

# Learn for Life

“Let us prepare every child for the **test of life**, and not just a life of tests”

PM Lee, National Day Rally 2012

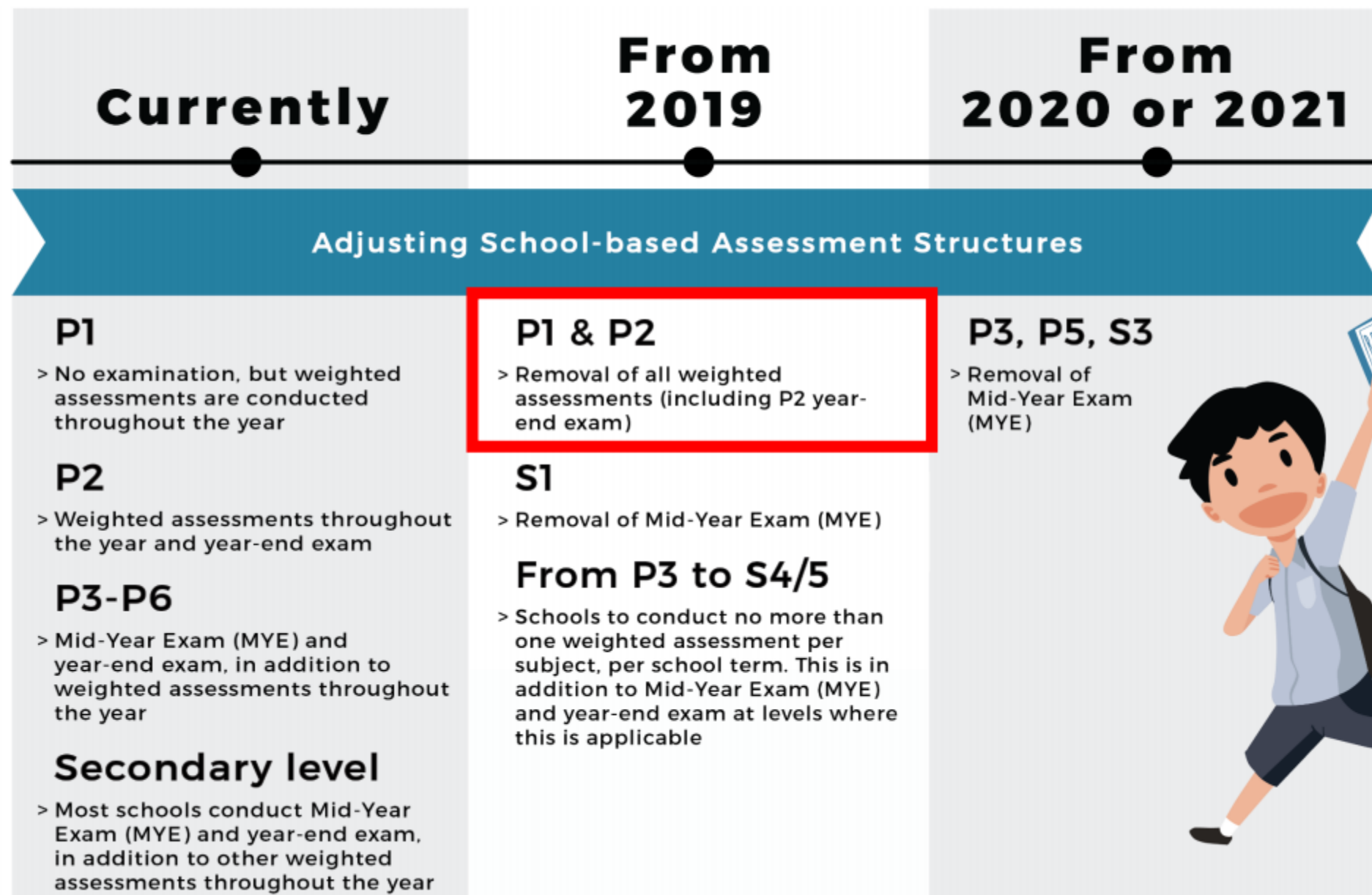




## Learn for Life

- A value, an attitude and a skill
- Inculcating **greater joy of learning**
- Reducing the over-emphasis of academic results
- **Nurturing lifelong learners** with stronger intrinsic motivation to learn

# Changes at a Glance





# Changes at a Glance

**Currently**

**From  
2019**

**From  
2020 or 2021**

## Refreshing the Holistic Development Profile (HDP)

> Use of indicators to report students' development in both academic and non academic domains (e.g. physical fitness, involvement in community-based and co-curricular activities etc.)

