

# P3 & P4 PARENTS' BRIEFING

13 JANUARY 2023



Where Potential Becomes Reality

# PROGRAMME

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Sharing by Vice-Principal, Mrs Esther See

- Introduction to School Staff
- School's Focus and Direction**
- P3 Weighted Assessment
- P4 Subject Based Banding

Sharing by Year Head, Mdm Jamila Adal (Covering)

- Holistic Development
- Home Involvement

Class Meeting with Form Teachers

- Learning & Assessment
- Student Recognition



# PROGRAMME

1

SEGMENT

- Introduction to School Staff
- School's Focus and Direction
- P3 Weighted Assessment
- P4 Subject based Banding



# PROGRAMME

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1

SEGMENT

- Introduction to School Staff
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# School's Focus and Directions

## School Vision

Where Potential Becomes Reality

## School Mission

Providing a Holistic Education

## School's Directional Statement

Nurturing Future Ready Citizens,  
Fostering a Sustainable Community



# The ELIAS Values



# The ELIAS Values

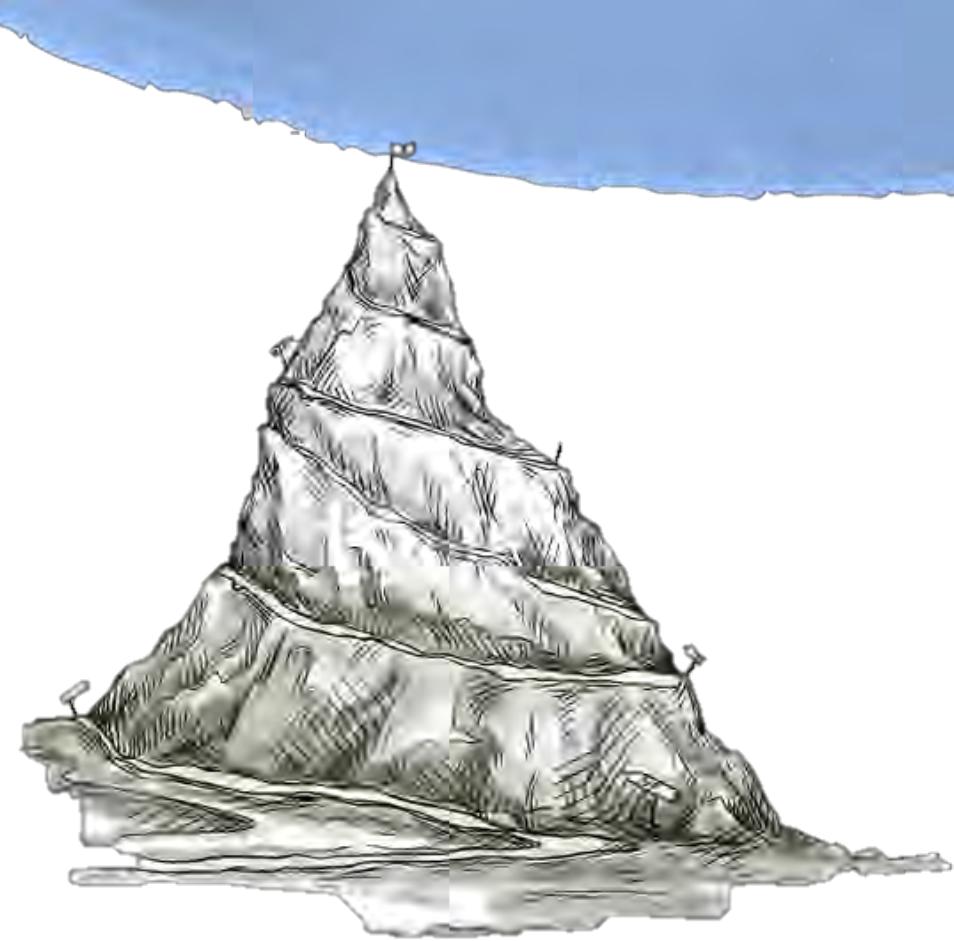
## ENDEAVOUR



**... aspires to realise his goals**

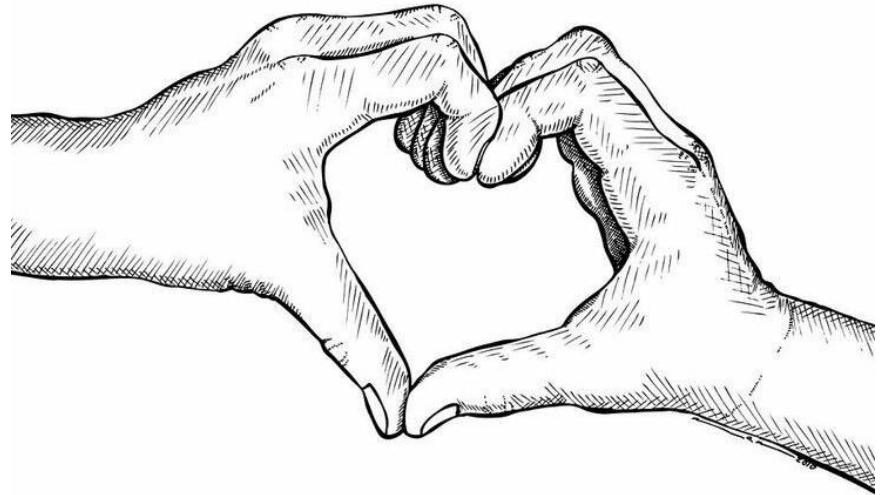
**... is constantly striving for continuous improvement**

**... is excellent in all that he does**



# The ELIAS Values

## LOVE



**... respects others**

**... lives with passion**

**... seeks to bring out the best in himself and others**



# The ELIAS Values

## INTEGRITY



**... walks the talk**

**... demonstrates moral courage and uprightness in all  
that he does**



# The ELIAS Values

## ADAPTABILITY



- ... constantly seeks new ideas**
- ... adapts to changes**
- ... is ready to take on challenges**



