



P3 & P4 PARENTS' BRIEFING 2023



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Subject-Based Banding at Primary Schools

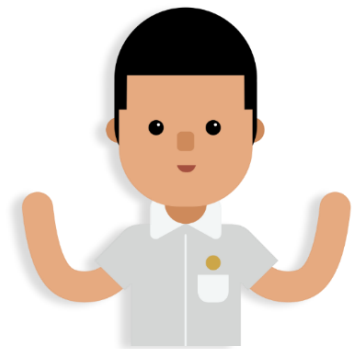


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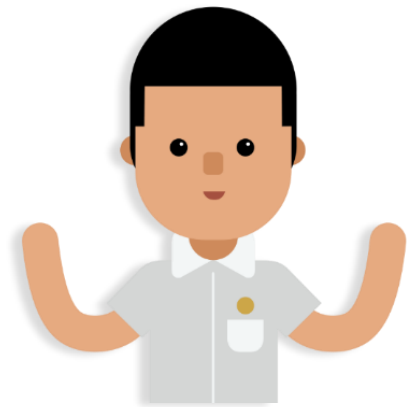
- Offers students the option of Standard and Foundation Subjects, depending on their strengths.
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- The new PSLE scoring system **will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



- Schools 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.



- 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.



SBB in East Spring Primary

- Recommend the most appropriate subject combination based on student's performance.
- Provide students with the breadth in the learning of EL, MA,SC and MTL
- Recognise the challenges faced by some students.
- Will be recommended to take Foundation subjects if he/she is not able to meet the basic requirements in the P4 End of Year Exam



Subject Combinations in East Spring Pri

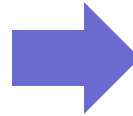
Performance of your child at Primary 4	Your child may be recommended to take
Passes all 4 subjects and performs very well in MTL	4 standard subjects + HMTL
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or 3 standard subjects + 1 other Fdn subject; or 2 standard subjects + 2 other Fdn subjects; or 1 standard subject + 3 other Fdn subjects; or 4 Foundation subjects



Exercising of Option by Parents at End of Primary 4

School Recommendation

1. Student's performance at P4
2. Teachers' recommendations



Option Form

Teachers issue with the Progress Report to the parents

Parents exercise option

Option to offer Higher Mother Tongue Language (HMTL) in Primary 5

- 1) Meet the school's requirements in EL, MA, SC & MTL
- 2) Teacher's recommendation on students' MTL ability
- 3) Parental option

At the end of P5, results and teacher's recommendations are the deciding factors if student continues to take HMTL.



Movement after Primary 5 if child is noted to face difficulty in coping Standard Subjects

Students may be emplaced to a less demanding subject combination

Monitoring of the student's performance

Professional judgment by the subject teachers



Catering to Your
Child's Abilities

SUBJECT-BASED BANDING

FOR
PRIMARY
SCHOOLS

Every child is unique, and has different aptitudes, capabilities and talents. Our schools believe in providing a balanced education that caters to the different abilities of each child so that we can prepare him for life.

Subject-based Banding (Pri) was introduced as a refinement to the streaming process to help each child realise his potential, based on his strengths and needs.

WHAT IS SUBJECT-BASED BANDING (PRI)?

Subject-based Banding (Pri) provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths. For example, if he excels in English and Mother Tongue but needs more support in Mathematics and Science, he may choose to take the first two subjects at the standard level and the others at the foundation level.

Such a choice will allow your child to focus on and stretch his potential in the subjects that he is strong in while building up the fundamentals in the subjects that he needs more support in.

SUBJECT-BASED BANDING (PRI) AND SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?

Progression to secondary level depends on your child's PSLE score. The different expectations of standard and foundation subjects will be taken into account when your child's PSLE score is calculated. If he excels in his subjects, he will have the opportunity to pursue higher-level options at secondary school.

Offering subjects at the foundation level is not a disadvantage to your child. It enables him to focus on building up strong fundamentals in these subjects and better prepares him for progression to secondary school.



WHAT ARE SOME CHOICES AVAILABLE?

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or
	3 standard subjects + 1 other foundation subject; or
	2 standard subjects + 2 other foundation subjects; or
	1 standard subject + 3 other foundation subjects; or
	4 foundation subjects

HOW DOES SUBJECT-BASED BANDING (PRI) WORK?

@ PRIMARY 4

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.

@ PRIMARY 5

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

@ PRIMARY 6

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.

Assessment Matter



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Types of assessment

Formative assessment (FA)

Assessment that is carried out to provide timely feedback to adjust ongoing teaching and learning in order to improve students' achievement of intended instructional outcomes. Marks **will not be awarded** for such assessment and they do not count towards the subject grade. For example: Reading Aloud, Journal Writing etc.

