GREENRIDGE PRIMARY

INTEGRITY GRACIOUS RESPONSIBLE PUBLIC-SPIRITED

Parent-Teacher Briefing

School Leader Briefing

Primary 5 and 6

Friday 27 January 2023

12.15 p.m. to 1.30 p.m.

Vision: Engaged Learners, Caring Leaders

Housekeeping Matters

- Type in your questions using the Q & A function, if any.

- Commonly asked questions will be addressed.

- These slides will be uploaded onto the school website

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Overview

- Focus for 2023
    - Positive Education and Well-Being experiences
    - Blended Learning as part of schooling experiences
    - Key Programmes

- School Updates:
    - School-Based Assessment
    - PSLE Scoring and Sec 1 Posting
    - Direct-School Admission (DSA)
    - PSLE and P6 Key Dates

- Positive Home-School Partnership

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Positive Education, Growth Mindset and Well-Being Experiences

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- Strengthen Resilience and develop **Growth Mindset**

- Recognise and Affirm individual's **Character Strengths**

- Develop sense of gratitude

- Foster positive and supportive relationship **(TSR)**

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2 form teachers for each class

- **Foster positive education** through a positive climate and tone of learning in form class, and **guide students to develop socio-emotional competencies**

- **Build Teacher-student relationship and class spirit**, develop positive discipline & routine and provide leadership opportunities

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2 form teachers for each class

- Monitor class attendance & **demonstrate duty of care** and **engage parents** in supporting the child

- Use form class data for **design of learning activities and student intervention** and recognize students for awards

- Inculcate **values and skills,** and **character and citizenship education** (CCE)

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Embracing all Students in each Classroom

Each Form Class:

- Embracing all students (gender, additional needs and racial mix)
- Recognise different strengths of the students
- Support learning, well-being and morale of students, and students with learning and behavioural needs

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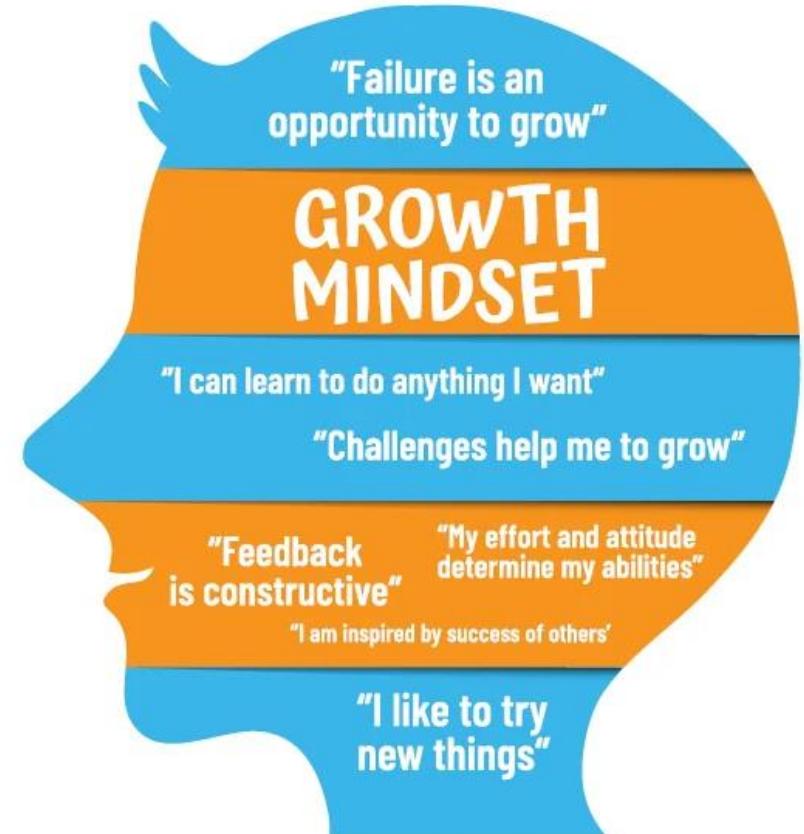
Subject classes:

- FTGP, SS, PE, Art and Music
  - same as form classes
  - use of differentiated instructions and strategies to cater to different learning profile, readiness and interest of students

- EL, Math, Mother Tongue Languages, Science, CCE
  - use of differentiated instructions and strategies to cater to different learning profile, readiness and interest of students
  - subject-based banding

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Growth Mindset

- Belief in one's ability to improve with effort, strategies and time

- Executive Functioning (EF) Skills

"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"Feedback is constructive"   "My effort and attitude determine my abilities"

"I am inspired by success of others'

"I like to try new things"

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Blended Learning as part of schooling experiences

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- COVID had thrust us into leveraging on technology and home-based learning for developing in students:

- Self-directedness and independence

- Self-discipline and self-management

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What do we hope to achieve?