# The ELIAS Values

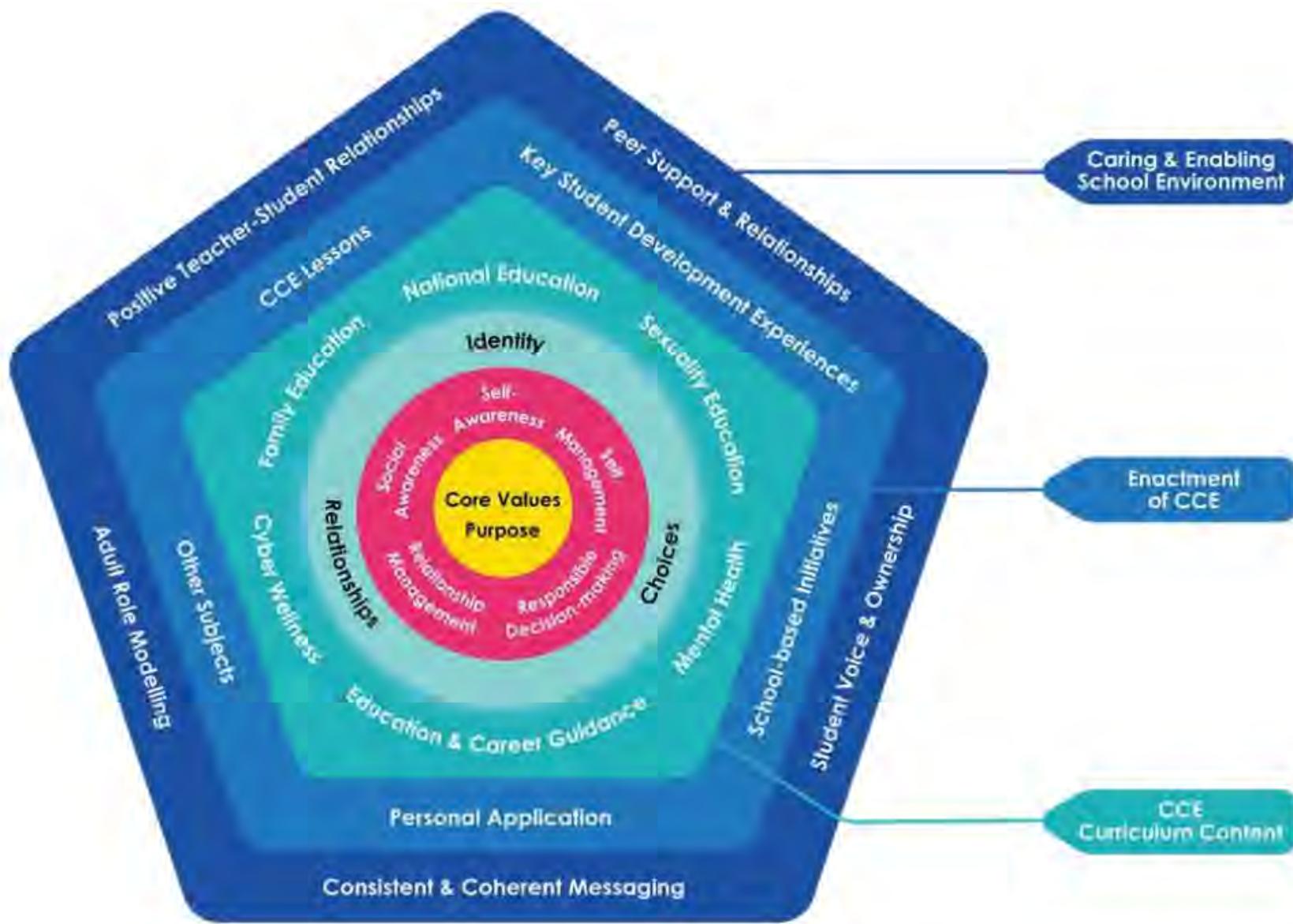
## SERVICE



**... offers his best to enrich the lives of others and his well-being**



# FUTURE-READY CITIZENS



# FUTURE-READY CITIZENS

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Emphasis on  
21CC Skills such as  
SDL (Self-Directed Learning) &  
CoL (Collaborative Learning)

- 3 'I's**
- active **Imagination**
  - collective **Inquisitiveness**
  - rich **Interconnectedness**

Importance of Cyberwellness,  
Values Education & Holistic  
Development



# PROGRAMME

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## 1 SEGMENT

- Introduction to School Staff
- School's Focus and Direction
- P3/P4 Weighted Assessment
- P4 Subject Based Banding



# KEY ASSESSMENT CHANGES

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- With the removal of mid-year examinations for all levels, teachers will continue to assess their students. Parents will be kept informed of the child's progress.
- Assessment serves to support students' learning,** gauge their progress, and address learning gaps.
- There will a range of formative and summative assessments and these are no different from current practices.



# Changes aim to help our students...

- Have more time and space to deepen their learning, especially in the transition years (i.e. P3, P5, S1 and S3).



- Better enjoy the process of learning and develop dispositions for lifelong learning.



# P3/P4 WEIGHTED ASSESSMENTS

## Rationale

- To provide teachers with a gauge of **students'** competencies
- To provide teachers with information on learning gaps in mastery of concepts
- To enable schools to carry out varied pedagogies to **deepen students' learning**



# P3/P4 WEIGHTED ASSESSMENTS

TERM	Type of assessment	Weightage
Term 1 Week 9/10	Weighted Assessment 1 (WA1)	15%
Term 2 Week 6/7	Weighted Assessment 2 (WA2)	15%
Term 3 Week 5/6	Weighted Assessment 2 (WA3)	15%
Term 4 Week 5 – 8	End of Year Examination	55%

**More details will be provided on PG and school website**



# GIFTED EDUCATION PROGRAMME

Stage	Date	Participants	Papers
GEP Screening Exercise	17 August (Thursday)	Primary 3 pupils	English Language Mathematics
GEP Selection Exercise	17 & 18 October (Tuesday & Wednesday)	Primary 3 pupils <i>shortlisted</i> after the Screening Test	English Language Mathematics General Ability

