

P1 & P2 Parents' Briefing

4 February 2022



Sharing by Principal



Objectives

- To provide an overview of the school's direction and level-related matters
- To strengthen home-school partnership to optimise your child's/ward's learning and school experiences
- To provide a platform for your child's/ward's form teacher/s to interact with you



School Leadership Team



Mrs Soh-Lim

Tzyy Shiuan

Principal



Mrs Selina Lee

Vice Principal



Mr Fong Wai Khin

**Vice Principal
(Admin)**

P1 & P2 Year Head



Ms Fadzillah Aslam Khan



Our Vision



Active Learners, Confident Leaders,

Gracious Citizens



Our Mission

We nurture and inspire every Gongshanger to be a

- Learner with Zeal
 - Leader with Courage
 - Citizen with Purpose



Our Values

勤

Perseverance

- Every Gongshanger will understand the value of hard work.
- Every Gongshanger will continue to work towards his/her goals despite challenges.

俭

Thrift

- Every Gongshanger is able to tell the difference between ‘needs’ and ‘wants’.
- Every Gongshanger is able to use resources prudently to avoid wastage.

诚

Integrity

- Every Gongshanger will do the right thing even when nobody is around or watching.
- Every Gongshanger will have the moral courage to stand up for what is right.

敬

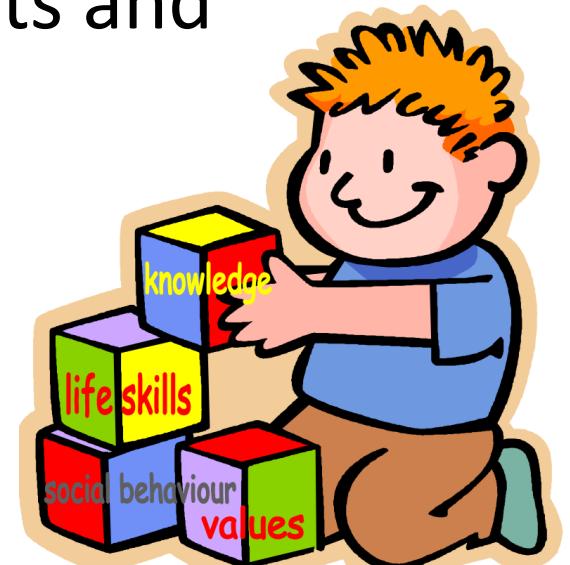
Respect

- Every Gongshanger will have pride and confidence in themselves.
- Every Gongshanger will appreciate differences in others and be sensitive to the feelings of others.



Aims of Primary Education

- Formative years to build your child's confidence and desire to learn
- Provide a broad exposure to a range of activities to discover their talents and abilities
- Preparing your child for the future



Where is my child at this stage?