### **P1 & P2**

> Use qualitative descriptors to report students' learning in all subjects. Non-academic indicators will be retained

### **All other levels**

> Academic indicators adjusted for HDP. Non-academic indicators will be retained

## Removal of weighted assessment and exams in P1 and P2

- From 2019, all weighted assessments and examinations for P1 and P2 students have been removed.
- Assessments conducted will not be included to form any overall mark or grade. This includes removing the year-end examination at P2.
- This is to shift away from the over-emphasis on academic results and allow the young children to have more time to transit to primary school life as well as experience the joy of learning.

Then how does the school assess and monitor  
what the students have learned?

## Subject-specific Learning Outcomes (LO) & Qualitative Descriptors (for P1 & P2 only)

1. From 2019, schools will use **subject-specific Learning Outcomes (LO)** and **qualitative descriptors** to report P1 & P2 students' learning progress for all subjects in the Holistic Development Profile (HDP)
  - EL, Maths, MTL, Art, Music, SS & PE.
2. Building on Holistic Assessment practices, there will be:
  - **3-5 Learning Outcomes (LO) per semester** to report students' learning progress in each subject.
  - These LOs are aligned to the subject-specific syllabuses.
  - To report students' learning progress for each LO, there will be **4 levels of qualitative descriptors**

### Qualitative Descriptors

Accomplished

Competent

Developing

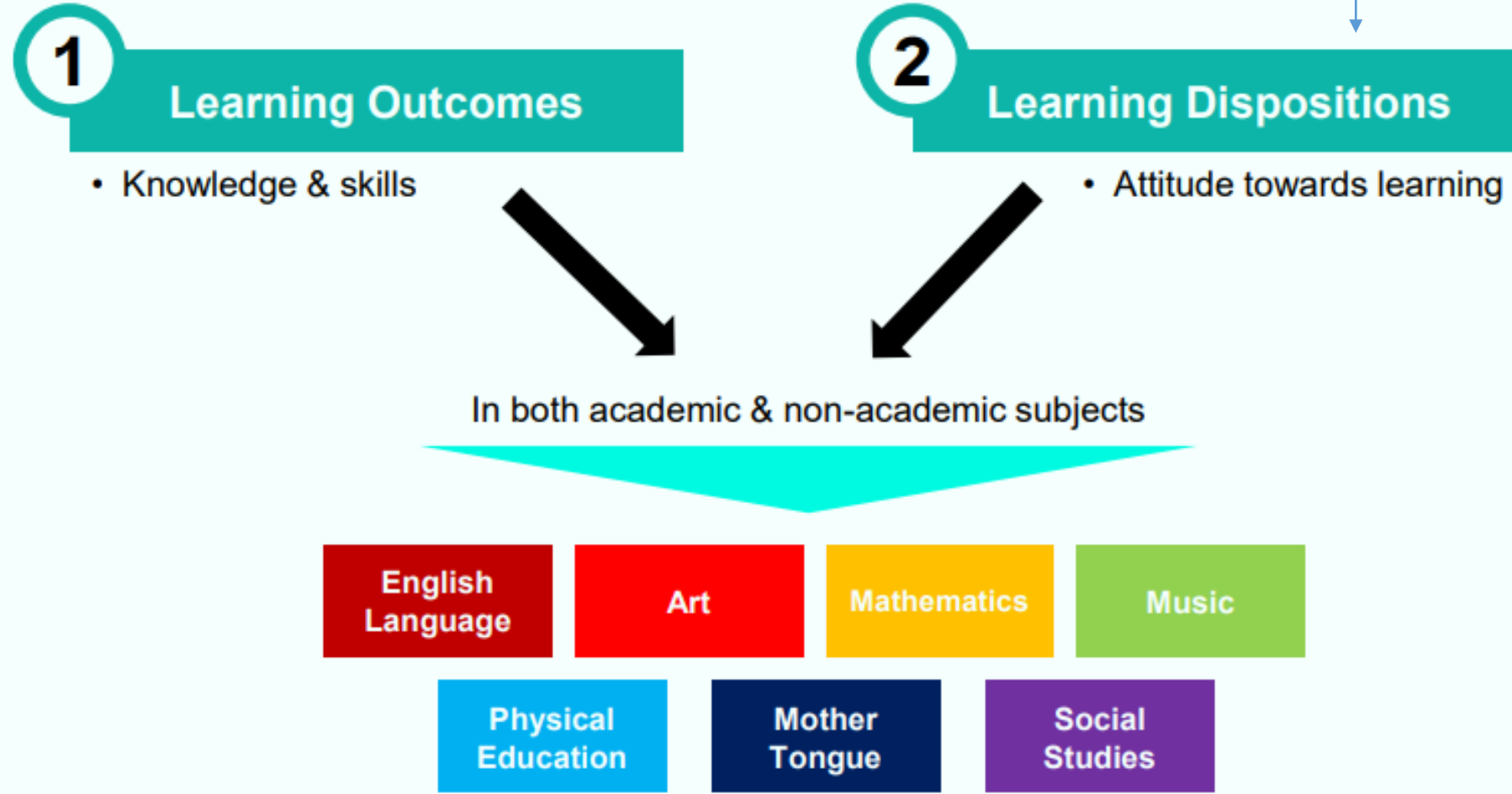
Beginning

# The Qualitative Descriptors

Qualitative Descriptors	Remarks
Accomplished	<ul style="list-style-type: none"><li>Able to understand &amp; apply learning <u>almost all</u> the time</li></ul>
<b>Competent *</b>	<ul style="list-style-type: none"><li>Able to understand &amp; apply learning <u>most</u> of the time</li></ul>
<b>Developing *</b>	<ul style="list-style-type: none"><li>Able to understand &amp; apply learning <u>some</u> of the time.</li></ul>
Beginning	<ul style="list-style-type: none"><li>Able to understand &amp; apply learning with close guidance.</li></ul>



# What do we assess?





For P1 & P2 only:  
Examples of **Learning Outcomes** for different subjects

Subject	Primary 1	Primary 2
English Language	<u>Listening</u> 1. Listen attentively and follow simple instructions.	<u>Listening</u> 1. Listen attentively and identify relevant information.