**More details will be provided via PG in July.**



# PROGRAMME

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## 1 SEGMENT

- Introduction to School Staff
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# P4 SUBJECT-BASED BANDING

## Rationale

- To provide more flexibility to students with different strengths across various subjects



- Every child is encouraged to take subjects at levels that best suit their abilities



# P4 SUBJECT-BASED BANDING

## Rationale

- To encourage greater interaction amongst students with different strengths



# P4 SUBJECT-BASED BANDING

## Implementation

END OF  
**P4**

School recommends a subject combination based on P4 examination results.  
Parents can select preferred combination.



**P5**

Student takes subject combination selected by parents



# P4 SUBJECT-BASED BANDING

## Implementation

END OF  
**P4**

School recommends a subject combination based on P4 examination results.  
Parents can select preferred combination.



Passes all subjects and does exceptionally well in MT



4 Standard Subjects  
Higher MTL



# P4 SUBJECT-BASED BANDING

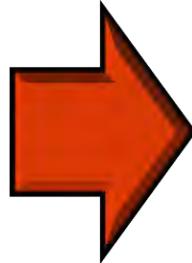
## Implementation

END OF  
**P4**

School recommends a subject combination  
based on P4 examination results.  
Parents select preferred combination.



Passes all subjects



4 Standard Subjects



# P4 SUBJECT-BASED BANDING

## Implementation

END OF  
**P4**

School recommends a subject combination based on P4 examination results.  
Parents select preferred combination.



Passes 3 out of 4 subjects



Likely to be offered  
4 Standard Subjects



# P4 SUBJECT-BASED BANDING

## Implementation

END OF  
**P4**

School recommends a subject combination based on P4 examination results.  
Parents select preferred combination.



Passes only  
1 - 2 subjects



Offered combinations  
with 1-3 subjects at  
Foundation Levels.



# P4 SUBJECT-BASED BANDING

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## Implementation

P5

Student takes subject combination selected by parents



END OF  
P5

Students who do not meet the requirements of the Standard level will be advised to switch to Foundation level for those subjects.



# P4 SUBJECT-BASED BANDING

## Implementation

P5

Student takes subject combination selected by parents

END OF

P5

Does not meet requirements

Meet requirements

P6

Switch affected subjects to Foundation level

Remain in the same combination



# P4 SUBJECT-BASED BANDING

## Students Profile

P4 Student Profile	P5 Subject Combination
Selected students, strong in MTL	4 Standard + Higher MTL
Majority of cohort	4 Standard
Strength in 3 specific subjects	3 Standard + 1 Foundation
Strength in 2 specific subjects	2 Standard + 2 Foundation



# P4 SUBJECT-BASED BANDING

## Summary

### @ 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.**



# P4 SUBJECT-BASED BANDING

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## Higher MTL at P5 and P6

- Extra 1 hour / week taught outside curriculum time
- Option to take HMTL is only given once at end of P4
  - It is offered to students with visible strength and **interest in MTL. We also consider students' ability in** managing more than 4 subjects.
- Promotion to P6 HMTL based on P5 performance and school decision



# P4 SUBJECT-BASED BANDING

## Criteria for HMTL at P6

MTL	Overall score of 70 marks or better
HMTL	Overall score of 60 marks or better

## Implications of Dropping HMTL at P6

- Adjustment to new teacher and classmates as student will be allocated to any P6 MT Class with vacancies



# P4 SUBJECT-BASED BANDING

## Make careful consideration

For a subject combination that matches your  
**child's ability**

## Promotion to P5 is based on

Learning Disposition of your child  
Subject combination opted by parent



# New PSLE Scoring

[New PSLE Scoring System](#)

[Posting to Secondary School](#)

[Full Subject-Based Banding](#)



## Why is MOE changing the PSLE scoring system?

Find out how the PSLE scoring and S1 Posting changes will benefit your child.



## What does this mean for your child?

Find out how the changes will affect your child's subject and school choices.



## FAQs

Read this list of commonly asked questions and answers on the new PSLE scoring system.