- Formative years
- Early stages of learning
- Discovering abilities & talents

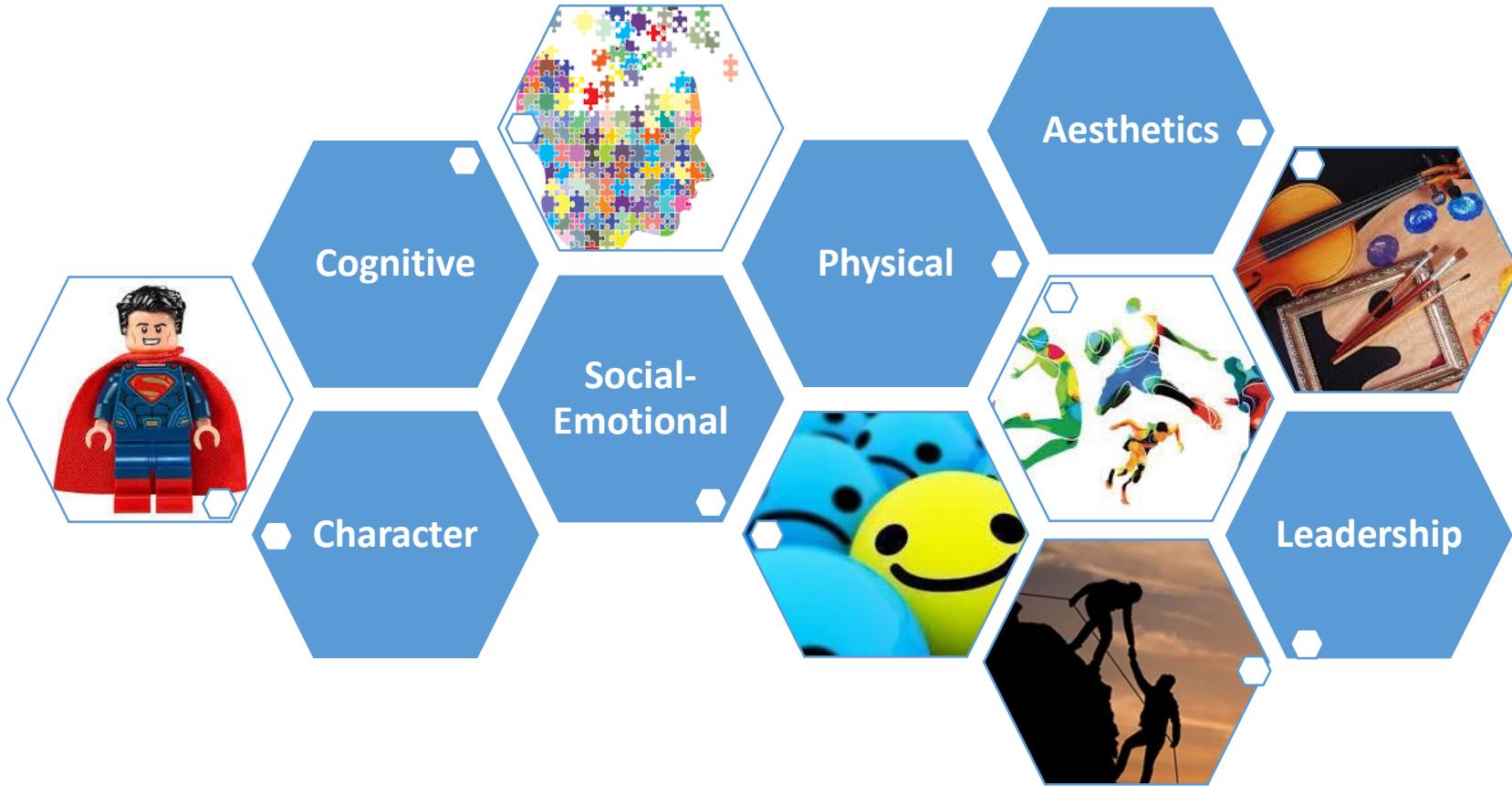


Focus for P1 and P2

- Enjoy coming to school
- Enjoy learning
- Allow them to fail and learn from failures
- Allow them to be independent
- Let them grow at their own pace



Holistic Education



Recommendations of PERI's Committee

~ Confident Children, Independent Learners, Caring Citizens ~

Realise a more holistic primary education, better prepare our young for the future

“Our children should grow up to be **confident persons**, adept at working in teams and able to communicate their thoughts and ideas effectively. They should be **self-directed learners** who view education as a life-long process. They should also be innovative and enterprising individuals, able to cope with ambiguity and adapt well to change. At the same time, Singapore needs **citizens** who are **morally upright**, have a strong sense of **civic responsibility** and who will **contribute actively** to society. These skills and dispositions should be inculcated in the formative years of primary education”.



Source: Report of the Primary Education Review and Implementation Committee, March 2009 p3

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PERI HA Recommendations

- Balance knowledge with skills and values
- Use engaging approaches to teach skills and values
- Emphasise non-academic programmes within curriculum
- More holistic assessment to support learning



PERI Holistic Assessment

Holistic Assessment refers to the ongoing gathering of information on different facets of a child from various sources, with the aim of providing quantitative & qualitative feedback to support and guide the child's development.