Blended Learning builds on our continual education reform – "Learn for Life" movement – to:

- equip students with stronger abilities, skills and habits for independent and lifelong learning; and
- to strengthen our students' future readiness.

Primary intended outcomes of Blended Learning are to develop:

Self-Directed and Independent Learners	Passionate and Intrinsically Motivated Learners

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How can we design the Blended Learning experience to achieve these outcomes?

1. **Combination of structured and less structured activities** to allow students to exercise self-directedness and self-management in learning.

2. **Dedicated time and space** to allow students to explore their interests and learn outside the curriculum. E.g. Enhanced and Enriched Experiences (E^3) Day; Home-based Learning (HBL) day

3. **Technology to support the delivery and monitoring** of students' learning.

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P5 & P6 1:1 Computing

- 1:1 Computing Learning Experience
    - for selected classes using **iPads** in Jan 2018
    - P5 cohort using **Chromebooks** in Jan 2021
    - P6 cohorts using touchscreen **Chromebooks** in Jan 2022
    - Seamless and integrated 1:1 computing for more meaningful learning in 2023

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Key Programmes

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2023

Applied Learning Programme (ALP)

Computational thinking to Develop Empathetic, Resilient Solvers (CO.D.E.R.S)

HEALTH SCIENCE

PHYSICAL WELLNESS | NUTRITION
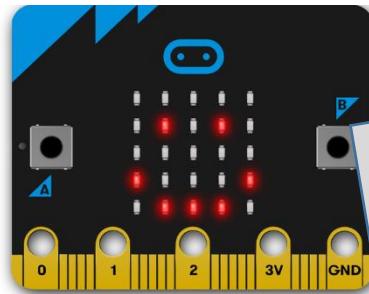
School based programme

P1 to P6	Maker Activities@home via SLS	P1 Kubo	P2 Scratch Junior
HOUR OF CODE		LEARN TO CODE WITH THIS ONLINE KUBO CODING GAME.	SCRATCH Jr

P3 Scratch	P4 and P5 Microbits	P6 Code for Fun
SCRATCH	micro:bit	sphero edu

Applied Learning Programme (ALP): Computational Thinking to Develop Empathetic, Resilient Solvers (CO.D.E.R.S)

P5 Learn to Code with Microbits
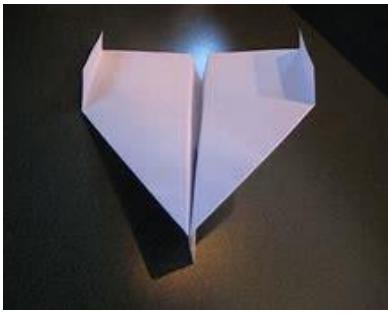
P6 Code for Fun Programme

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June Makers@Home

1 Make a paper aeroplane that can fly in a straight line.	**2** Make a musical instrument out of materials from your home.	**3** Make something useful from a cereal box.
4 Make a bookmark.	**5** Free Creation — What would you like to make?	**6** Make a friendship band.
7 Make a Waterwheel	**8** Make a paper racing caterpillar.	**9** Make a flower using coffee filter.

Maker Choice Board

June Makers@Home

1 **interesting discovery** I made is that I am a very *crafty* person. 1 of the most **difficult parts** I faced was **making the rose**. 1 of the **challenges** I had was making the **waterwheel**. I would like to make an **art work**.

Student
5 Loyalty (2022)

**Learning for Life Programme (LLP):
NE2+(positive) - Nurturing Ethical and Effective Leaders with Positive mind-sets**

P5 VIA with Design Thinking

P6 Student-Initiated VIA

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Learning for Life Programme (LLP): NE2+(positive) - Nurturing Ethical and Effective Leaders with Positive mind-sets

Values Advocate Card

Student Leadership (Kouzes and Posner Leadership Model)

Commemoration of NE Core Events

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School-based Assessment

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Learn for Life

Ignite Joy of Learning

- ⭐ Develop curiosity, purposefulness and ownership of learning
- ⭐ Develop fulfilment from doing something challenging

Ensure Education is an Uplifting Force

- ⭐ Broaden meritocracy to enable social mobility
- ⭐ Don't cap the top, lift the bottom

- UPLIFT to strengthen after school care in schools, and partner the community
- Enhance support for students with different learning needs, e.g. SPED
- DSA based on distinct talents and exemplary personal qualities
- Smaller class sizes for students who need more learning support

Did you know?

The UPLIFT Programme Office (UPO) was set up this year to strengthen partnership between schools and community partners, to provide better support for disadvantaged students.