## New PSLE Scoring System

The revised PSLE scoring system in 2021 will help your child focus on their learning instead of how they compare to others.

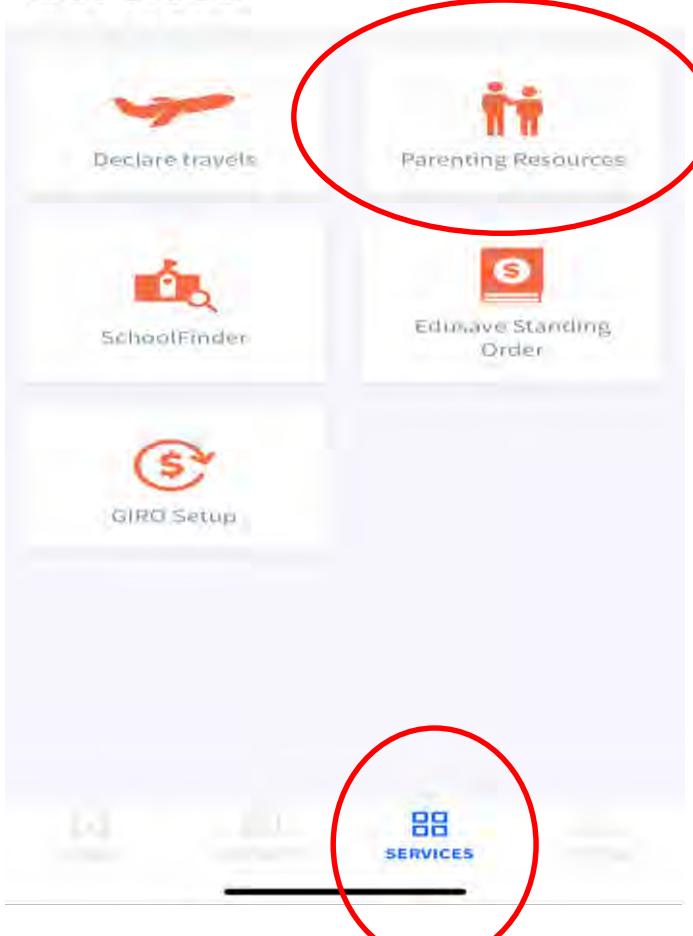


To Visit microsite  
**'New PSLE Scoring System'**



# Parenting Resources on PG App

## Services



The screenshot shows the 'Parenting Resources' page. At the top, there are tabs for 'FOR YOU' (selected) and 'EXPLORE'. Below is a 'Highlights' section with a post titled '[Parent Kit - PDF] Guiding Our Children Through Their P1 Transition' (Week 21, December 2022). A 'Suggested for you' section features a preview of the 'PARENT KIT' for P1 transition, followed by another post titled '[Parent Kit - PDF] Caring for Our Children as They Ease Into Secondary School Life' (Week 22, December 2022).

# STUDENT SAFETY

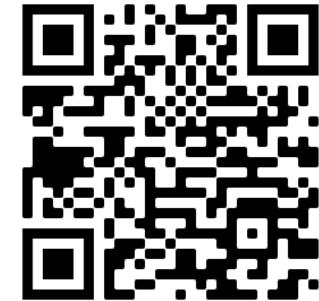
- Alternative drop off points
- Students enter the school through Gate 3 (back gate)



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## Sharing by Year Head, Mdm Jamila (Covering)

- Holistic Development
- Home Support

## Class Meeting with Form Teachers

- Learning at EPPS
- Home School Partnership



# PROGRAMME

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## SEGMENT 2

- Holistic Development
- Home Involvement



# Providing a Holistic Education



# Developmental Stages

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Primary 3 – 4 (9 to 10 year-olds)

- Explores the relationship of feelings and behavior
- Understand about choices and consequences
- Begins setting goals
- Better able to undertake responsibility
- Better able to work with others