	<u>Speaking</u> 2. Speak clearly to express their thoughts and ideas. 3. Follow communication etiquette such as using appropriate eye contact and conversations or discussions.	<u>Speaking</u> 2. Speak clearly to express their thoughts and ideas. 3. Follow communication etiquette such as using appropriate eye contact and conversations or discussions.
	<u>Reading</u> 4. Demonstrate basic word recognition and understanding of letters of the alphabet; able to pronounce words accurately. 5. Read aloud Primary 1 texts (e.g. stories) with accuracy, fluency and expression. 6. Understand Primary 1 texts (e.g. stories) and able to identify simple aspects of characters and setting).	<u>Reading</u> 4. Demonstrate basic word recognition and understanding of letters of the alphabet; able to pronounce words accurately. 5. Read aloud Primary 1 texts (e.g. stories) with accuracy, fluency and expression. 6. Understand Primary 1 texts (e.g. stories) and able to identify simple aspects of characters and setting).
	<u>Writing</u> 7. Demonstrate writing readiness and ability such as letter formation, placement and spacing. 8. Write a simple paragraph of at least five sentences and recount appropriately sequenced events.	<u>Writing</u> 7. Demonstrate writing readiness and ability such as letter formation, placement and spacing. 8. Write a simple paragraph of at least five sentences and recount appropriately sequenced events.

Subject	Primary 1	Primary 2
Mathematics	1. Understand numbers up to hundred. 2. Understand addition and subtraction. 3. Add and subtract numbers. 4. Understand multiplication and division. 5. Identify, name, describe and sort shapes. 6. Tell time to the hour/half hour. 7. Measure and compare lengths using everyday objects. 8. Read and interpret picture graphs.	1. Understand numbers up to hundred. 2. Solve mathematical problems involving addition and subtraction. 3. Multiply and divide numbers. 4. Identify, name, describe and sort shapes. 5. Tell time to 5 minutes. 6. Compare and order lengths. 7. Read and interpret picture graphs. 8. Understand fractions.
Social Studies	<u>Knowledge Outcomes</u> 1. Recognise that they are unique. 2. Relate to people and the groups they belong to.	<u>Knowledge Outcomes</u> 1. Identify the different ethnic communities living in Singapore. 2. Recognise that a common identity unites the people of Singapore.
	<u>Skills Outcomes</u> 3. Express thoughts and feelings effectively. 4. Work in group settings.	<u>Skills Outcomes</u> 3. Ask questions to collect information/data. 4. Process information/data with the help of the teacher.
	<u>Values Outcome</u> 5. Show interest in finding out about people and places.	<u>Values Outcome</u> 5. Appreciate different customs and traditions that are practised by the diverse communities in Singapore.