Weighted assessment (WA)

Assessment for which marks attained count towards the subject grade. For example: Listening Comprehension, Topical Test etc.

Standardised assessment

Assessment that is carried out, scored and interpreted in a consistent manner within the school. For example: End-of-Year (EYE)



	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Primary 3	Formative Assessment (FA)			
	Weighted Assessment (WA)- 10%	Weighted Assessment (WA)- 15%	Weighted Assessment (WA)- 15%	EYE- 60%
Primary 4	Formative Assessment (FA)			
	Weighted Assessment (WA)- 10%	Weighted Assessment (WA)- 15%	Weighted Assessment (WA)- 15%	EYE - 60%

Note:

1. The above assessment structure is meant for English, Mathematics, Science and Mother Tongue Languages (CL, ML & TL).
2. All Formative Assessments (FA) are not weighted.
3. Details for each weighted assessment has been sent via Parent Gateway (PG)
4. Scope for EYE will be loaded up nearer the date.



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How do we monitor students' progress?

- Even with the removal of mid year exam for P5 & P6, teachers will continue to assess their students. Eg: daily work, FAs and WAs
- Parents will be kept informed of the child's progress. Eg: PCTC, Class Dojo etc



Curriculum Matters



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English Language



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Key Pedagogies in the EL Syllabus

Area	Enhancement
Grammar	Usage of inductive and deductive approaches <ul style="list-style-type: none">• Contextualised from Stellar texts• Provision of grammar slides and worksheets• SLS lessons/ packages as additional teaching resources
Writing	Systematic Teaching of Writing Skills <ul style="list-style-type: none">• Strengthening of the reading-writing connection, taking into account the purposes of texts, e.g. texts that instruct/inform/entertain and the writing techniques involved



Key Pedagogies in the EL Syllabus

Area	Enhancement
Reading	Teaching of Close and Critical Reading Skills <ul style="list-style-type: none">• Teaching of reading comprehension skills more systematically• Introduction of word study lessons to strengthen word recognition skills Extensive Reading <ul style="list-style-type: none">• Ringfencing of one reading period a week, starting at lower primary• Provision of additional reading resources in SLS• Use of newspapers papers and magazines for exposure to various text types
Oracy	Explicit Teaching of Oracy Skills <ul style="list-style-type: none">• Provision of oracy lessons to promote thinking and enable our students to discuss, reflect and express their ideas confidently and persuasively.• Use of acronyms (OREOS and TEASERS) aid with stimulus-based conversation



P3 MATHEMATICS



Math Trail



Outdoor Learning Experiences



P3 Talent Development



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Teaching and Learning

Mathematical Skills

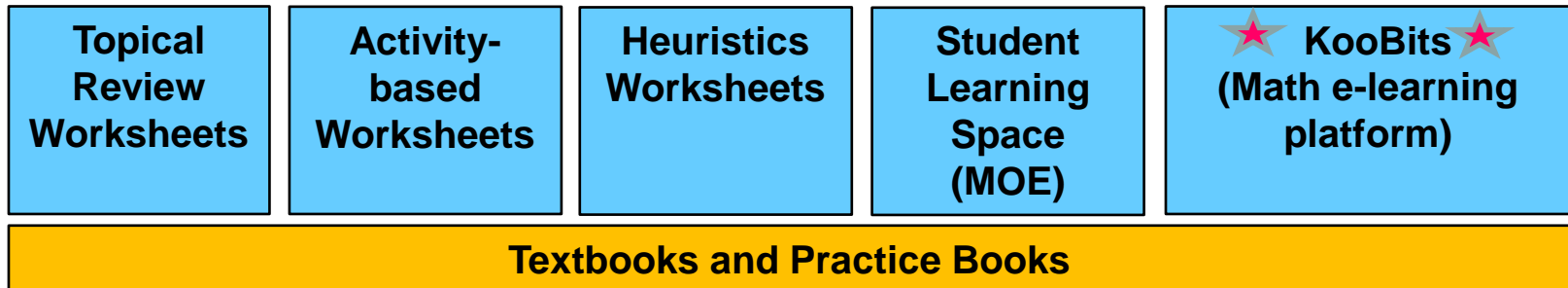
- numerical calculations
- algebraic manipulation
- spatial visualization
- data analysis
- measurement
- use of mathematical tools
- estimation

Teaching Approaches

- **Concrete – Pictorial – Abstract**
(CPA)
- **I – DO, We – DO, You – DO**
- Problem Solving strategies
(*Polya's 4 steps: UPSC, Model-drawing, Heuristic Skills*)
- Connect & Apply to real-world



Mathematics Materials



Assessments

Weighted Assessments WA1 (10%), WA2 (15%) & WA3 (15%)	End Year Examination (60%)
Topical Quiz Total: 30 marks each	Booklet A Multiple-Choice Qns Booklet B Short-Answer Qns & Long-Answer Qns Total: 50 marks