PERI Holistic Assessment

- Emphasise Assessment *for* Learning
- Strengthen Assessment *of* Learning
- Bite-sized forms of assessment
- Beyond pen & paper testing
- Use assessment information to improve pupils' learning



PERI Holistic Assessment

- Provide students with richer & holistic feedback on their development & skills acquisition
- Provide clear guidelines on the learning outcomes for each subject at the end of every level.
- Adopt holistic reporting & communication



Holistic Assessment



- Exposure to a range of bite-sized assessments to gauge their learning
 - Oral Presentation (Take the Stage)
 - Journal Writing
 - Performance Tasks
 - Topical Quizzes
- Teachers will use qualitative descriptors in the holistic development profile to report on your child's mastery of learning.



Cognitive Development

Different classroom setting in P1 and P2

- Cluster seating in groups of 5 to facilitate group work
- Smaller class size (max 30)



Changes at a Glance

Adjusting School-Based Assessment Structures

Currently	From 2019	From 2020 or 2021
<ul style="list-style-type: none">P1 – no examination, but weighted assessments are conducted throughout the yearP2 – weighted assessments throughout the year and year-end examP3-P6 – MYE and year-end exam, in addition to weighted assessments throughout the yearSecondary level – most schools conduct MYE and year-end exam, in addition to other weighted assessments throughout the year	<ul style="list-style-type: none">P1 and P2 – removal of all weighted assessments (including P2 year-end exam)S1 – removal of MYEFrom P3 to S4/5 – schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to MYE and year-end exam at levels where this is applicable.	<ul style="list-style-type: none">P3, P5, S3 – removal of MYE



P1 and P2

- Removal of all weighted assessments (including P2 year-end exam)

Changes at a Glance

Refreshing the Holistic Development Profile

Currently	From 2019	From 2020 or 2021
Use of academic indicators to report students' learning in all subjects and non-academic indicators (e.g. physical fitness, involvement in community-based and co-curricular activities etc.)	<ul style="list-style-type: none">P1 and 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.	



P1 and P2

- To report our students progress for each LOs, we used 3 levels of attainment: **Beginning**, **Developing** and **Competent**.
- Learning dispositions to be used as criteria for Edusave Awards.



Holistic Reporting of Students' Progress

Pupil's Portfolio

Student's Learning Dispositions

Parent-Child-Teacher Conference



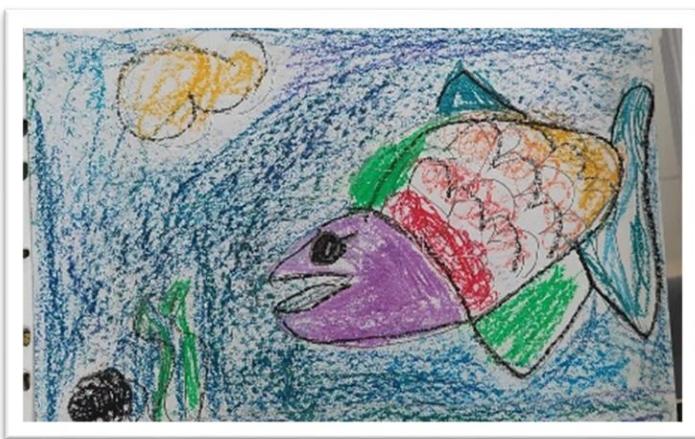
Holistic Portfolio

Feedback for Parents

- Termly progress reports will be shown to parents with the portfolio
- Portfolio contains a good sample of your child's work and performance task in all subjects with graded rubrics with teacher's qualitative comments