Watch Second Minister Indranee Rajah share about initiatives under UPLIFT at Schools WPS 2019.

Learn Languages for Life

- ⭐ Strengthen our cultural identity, improve cognitive ability, and open up economic opportunities

- Focus on language-learning in MTL Kindergartens
- Expand Language Elective Programmes (LEP) for MTLs in JCs and secondary schools

Ignite Joy of Learning

- ⭐ Develop curiosity, purposefulness and ownership of learning
- doing

One Secondary Education, Many Subject Bands

- ⭐ Recognise individual strengths of students and reduce labelling associated with streaming

- Greater flexibility to recognise each student's strengths with Full Subject-based Banding
- New ways to organise students from different courses for greater mingling

Moving forward...

- Digital literacy: Help students thrive in a digital environment
- Knowing our region better: Prepare students to face the changing economic landscape

SkillsFuture for Educators

- ⭐ Support our teachers in preparing students to be future-ready
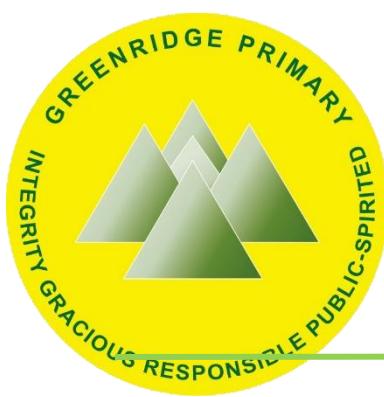
- What it is: Professional Development (PD) roadmap to guide teachers in focusing their PD efforts and support them to implement recent policy changes

6 prioritised areas in line with what teachers say they need:

- Assessment Literacy
- Differentiated Instruction
- Inquiry-based Learning
- E-Pedagogy
- Special Educational Needs (SEN)
- Character & Citizenship Education

Together, these will transform our education system to become state-of-the-art, uniquely Singapore and ready for the future.
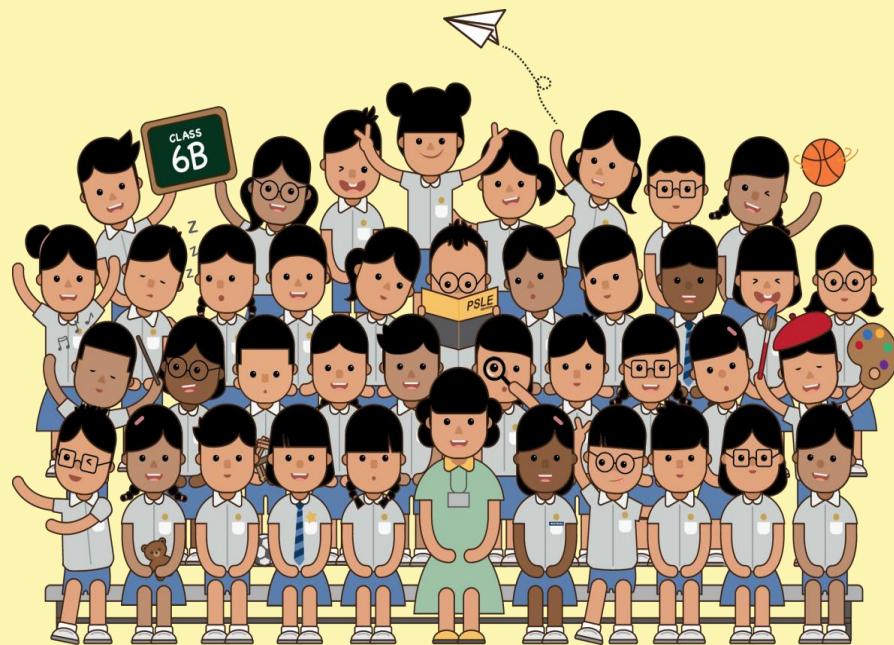
Revamp scoring for PSLE
- Achievement Level (AL)

Reduce school-based assessment to free up time for teaching and learning

PSLE Scoring and Sec 1 Posting

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PSLE SCORING & S1 POSTING FROM 2021

IT'S PART OF A BIGGER STORY

THE PSLE CHANGES ARE PART OF A BIGGER STORY

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age

- Recognise students' level of achievement, regardless of how their peers have done

- Gauge their learning needs so that they can progress to a secondary school and take subjects at a suitable level

HOW PSLE SCORING WORKS

FROM T-SCORE TO WIDER SCORING BANDS

Reflects a student's individual level of achievement

Unlike the current T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

FROM T-SCORE TO WIDER SCORING BANDS

- **The PSLE Score replaces the T-score aggregate.**

- **It is obtained by adding the ALs of four subjects.**

- **The PSLE Score ranges from 4 to 32, with 4 being the best.**

- **Students will be placed in secondary school courses based on their PSLE score – Express, Normal (Academic) or Normal (Technical).**