Citizen



Scholar



Sportsman



Mission  
Providing a  
Holistic  
Education

Leader

Artist



# HOLISTIC EDUCATION

## SCHOLARS



Blended Learning  
on SLS

IPW

EL & MT  
Language  
Week

Focus on  
Metacognition  
Skills &  
Differentiated  
Instructions

Olympiad  
E2K



# HOLISTIC EDUCATION

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## SCHOLARS



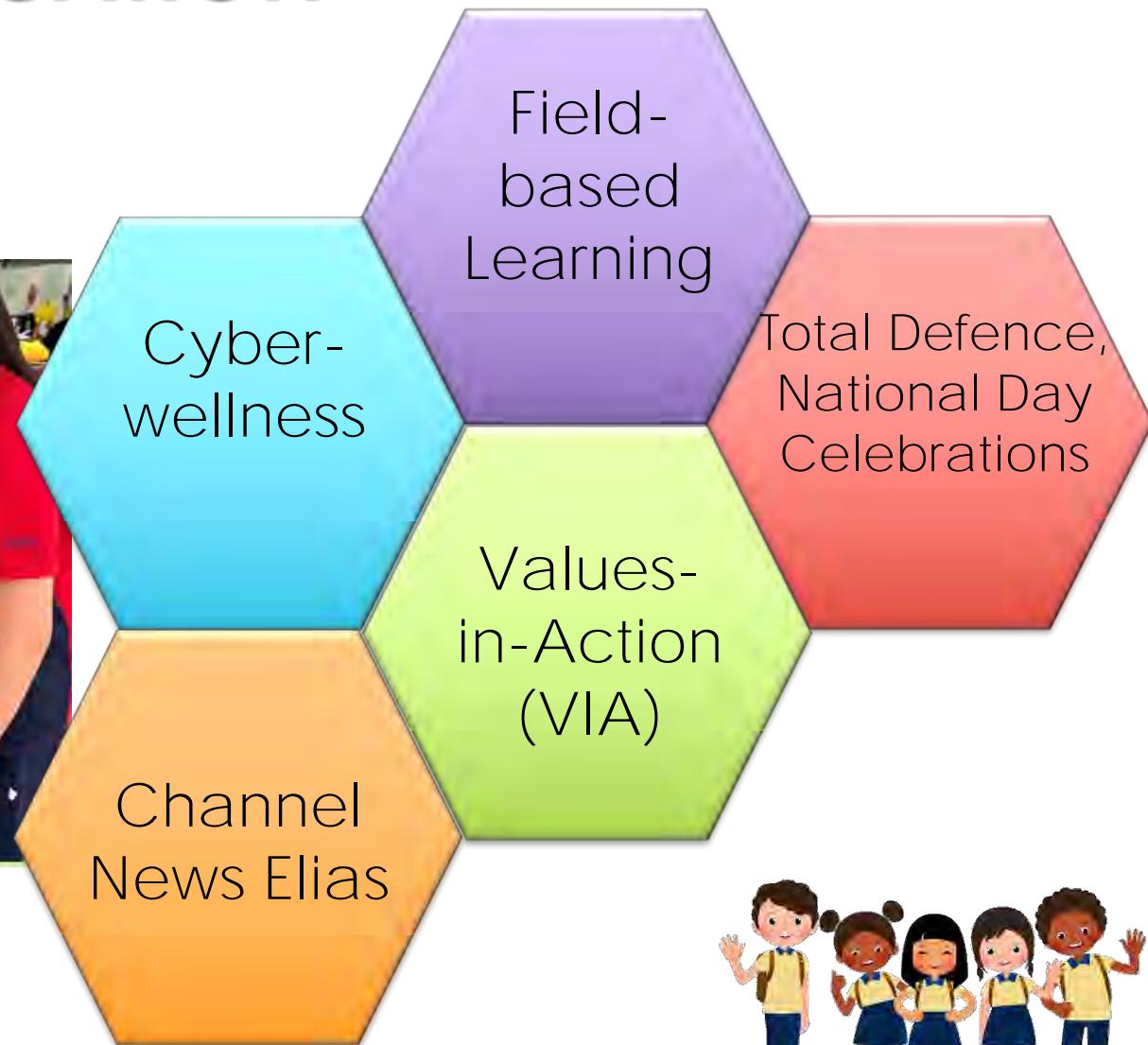
### Suggested Activities

- Reading
- Asking questions
- Sharing current affairs
- Pursue deep interests
- Home monitoring