**Qualitative Descriptors**

Accomplished

Competent

Developing

Beginning

# What do we assess? (continued)

1

## Learning Outcomes

- Knowledge & skills

### Some examples

English Language	Speak clearly to express thoughts, feelings and ideas.
Mathematics	Identify, name, describe and sort shapes.
Physical Education	Perform a gymnastic sequence of two different movements with smooth transition.
Music	Appreciate music from local and global cultures.

2

## Learning Dispositions

- Attitude towards learning

### Some examples

Across all the various subjects	Respect ideas shared by peers.
	Take pride in work.
	Persevere in the face of challenges.
	Know right from wrong.



## Holistic Development Profile For Year 2021

Page: 3 of 5  
Date: 06 Jul 2021

Name :



Identification No. :



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### SUBJECT

SEMESTER 1

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#### Social Studies

Recognise that everyone is unique.	Accomplished
Share thoughts and feelings with group members, with teacher guidance.	Competent
Ask questions to learn more about self, people and places.	Accomplished

#### Art

Identify simple visual qualities in what they see around them.	Developing
Draw from their imagination and observation.	Competent
Play with a variety of materials and tools to make art.	Developing
Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion.	Developing

#### Music

Create Music (e.g. short rhythmic and melodic phrases) in both instrumental and vocal settings, individually and in groups.	Competent
Listen and respond to Music.	Competent
Appreciate Music from local and global cultures.	Competent



# FUHUA PRIMARY SCHOOL

## Holistic Development Profile For Year 2021

Page: 5 of 5

Date: 06 Jul 2021

Name :



Identification No. :