- **From 2024 onwards, MOE will remove secondary school streaming into Express, Normal (Acad) and Normal (Tech) classes.**

ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8

PLACEMENT OUTCOME (APPLIES TILL 2023)	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26-30, with AL7 or better in both EL **and** MA

IN SUMMARY…

WHAT REMAINS	WHAT CHANGES
▪ **Same 4 subjects are tested, and scores are awarded to guide students' choices for the next stage of their education journey** ▪ **Curriculum is continually updated. This is not related to the PSLE scoring and S1 posting changes.**	▪ **The T-score Aggregate will be replaced by the PSLE Score, to reduce the fine differentiation of our students at a young age based on exam scores.** ▪ **Students will be assessed based on their own achievement, instead of comparing them to their peers.**

SUBJECT-BASED BANDING (PRIMARY)

OFFERING DIFFERENT SUBJECT COMBINATIONS
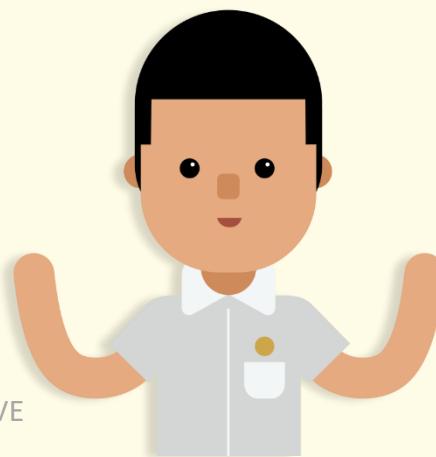
SUBJECT-BASED BANDING (PRIMARY)

- **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 <u>will not change</u> the considerations for deciding on a student's subject combination.**

SUBJECT-BASED BANDING (PRIMARY)

- 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.

SCORING FOR FOUNDATION LEVEL SUBJECTS

FOUNDATION SUBJECTS GRADED IN 5 BANDS TODAY

- Under the current PSLE grading system, Foundation subjects are graded in 5 scoring bands from Grade 1 to U.

Current System	
Grade	Raw Mark Range
1	85 – 100
2	70 – 84
3	50 – 69
4	30 – 49
U	< 30

FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Under the new AL system, to reduce fine differentiation among students, Foundation subject grades will be graded in 3 scoring bands from AL A to C.

- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30

FOUNDATION LEVEL SUBJECT GRADES

- For the purpose of S1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.

- Similar to the current PSLE scoring system, this mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING
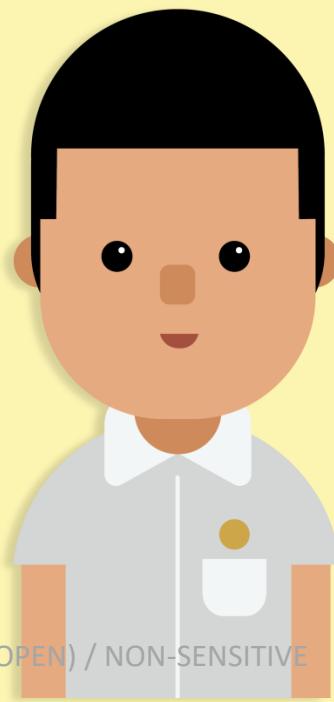
- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.

- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.

- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.

ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5

PSLE SCORE: 22

PLACEMENT OUTCOME (APLIIES TILL 2023)	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL and MA

ELIGIBILITY FOR SECONDARY SCHOOL HIGHER MOTHER TONGUE LANGUAGE (HMTL)

ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

ELIGIBLITY CRITERIA FOR SECONDARY SCHOOL HMTL

(i) PSLE Score of <u>8 or better</u>
 	
OR
 	
(ii) PSLE Score of 9 to 14 inclusive; <u>and</u> attain
    ■ **AL1 / AL2 in MTL <u>or</u>**
    ■ **Distinction / Merit in HMTL**

- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.