SAMPLES OF PUPILS' WORK



Gongshang Primary School
English Language
Show & Tell 1 – My Favourite Food

Name : Yi-zhi Loo
Primary 1

Learning Outcome 2: Speak clearly to express thoughts, feelings and ideas

DESCRIPTORS	COMPETENCY LEVEL		
	BEGINNING	DEVELOPING	COMPETENT
Content • Clarity of Expression	<ul style="list-style-type: none"> Able to deliver speech with basic sentences but draws more heavily on teacher for encouragement <input type="checkbox"/>	<ul style="list-style-type: none"> Very few ideas are developed; does not elaborate on opinion and/or support with reason <input type="checkbox"/>	<ul style="list-style-type: none"> Able to deliver speech more fluently using appropriate vocabulary and sentence structures <input type="checkbox"/>
Development of Ideas		<ul style="list-style-type: none"> Some ideas are developed; elaborates with an opinion and supports with a reason <input type="checkbox"/>	<ul style="list-style-type: none"> Sufficient ideas are developed; expresses opinions, feelings and supports with reasons(s) <input type="checkbox"/>
Voice • Volume	<ul style="list-style-type: none"> Voice cannot be heard clearly most of the time <input type="checkbox"/>	<ul style="list-style-type: none"> Voice is generally loud and clear though it trails off at times <input type="checkbox"/>	<ul style="list-style-type: none"> Voice is loud and clear throughout <input type="checkbox"/>
Articulation	<ul style="list-style-type: none"> Words are not clearly pronounced or mispronounced in a number of instances <input type="checkbox"/>	<ul style="list-style-type: none"> Words are generally clearly pronounced though there are a couple of hesitations <input type="checkbox"/>	<ul style="list-style-type: none"> Words are clearly and accurately pronounced <input type="checkbox"/>
Confidence • Eye Contact	<ul style="list-style-type: none"> No eye contact with audience <input type="checkbox"/>	<ul style="list-style-type: none"> Some eye contact/ eye contact made with only one member of the audience <input type="checkbox"/>	<ul style="list-style-type: none"> Good eye contact maintained with members of the audience <input type="checkbox"/>
Appropriate Body Language	<ul style="list-style-type: none"> No accompanying hand gestures and/or body movements <input type="checkbox"/>	<ul style="list-style-type: none"> Some accompanying hand gestures and/or body movements <input type="checkbox"/>	<ul style="list-style-type: none"> Appropriate accompanying hand gestures and/or body movements <input type="checkbox"/>

Teacher's signature and date: Boye 12/1/21
Parent's signature and date: JL 24/1/21

GONGSHANG PRIMARY SCHOOL
P1 MATHEMATICS 2021

Name: [Redacted] Class: 1 Third

Chapter 1: Numbers 1 to 10	Beginning	Developing	Competent
Student is able to count and write numbers from 1 to 10 in numerals and words			✓
Compare two sets of 10 objects using the terms greater than, smaller than, more than, fewer than and same as			✓
Identify statements containing greater than or smaller than a given number			✓
Chapter 2: Addition Within 10			
Chapter 3: Subtraction Within 10	Beginning	Developing	Competent
Student is able to write and represent addition equations accurately based on the picturescenarios given			✓
write and represent subtraction equations accurately based on the picturescenarios given		✓	
write 2 addition facts and 2 subtraction facts for a given number within 10			✓

Parent's Signature/Date: 25.12.2021

Chapter 4: Shapes	Beginning	Developing	Competent
Chapter 5: Ordinal Numbers			
Student is able to:			
identify and name the basic shapes – circle, half circle, quarter circle, triangle, rectangle, square			✓
identify and form different 2D shapes with the basic shapes			✓
trace figures on dot grid or square grid			✓
name positions using ordinal numbers and symbols (first, second up to tenth) and symbols (1st, 2nd, 3rd etc.)			✓

GONGSHANG PRIMARY SCHOOL

PRIMARY 1 PAL PERFORMING ARTS (MUSIC)

NAME: [Redacted]
CLASS: P1/(1)

Scam: 3/9



SAMPLES OF PUPILS' WORK

一年级
朗读短文

姓名: _____

班级: 1.1 / ICL1 日期: 7月29日

小云是我的同学，也是我的好朋友。她坐在我左边。她个子不高，眼睛小小的，头发长长的。

反饋:

语音和清晰度	
<input checked="" type="checkbox"/>	正确、清晰。
<input type="checkbox"/>	还算正确，还算清晰。
<input type="checkbox"/>	不正确、不清晰。

语调和流利程度	
<input checked="" type="checkbox"/>	适中、自然流利。
<input type="checkbox"/>	还算适中，迟疑重复。
<input type="checkbox"/>	不适中、不流畅。