P4 MATHEMATICS



P4 E2K Math



Math Trail



Outdoor
Learning
Experiences



UPSC

PROBLEM SOLVING STRATEGY

U

Understand

circle the numbers
underline the key words

P

Plan

What strategy will you use?
Draw a model/Look for a pattern

S

Solve

Write the equation
Draw using

C

Check for accuracy

Use logical reasoning
Work backwards ✓

Number

Transfer

Units

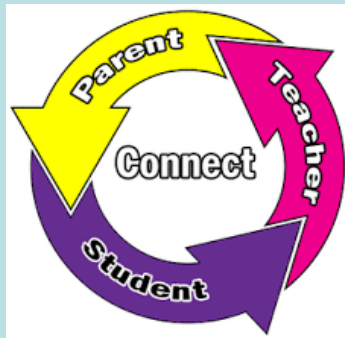
Calculations

Problem Solving Strategy

How can I support?

Monitor

- Be aware of child's progress (and challenges if any)
- Ensure work is completed and submitted timely



Encourage

- Help child to
 - cultivate good work habits and positive learning attitude (focus on process eg. effort put in)
- Show application and draw links of Math in daily activities (eg. area and perimeter of things around us, decimals, measurement)



Partner

- Help child to develop factual fluency in mathematical facts (eg. *Multiplication Tables 6 to 9, Multiply and Divide using algorithm*)
- Regular revision and practise concepts taught in school (consistency is the KEY)

Mother Tongue



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Key Strategies to Enhance Teaching and Learning

☐ Writing

- ✓ Sentence structure recognition and practice
- ✓ Sentence construction
- ✓ Paragraph writing

☐ Reading

- ✓ Extensive Reading Programme
- ✓ Reading task card
- ✓ MTL Library period



Key Strategies to Enhance Teaching and Learning

☐ Listening

- ✓ Authentic listening tasks

☐ Oral

- ✓ Focused practice in picture description
- ✓ Authentic interactive tasks



How can I help my child/ward to learn languages?

Focus on building on their reading and speaking skills through activities with your child/ward:

- Go to the library together
- Expose your child to different prints - books, magazines and newspapers and read with them.
- Discuss the characters and values
- Talk to your child and encourage them to response to your questions so as to enhance their speaking skills

The **MORE** that you **READ**,
the more **THINGS** you will **KNOW**.
The **MORE** you **LEARN**,
the more **PLACES** you'll **GO!**
~ Dr. Seuss



Science



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P3 Key Programmes



- Every Child A Seed
- Zoo trip
- Budding Scientist (Carl Linnaeus)
- Sony Creative Science Award



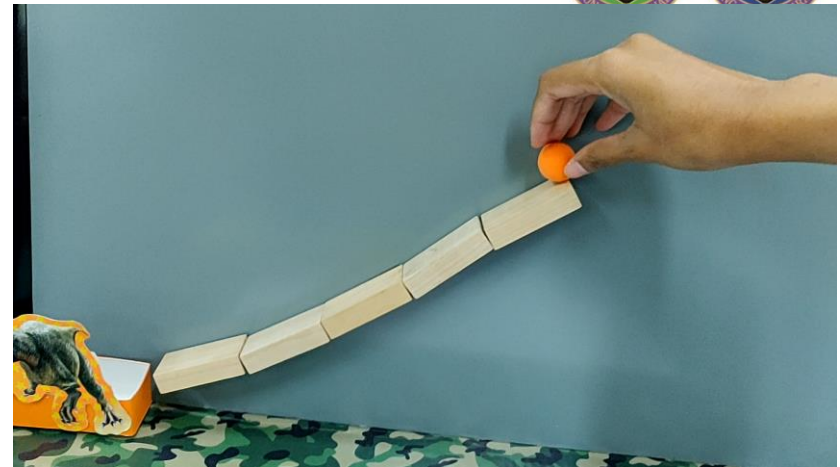
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video



P4 Key Programmes

- Station Activity
- Budding Scientist (Thomas Edison)
- Sony Creative Science

Award



Click to
play video



Strategies for answering Science questions

HAI	CER
<p>H <u>Highlight</u> Command words, key words, key information</p> <p>A <u>Annotate</u> Writing more details inferred from the question / diagram</p> <p>I <u>Identify topics</u> Identify the topics and concept being tested, be as specific as possible</p>	<p>C <u>Claim</u> The conclusion you get from the data given</p> <p>E <u>Evidence</u> Look for proof to support the claim from the data given. (From graphs, diagrams, tables etc)</p> <p>R <u>Reason</u> Show how or why the evidence can support the claim (Use Science concepts)</p>



Learning Dispositions



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Observing students' demonstration of positive learning disposition in East Spring Primary School

“Teachers can observe the demonstration of positive traits in students like diligence, curiosity, collaboration and enthusiasm through daily lessons and learning activities that demonstrate a student’s learning orientation. It is not as quantitative and standardised as school-based examinations, but qualitative judgement is a fact of life, and we can apply that on EMB and GPA for young students who just entered the school system.”