SCORING FOR MTL-EXEMPT AND STUDENTS STUDYING AN ASIAN LANGUAGE/ FOREIGN LANGUAGE (AsL/FL) IN LIEU OF AN MTL

SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- **For students who are exempted from MTL or take an AsL/FL in lieu of an official MTL, their PSLE result slip will only reflect the three subjects they have taken.**

- **However, for the purposes of Secondary 1 posting, these students will need an assigned MTL score so that they have a PSLE score comprising four subjects**

  - **To determine the assigned MTL score, reference is made to MTL scores of other students who have achieved similar scores in English, Mathematics, and Science.**

  - **This is the same approach taken in today's T-score system.**
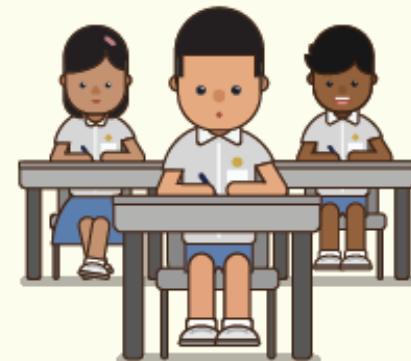
# SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS
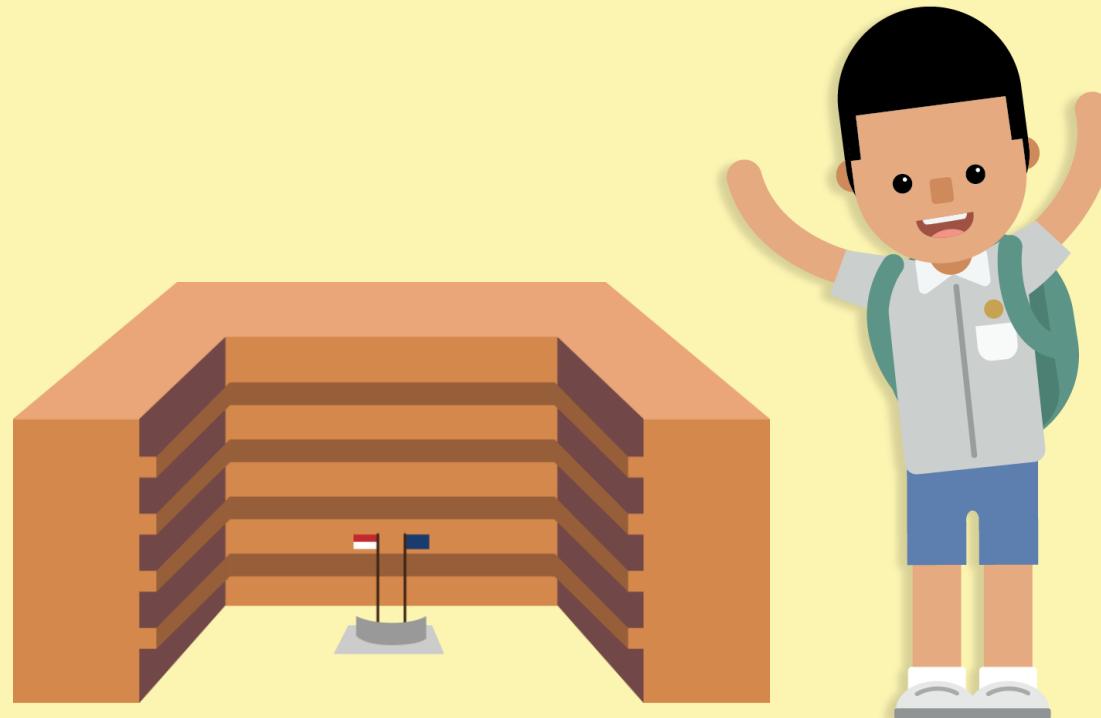
- **In reviewing the score assignment for these students under the new PSLE scoring system, we needed to strike a balance between:**

  - ☐ **Acknowledging that students have valid reasons for seeking MTL exemption or taking an AsL/FL, and**

  - ☐ **Ensuring some parity between scoring for exemption, Foundation and Standard MTL.**

SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- **Under the new scoring system, the assigned MTL score will :**

  - □ **Take reference from peers with similar scores for English, Mathematics and Science;**

  - □ **While maintaining parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8).**

- **Hence, students will receive an assigned MTL score between <u>AL 6 to 8</u> in PSLE.**

HOW S1 POSTING WORKS

CHOICE ORDER OF SCHOOLS WILL MATTER MORE

- Academic merit, i.e. the **PSLE Score**, remains the first criterion for secondary school posting.

- If two students with the same **PSLE Score** vie for a place in a school, the following tie-breakers will be used:

1. **CITIZENSHIP**
2. **CHOICE ORDER OF SCHOOLS**
3. **COMPUTERISED BALLOTING**

FULL SUBJECT-BASED BANDING (FULL SBB) IN SECONDARY SCHOOLS FROM 2024

Full SBB is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students.

Full SBB is being progressively rolled out to secondary schools since 2022.