教师评语: 朗读时几次重复重读

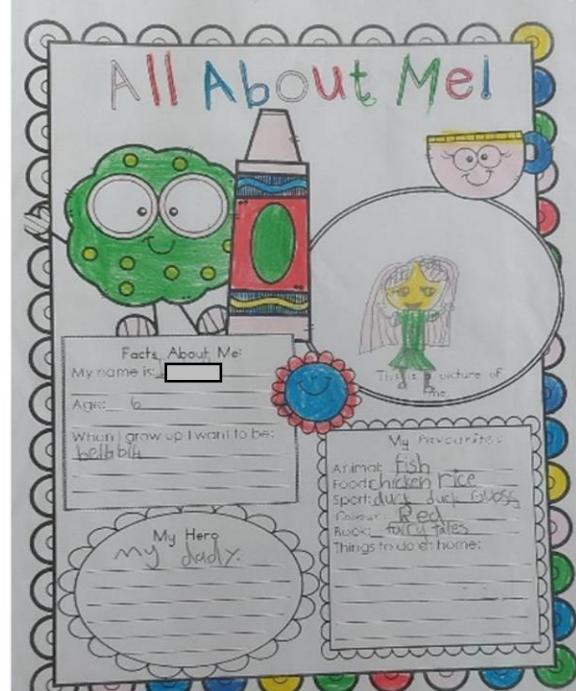
家长签名: My Gratitude Jar

Think about different people, things, and events you are grateful for. Write what and who you are grateful for inside your "Gratitude Jar" below.

I am grateful for Mary because she helps me with my work. 

Name: _____ Class: P2Perseverance

All About Me!

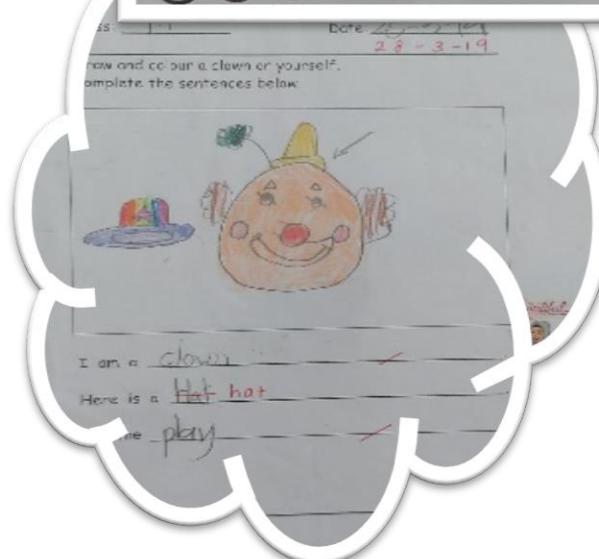


Facts About Me:
My name is: _____
Age: 6
When I grow up I want to be: ballerina

This is a picture of me: 