# HOLISTIC EDUCATION

## CITIZENS



# HOLISTIC EDUCATION

## LEADERS



Student  
Leadership  
Training  
Program

Junior  
Civil Defence  
Lionhearts

P3 and P4  
Prefects

Situational  
Leaders

SH@PE  
Guides



# HOLISTIC EDUCATION

## SPORTSMAN



# HOLISTIC EDUCATION

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## ARTISTS



Ceramics  
Module

Art Museum  
Based  
Learning

Elias Got  
Talent  
Showcase

Performing  
Arts CCAs

Aesthetics  
Week



# Student Well Being

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Primary 3 – 4 (9 to 10 year-olds)

Actions	In School
Listen to their suggestions	Daily Teacher-Student Interactions, Student surveys, Dialogue with School Leaders
Develop their confidence	Cyber-wellness Talks, Leadership roles, 'Transition to Middle Primary' workshop
Encourage their efforts	Elias Peaks School Awards, PBS Stamps
Discipline with logical consequences	Positive Behaviour Support from school community & care management team



# PROGRAMME

## SEGMENT 2

- Holistic Development
- Home Involvement



# HOME INVOLVEMENT

## Conversation Time

Help your children  
**CLARIFY THEIR THOUGHTS**  
and reinforce their  
learning of values through  
daily conversations.

### EXAMPLE

Everyone's name is unique. Help your children learn to appreciate their names by explaining to them the meaning of their names.

You could also **SHARE** why you chose that name.

## Active Dialogue



# HOME INVOLVEMENT

## Take Actions

Build stronger **BONDS** with your children by spending **QUALITY TIME** together.

**Bonding Time**

## EXAMPLE



Your children may ask, "What should I do in times of emergency?"

Help **REINFORCE** the sense of preparedness by playing the game 'We Are Prepared!' in their CCE Activity Book.



# HOME INVOLVEMENT

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Continuous Feedback

Motivate and Affirm  
**ENCOURAGE** your children  
to put the **VALUES** they  
learnt **INTO ACTION** by  
**AFFIRMING** them.



## EXAMPLE

Children love receiving  
**COMPLIMENTS**.

You can encourage your children  
when they display responsible  
actions such as packing their own  
school bag or helping to lay the table  
before meals.



# HOME INVOLVEMENT

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## Importance of Sleep

*Experts stressed the need to cultivate good sleep habits from young, and pointed out that a lack of sleep has a negative effect on cognition.*

*The Straits Times, 5 March 2017*



9-10 year olds need at least 8-9 hours of sleep



# HOME INVOLVEMENT

## Keeping our children safe online

### Editor's picks



#### Fake or real?

How can we help our children stay vigilant against fake news? By teaching them to spot it...

[read ▶](#)[share ▶](#)[tweet ▶](#)

[Schoolbag.edu.sg](http://Schoolbag.edu.sg)



**Strong Passwords**  
Show your child what a strong password is by using examples, such as one with combinations of upper and lowercase letters and numerals. Remind your child to change passwords regularly and to use different passwords for different accounts.

**Hacked!**

Illustrate with an example of what could happen if his or her passwords are known to others. Reach an agreement to be kept informed of your child's passwords until he or she reaches a certain age or are able to show good online behaviours.

**Parental Controls**  
If you intend to install parental controls and privacy filters in the digital devices explain to your child why it is necessary. Have an open discussion with your child on harmful internet content such as pornography, violence and religious radicalisation. Remind your child not to chat with strangers online. He or she should inform you if there are online messages / posts / photos that make him or her feel uncomfortable.

### Parents' Kit on PG app

# HOME INVOLVEMENT

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We welcome all parents to share their time and expertise with the students in our school as a Parent Volunteer.

Sign up now!



# Where Potential Becomes Reality