FULL SUBJECT-BASED BANDING (FULL SBB) IN SECONDARY SCHOOLS FROM 2024

With Full SBB, we are moving towards a secondary school education where students learn each subject at the level that best caters to their overall strengths, interests and learning needs.
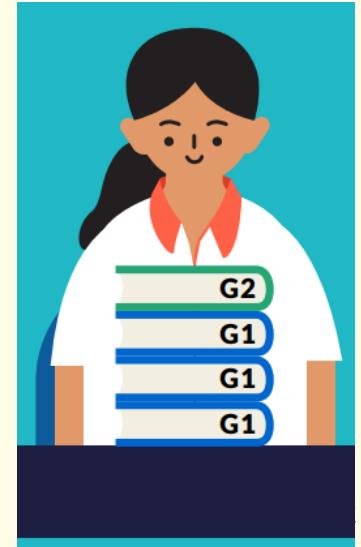
Under Full SBB, there will no longer be separate Express, N(A), and N(T) courses, and students will be in mixed form classes where they can interact with peers of different strengths and interests.

One Secondary Education, Many Subject Bands

With Full SBB, students can take subjects at G1/G2/G3 academic levels, which are mapped from today's N(T)-, N(A)-, and O-Level subjects respectively.

Start of Sec 1
Subject levels are assigned based on PSLE results

THREE SUITES OF SUBJECTS: G1, G2 AND G3

Students with a cumulative AL score of four to 20 will be able to take the G3 (General 3) suite of subjects — the highest level and which corresponds to the current Express stream.

Students with a score of 23 to 24 will take the G2 suite of subjects, while those with a score of 26 to 30 will take the G1 suite.

Those whose scores fall in between will be able to take a mix of subjects from G1 to G3.

MATHEMATICS   SCIENCE   MOTHER TONGUE

AL 2   +   AL 1   +   AL 2

PSLE SCORE = 8

PSLE SCORING BANDS

PSLE SCORE (AL)	SUBJECT ELIGIBILITY AT START OF SEC 1
26 - 30	**G1**
25	**G1 or G2**
23 - 24	**G2**
21 - 22	**G2 or G3**
4 - 20	**G3**

https://www.moe.gov.sg/microsites/psle-fsbb/psle/faqs.html

FIND OUT MORE ON
THE PSLE-FSBB MICROSITE!

https://go.gov.sg/pslefsbb

OTHER RESOURCES

1 **SchoolFinder Tool**

https://go.gov.sg/secschoolfinder
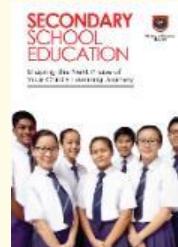
2 **"Welcome to Secondary School" video**

https://go.gov.sg/welcome-to-secondary-school

3 **Secondary School Education Booklet**

https://go.gov.sg/psle-sec-sch-brochure

4 **ECG Parent Guide**

https://go.gov.sg/parent-guide
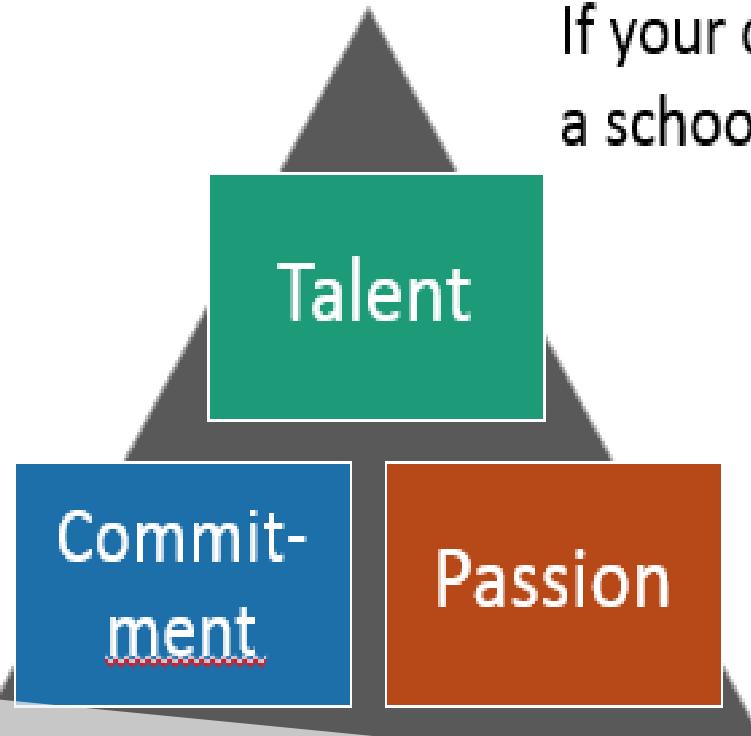
Direct School Admission (DSA)

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Is the DSA-Sec right for my child?

If your child has specific **talents** which a school offers the DSA-Sec in

And is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area.