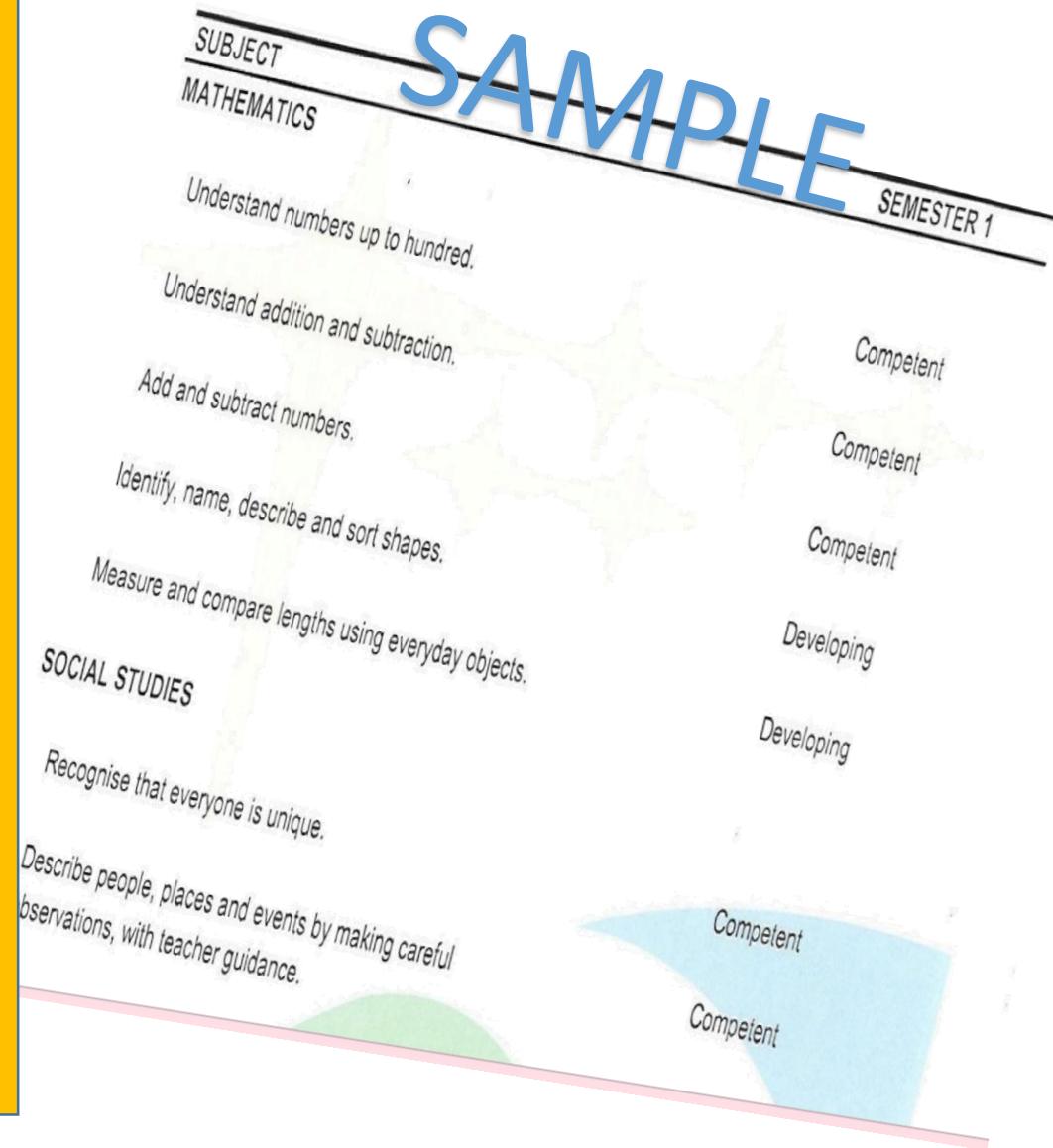
My Favorites:
Animal: fish
Food: chicken rice
Sport: football
Colour: Red
Book: Cartoon Tales

Things to do at home:



Holistic Assessment

-Learning Objectives (LOs)



Student's Learning Dispositions

Curiosity

- ✓ Asks questions to develop a deeper understanding
- ✓ Eager to explore possibilities
- ✓ Enjoys problem-solving

Responsibility

- ✓ Listens attentively in class
- ✓ Participates actively in lessons
- ✓ Takes pride in completing all tasks assigned

Resilience

- ✓ Stays positive in the face of setbacks
- ✓ Keeps on trying when faced with problems
- ✓ Is willing to take on challenges

Open-mindedness

- ✓ Considering other viewpoints
- ✓ Acts on feedback and uses it to improve performance
- ✓ Is willing to try out new ideas or solutions offered by peers

Teamwork

- ✓ Works and plays cooperatively with others towards learning goals
- ✓ Shows respect for others
- ✓ Practises turn-taking in group activities



How will this benefit my child?

- More opportunities to show learning
- Cater to wider range of learning styles
- Regular & Timely feedback
- More confident
- Motivated to learn
- Enjoys learning



Class Allocation Process (P2 to P3)

- Students are placed in mixed ability classes within the same block (upper & lower block), based on teachers' recommendation and feedback on students' learning progress.
- Factors like gender mix, ethnic mix and combination of students in every class are taken into careful consideration.
- Better caters to the learning needs of the students and teaching pedagogies can be customised accordingly to students' needs.