– Minister Ong Ye Kung, WPS 2018



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Learning Dispositions	Actions
<ul style="list-style-type: none"> ▪ Joy of Learning ▪ Enthusiasm ▪ Diligence ▪ Resilience & Grit ▪ Open-Mindedness 	<ul style="list-style-type: none"> <input type="checkbox"/> Showing passion and enjoyment in learning <input type="checkbox"/> Showing great interest in learning new things <input type="checkbox"/> Asking questions to deepen understanding <input type="checkbox"/> Showing curiosity in learning new knowledge <input type="checkbox"/> Focusing energy on accomplishing tasks to the best of his/her ability <input type="checkbox"/> Evaluating work and understanding the importance of accuracy & precision of the tasks <input type="checkbox"/> Staying on task no matter how difficult it is <input type="checkbox"/> Seeking and exploring new ideas and possibilities



- School will consider students' learning dispositions (e.g. joy of learning, diligence, resilience and grit, enthusiasm and open-mindedness), instead of academic performance for Edusave Academic Award.
- Edusave Merit Bursary: P1 and P2 students who display positive learning dispositions consistently.
- Good Progress Award: P2 and P3 students who have made significant improvement in learning dispositions.



CCA



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Performing Arts

1. Indian Dance
2. Malay Dance
3. Chinese Dance
4. Guzheng
5. Music Club

Sports & Games

1. Volleyball
2. Football
3. Wushu
4. Sports Club



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Clubs & Societies

1. Media Club
2. Science & Tech
3. Art Club

Uniform Group

Scouts (Boys & Girls)



Objectives

1. Provide holistic education
2. For students to discover their strengths and areas for growth.
3. Platform to develop character, values, social emotional competencies and skills to prepare them for future challenges.
4. Bring students from diverse backgrounds together.
Develop friendship and deepen sense of belonging to the school and community.



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CCA Enrolment

1. Each school's identity is unique
2. Opportunity for responsible decision making and resilience
3. Enrolment slots for each CCA are subjected to resource deployment. (as for all organisations)
4. Students are given 3 option choices based on the different CCA Groups (Sports & Games, Performing Arts, Uniform Group and Clubs & Societies)



Discipline at ESPS



Restorative Approach



Attendance

- ☐ If your child is unwell, please bring him/her to see a doctor to obtain a Medical Certificate
- ☐ Do update the Form Teachers in Class Dojo on his/her absence for the day
- ☐ **Only 5 parents letter per semester, reason(s) by parents will only be accepted on a case by case basis**
- ☐ Refrain from taking leave (eg: return to hometown, staycation) during term time



Punctuality



- ☐ Our students are expected to be in the **classroom** by **7.30 am** for flag-raising ceremony.
- ☐ Students may receive a '**Letter of Warning**' or a '**Fair**' **Conduct Grade** should the latecoming persist.



Use of Smart Watches

- We have revised the rules on the usage of smart watches in school.
- Smart watches are allowed but they **must be switched off at all times during all school activities** (ie lessons, recess, CCA, etc). Students can only use them at the **foyer, school gates or with a teacher's permission**. Smart watches are also **prohibited from the examination rooms**.
- Students are to take good care of their belongings. The school will not be held responsible for the loss or damage of any of these electronic devices.



Communication between Teachers and Parents



- Allow time for teachers to get back to you
- Respect the teacher's time contact the teachers during school operating hours only
- Empower your child with ownership and responsibilities



EVERY CHILD MATTERS TO US

Everyone Makes a Difference

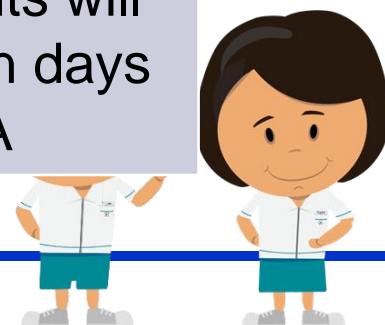


Let's work together!



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Questions	Response
Will there be exam for P3	P3 will only have one exam, the End of Year Exam
Will parents be informed of dates in advance of the weighted assessments for all subjects for P3 since there is no MYE?	The respective subject teachers will inform parents on the dates
Is it possible to change CCA class every year?	It is not possible
P3 class shuffling is based on which criteria this year?	For P3 to P4, we do an en-bloc promotion
Is school uniform compulsory?	From now on, students will put on sch uniform on days without P.E. and CCA





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