Talent

Commit-ment

Passion

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What are schools looking for?

- The selection process differs across schools, and across different DSA-Sec categories.
- Generally, schools are looking for candidates with:

| Talent, passion, commitment	Strong personal qualities	Good academic fit
• Schools may look at **achievements** and **participation** (e.g. in Junior Sports Academy). • Schools may also conduct tests, trials or selection camps to identify students with **strengths, or sound fundamentals and potential,** in particular areas.	• Schools may look at CCA records and VIA participation. • Schools may also conduct interviews.	• Schools may look at primary school results to ensure students can benefit from the school's pace of learning.

Students, be sincere, be genuine, and __be yourself__ –
if you are a good fit for the school, it __will__ show.

Choosing the RIGHT school
Flipbook 'WE Stories 2022'

https://online.fliphtml5.com/obrr/qkde

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PSLE & P6 Key Dates

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SEAB website: https://www.seab.gov.sg/

2023 PSLE EXAMINATION CALENDAR (TENTATIVE)

Registration	Mon, 3 Apr – Wed, 19 Apr
Oral	Tue, 15 Aug – Wed, 16 Aug
Listening Comprehension	Fri, 15 Sep
Written Examination	Thu, 28 Sep – Wed, 04 Oct
Marking Exercise	Mon, 16 Oct – Wed, 18 Oct

Note: The examination timetable will be made available by 24 March 2023

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- P5 & P6 Weekly remediation (on needs basis)

- P6 Supplementary Lessons
  - 13 and 14 March
  - 19 to 21 June
  - 7 and 8 September (info upd 31 Jan)
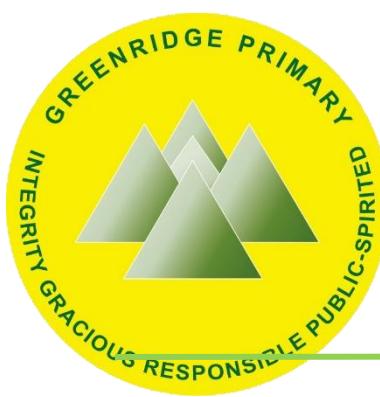
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Positive Home – School Partnership

Help your child succeed in life

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Set up a conducive home environment for your child to learn effectively.

Do ask the teacher for the best way to contact him/her.

Respect the teacher's time, contact the teacher during school operating hours only.

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Have heart-to-heart talks with your child.
You may be surprised by what you hear!

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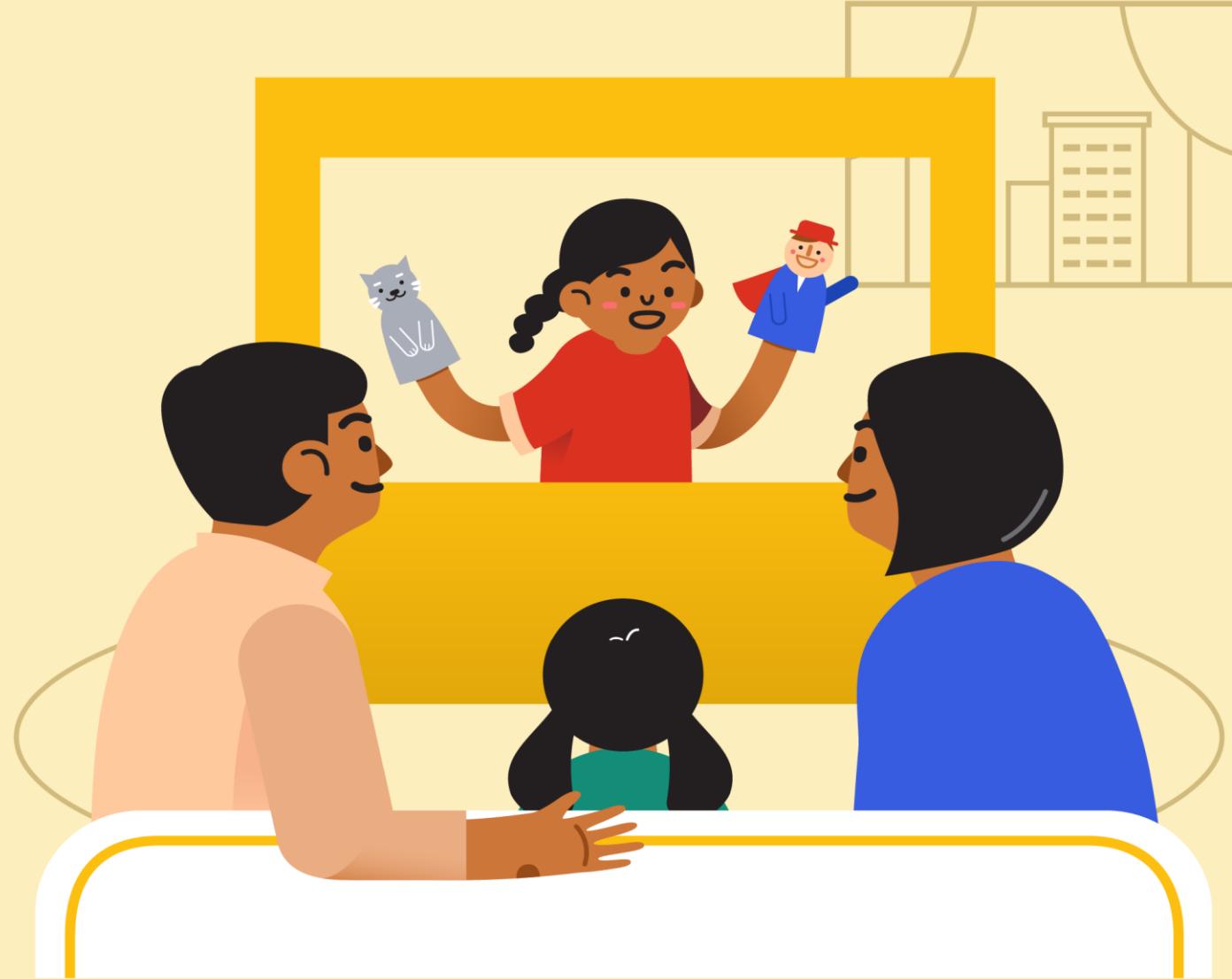
Be open to the teacher's feedback and observations, and you may learn something new about your child.