Prepare our children
for the test of life &
not a life of tests.



Vaccination for Children Aged 5 to 11 (from December 2021)

Six in 10 primary school pupils sign up for Covid-19 vaccine jabs

Six in 10 primary school children have signed up for their Covid-19 vaccinations.

In a Facebook post yesterday, Education Minister Chan Chun Sing said about 80,000, or more than one in three pupils in the Primary 1 to Primary 6 cohorts, have received their first dose of the vaccine.

SMS invitations will soon be sent out progressively to pre-schoolers

based on their registration under the National Appointment System, added Mr Chan.

From today, the paediatric vaccination exercise will commence for children in Ministry of Education special education (Sped) schools, he said.

Mobile vaccination teams, comprising staff from the Health Promotion Board who are experi-

enced in supporting these students, will be progressively deployed to all 20 Sped schools.

Mr Chan added that sibling walk-in vaccinations went smoothly on Monday, with 770 children on the first day.

Since Monday, siblings aged five to 11 have been able to receive their Covid-19 vaccinations at the same time, under one appointment slot.

The arrangement is in place from Mondays to Thursdays at paediatric vaccination centres.

The extension of the national vaccination programme to children aged five and above will cover about 300,000 children, who make up the largest unvaccinated group in Singapore.

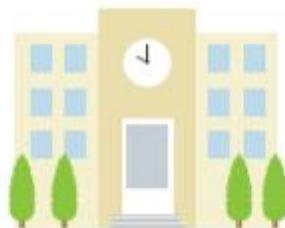
The Pfizer-BioNTech/Comirnaty Covid-19 vaccine is the only

Vaccinating students can:



Keep your child safe from COVID-19

COVID-19 vaccines significantly reduce the chances of infection and symptomatic disease for your child. They also help to prevent severe illness if infected.



Make education institutions safer

Prioritising vaccinations for students will make it harder for the virus to spread.



Protect your family and community

Students who are vaccinated will have greater peace of mind, that they are keeping their family and loved ones safe while making it harder for the virus to spread.

<https://www.moe.gov.sg/-/media/files/parent-kit/why-vaccinate-your-child.pdf>

Sharing by Year Head



HOW YOU CAN HELP YOUR CHILD/WARD





Ministry of Education
SINGAPORE

PARENT KIT

A New School Season Begins!



Welcome to a new school season!

Set your child off on the right foot by helping them develop useful skills such as independence, empathy and responsibility. Here are some tips and resources to help support you and your child at the start of this new year.

Read on to find out what you can do!



1. Have regular conversations with your child.

By doing so, you encourage them to reflect on their experiences by recalling and sharing what they have learnt.

These conversations help you to understand their experiences as you journey with them through their school days and hear their stories.

Try these conversation starters with your child

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



2. Support your child to set their goals for the year.

Ask them what they would like to achieve

Goals need not be just about grades. They can be about non-academic goals such as learning something new in a CCA, getting to know a friend better, helping out with household chores, or being a kinder person.

Lift their Spirits

- Let your child know you are proud of them for even the smallest things, such as making a new friend, volunteering to help out with chores at home, or cleaning up after themselves independently after meals.

Every parent wants happy, healthy kids – here are 14 Ways to Boost Your Child's Mental Wellbeing!

