrates on a few occasions                 | 😊                                 | <b>Demonstrates to some extent</b> |
| Demonstrates adequately some of the time        | 😊 😊                               | <b>Demonstrates Adequately</b>     |
| Demonstrates adequately most of the time        | 😊 😊 😊                             | <b>Demonstrates Strongly</b>       |
| Demonstrates well and consistently all the time | 😊 😊 😊 😊                           | <b>Demonstrates Very Strongly</b>  |



# P5 Student Experiences

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**Primary Five (P5)** students will need to manage the following:

- ✓ matters relating to personal physiological changes
  - *Growing Years Programme*
- ✓ matters relating to their relationship with peers
- ✓ higher curriculum demands

**Primary Five (P5)** students will then need to be:

- ✓ disciplined and stay focused over a longer time span
- ✓ Equipped with social emotional competencies to deal with the challenges



# Student Well-being and Holistic Development: **Supporting your child**

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## Guide your children to stay positive

- ✓ Have conversations with your child to ensure that they are coping well
- ✓ Set goals together with them

### Try these conversation starters with your child

- What did you enjoy doing today?
- What roles would you like to take on and try in school?
- What is something new you want to try?
- What is one thing you hope to do better in school this year?
- What are you looking forward to in school tomorrow?
- What did you do today that you are proud of?





# Student Well-being and Holistic Development: **Supporting your child**

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

***How can you tell if your child is having trouble with stress?***



## Signs of stress

- Sudden behavioural changes
- Mood swings or sulkiness
- Acting out or being rebellious
- Becoming withdrawn and avoiding others
- Struggling to pay attention to studies or activities
- Recurrent stomach aches and headaches
- Stark changes in sleeping and eating patterns
- Making excuses to miss school





# Student Well-being and Holistic Development: **Supporting your child**

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

***Support your  
child during  
moments of  
visible distress by  
practising  
CHEER.***

- **Calm** your child down by speaking in a gentle tone, sitting them down to talk, and even hugging them, if needed
- **Hear** out their issues to understand their perspective
- **Empathise** with how they may be feeling in the moment
- **Encourage** them to seek help if the problem is complex
- **Reassure** that you will always be there to listen to their problems



# Student Well-being and Holistic Development: **Supporting your child**

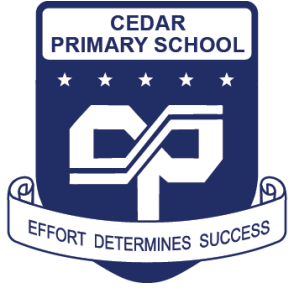
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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## **Guide your children to discover their interests**

- ✓ Continue to engage your children in meaningful activities, take time to recharge and relax, while minimising external interactions
- ✓ Talk to your children about places of interests they love to discover what interests them





# Student Well-being and Holistic Development: **Supporting your child - Cyberwellness**

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

***Help your child stay safe and have positive experiences online.***

- 1 Practise appropriate device usage**
- 2 Manage over-reliance on devices**
- 3 Handle Cyber Bullying**
- 4 Show Cyber Kindness**
- 5 Discern real news from fake news**



# Home-School Communication

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

**Parents Gateway:** Digitally Connecting Parents and School

- **one-stop mobile app** for parents and schools to communicate key administrative matters
- **updates** on programmes and activities.
- allows **parents to** perform administrative functions such **as providing consent** for their children to participate in school activities.



For more information, you may visit <https://pg.moe.edu.sg/faq>