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By building on your child's strengths and interests, you are helping him/her find his/her place in the world.
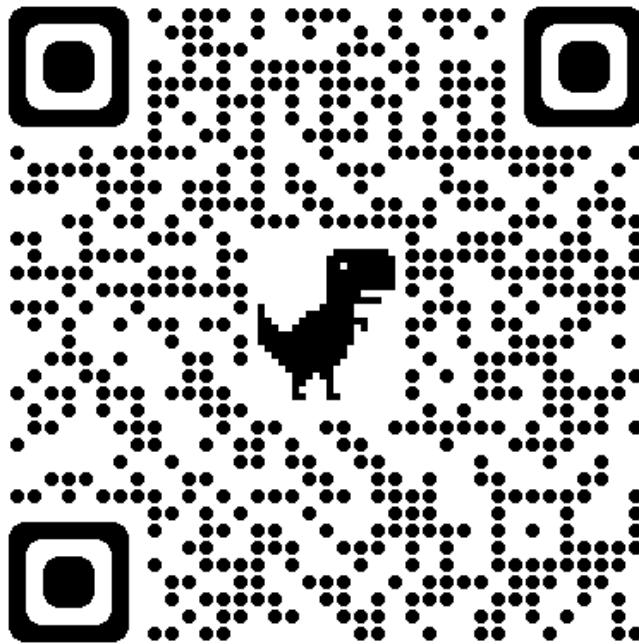
**Thank you** for taking time to attend the session and we look forward to **working in partnership** to develop your children as
Engaged Learners and Caring Leaders
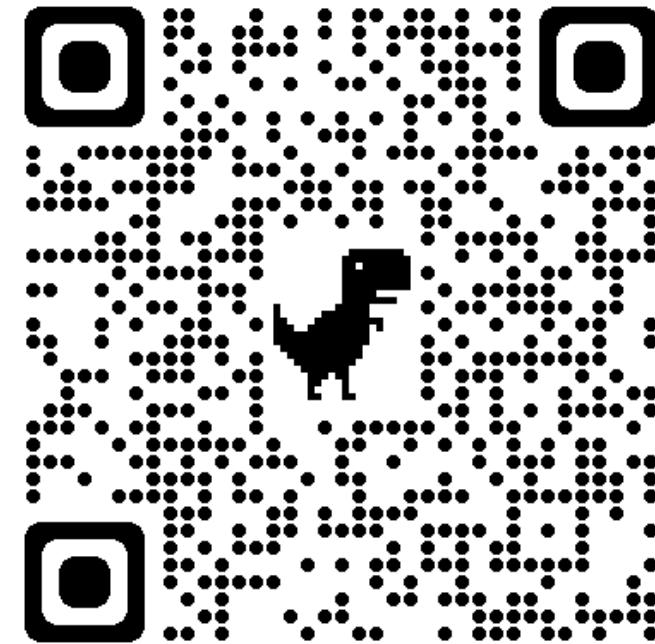
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GRPS Official Social Media

School Website

School Facebook

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