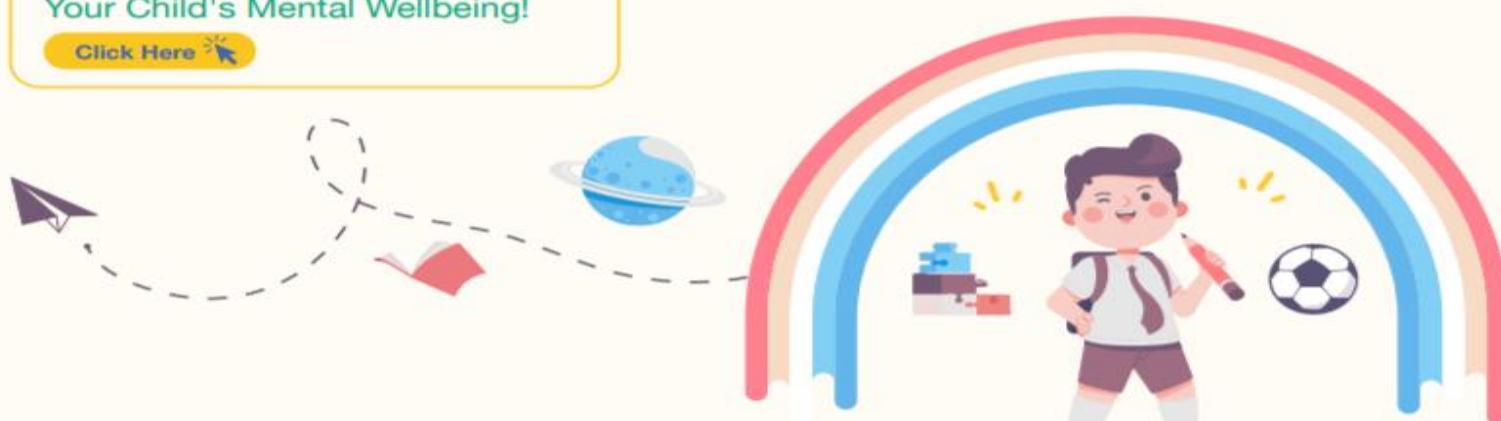
[Click Here](#) 

Encourage Exploration

- Does your child have a particular area of interest they wish to pursue? Encourage them to find out more through reading!

Sign your child up for a free library membership and myLibrary ID to enjoy NLB's e-resources.

[Click Here](#) 



3. Guide your child to relate well with others.

Forging memorable friendships help shape your child's school experience

As working up the courage to make friends can seem intimidating for children, you can provide them with tips to talk to their schoolmates. A simple 'How are you?' can make someone's day.

Encourage them to get to know the classmate sitting next to them!

E-copies of Kindsville Times for Primary school children

Your child has been given the hardcopy in school. There are fun activities that you can do together with them to learn about empathy and kindness.

Kindsville Times Junior (P1-2)

[Click Here](#)

Kindsville Times Adventures (P3-4)

[Click Here](#)

A-OK! (P5-6)

[Click Here](#)



4. Support your child and help them build good habits.

Children often need support and guidance, especially when they meet new or different challenges. For some, they will face changes in school and will need time to adapt and adjust. Here are some tips you can help support them with.

1. Listen to them

When you listen to your child, you are giving them space to share their thoughts with you. Not every situation requires an active voice. Sometimes, the best support is your listening ear.



2. Inculcate good habits

Discuss with your child the importance of having good habits and carrying them out each day. It can be as simple as sleeping early to have sufficient rest, or making sure there are enough breaks between activities.

5. Help your child ease back into school again.

Your child may experience a range of feelings from being anxious or excited as they return to school after the holidays. Empathise with how they are feeling, and establish a routine with them to support their adjustment back to school.

It takes time to help your child adjust during their first few weeks. Here are some tips to help:

- Your child might not be used to school, and it might even be a new experience for some. Take this time to talk to them about their concerns over the next few weeks.

Constantly assure them that you are there, no matter what.

IT'S OK
TO FEEL
THIS WAY.

HOW WAS
YOUR DAY?

I AM ALWAYS
HERE FOR YOU.

- These are some simple routines your child can start with as they ease back into school:
 - Going to bed at a fixed time each night can help children get accustomed to morning routines.
 - Getting the books and items required (e.g. stationery, water bottle, extra masks) ready the night before.
 - Having a plan/schedule for the next day.



As your child enters a new school year, cheer them on and remind them that you love them.



Check out <https://www.moe.gov.sg/parentkit> for more useful tips and resources



Check out our Instagram account for parents
[@parentingwith.moesg](https://www.instagram.com/parentingwith.moesg)

If you need further clarification,
you may email:

Ms Fadzillah Khan (YH)
fadzillah_aslam_khan@moe.edu.sg





Thank you!