### Personal Qualities

### Assessments

### Rating

Cooperates with Peers

SEMESTER 1



Knows Right from Wrong

SEMESTER 1



Listens and Responds

SEMESTER 1



Perseveres

SEMESTER 1



Respects Peers

SEMESTER 1



Takes Pride in Work

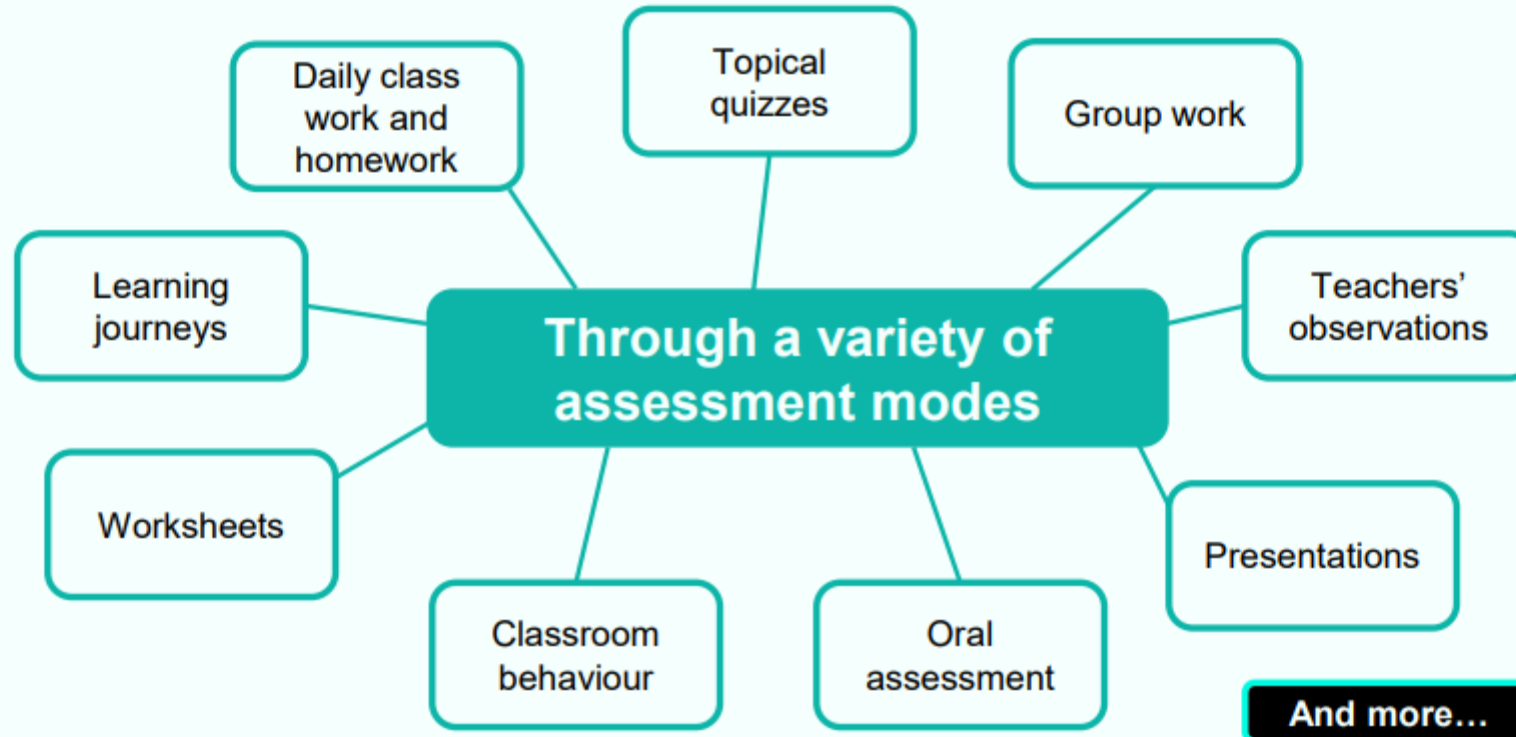
SEMESTER 1





# How do we assess?

Throughout the year...





# How will I know how my child is doing?

Through various forms of feedback

PCTC and  
regular  
correspondence  
with teachers

Daily work  
(worksheets,  
activity books,  
etc.)

Rubrics

		偶尔 Rarely ☉	有时 Sometimes ☉☉	经常 Most of the time ☉☉☉	总是 Always ☉☉☉☉
听说 技能 Listening & Speaking / Interactive Speaking	听懂并按照老师的指示做 (如: 拿出课本、活动本) Listens, understands and follows simple instructions in class (e.g. take out textbook and activity book)				
	能用华语提出请求 (如: 上厕所或喝水) Able to ask simple questions (e.g. permission to visit the washroom or drink water)				
课堂 表现 Learning Dispositions	集中注意力听课 Listens attentively and pays close attention to lesson				
	拥有积极、认真学习的态度 Has a positive and serious attitude towards learning				

Report book

## Holistic Development Profile

Page: 1 of 4  
Date: 11 Nov 2019

Name : Joyce  
Age on 1<sup>st</sup> Jan : 7  
Class : P2-Challenge  
Form Teacher : Miss Tan  
Co-Form Teacher : Miss Low  
Identification No : T05XXXXX  
S/N : 11  
Course : P2 CURRICULUM

### SUBJECT

### SEMESTER 2

#### ENGLISH

Speaking: Build on others' ideas in the conversations or discussions respectfully.

Accomplished

Reading: Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.

Competent

Reading: Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.

Accomplished

Writing: Apply basic spelling strategies using knowledge about phonic elements and spelling rules.

Developing

- No more marks
- Feedback on learning outcomes
- Indicators such as beginning, competent, etc.

# Learning Dispositions at FHPS

\*\*Legend:

Primary One

				
<b>Listens and responds</b>	Always listens attentively and responds appropriately	Listens attentively and responds appropriately most of the time	Puts in effort to listen and respond but needs occasional prompting	Requires frequent prompting to stay focused
<b>Respects peers</b>	Always listens to and respects the opinions of others	Listens to and respects the opinions of others most of the time	Listens to and respects the opinions of others some of the time	Needs to be more receptive to opinions of others
<b>Cooperates with peers</b>	Always works well with peers to achieve group goals	Works well with peers to achieve group goals most of the time	Works together with peers to achieve group goals some of the time	Is learning how to work together with peers
<b>Knows right from wrong</b>	Always chooses to do what is right	Puts in effort to do what is right most of the time	Puts in effort to do what is right some of the time	Is learning what is right and wrong behaviour
<b>Perseveres</b>	Always perseveres and tries again when meeting with challenges	Perseveres and tries again when meeting with challenges most of the time	Perseveres and tries again when meeting with challenges some of the time	Relies on teachers and peers for help when meeting with challenges
<b>Takes pride in work</b>	Always puts in effort to check and ensure that work submitted is neat and accurate	Puts in effort to check and ensure that work submitted is neat and accurate most of the time	Puts in effort to check and ensure that work submitted is neat and accurate some of the time	Has to work on submitting neat and accurate work

# Home-Based Learning

- Online and Offline tasks
- 2 hour screen time

## Staggered Login Timings

Levels	Allocated Time Slots
Primary 1 & 2	8 a.m. - 10 a.m.
Primary 3 & 4	10 a.m. - 12 p.m.
Primary 5 & 6	12 p.m. to 2.00 p.m.

1. Login to the SLS at the allocated time slots.
2. WILL NOT be locked out from SLS even if they work beyond the time slot.
3. Do take note of any "LIVE" lesson scheduled in DLPG
4. "LIVE" Lesson is where the teacher will be conducting the lesson with live broadcast.