



Parent-Teacher Briefing

School Leader Briefing

Primary 1 and 2

Friday 27 January 2023

8.00 a.m. to 9.10 a.m.



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



Overview

- Focus for 2023
 - Positive Education and Well-Being experiences
 - Blended Learning as part of schooling experiences
 - Key Programmes
- School Updates:
 - Learning outcomes and Learning Dispositions
 - Edusave Awards
- Positive Home-School Partnership



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Positive Education, Growth Mindset and Well-Being Experiences



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

- Strengthen Resilience and develop **Growth Mindset**



- Develop sense of gratitude
- Foster positive and supportive relationship (**TSR**)



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

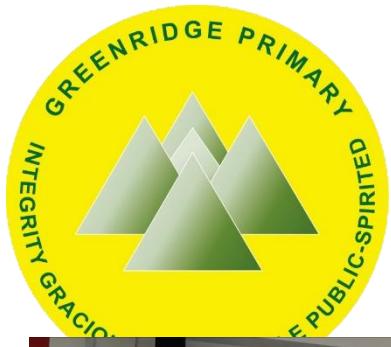




2 form teachers for each class

- 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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GRPS TEACHER



SUBJECT TEACHER
CCE TEACHER



CCA TEACHER
CCE TEACHER

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GRPS TEACHER



FORM TEACHER
CCE TEACHER



FORM TEACHER
IS NOT THE SAME AS
A PARENT

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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





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, where relevant



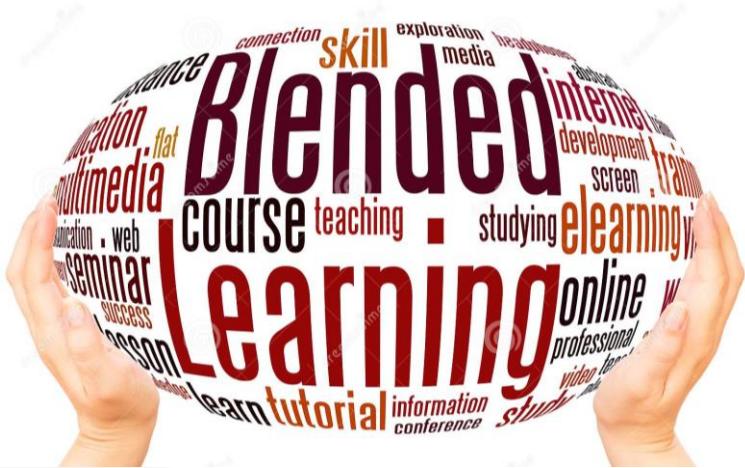


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Blended Learning as part of schooling experiences

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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



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**



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 (E³) Day
3. Technology to support the delivery and monitoring of students' learning.





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Key Programmes

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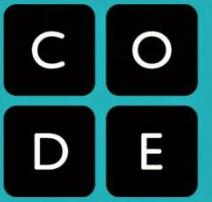
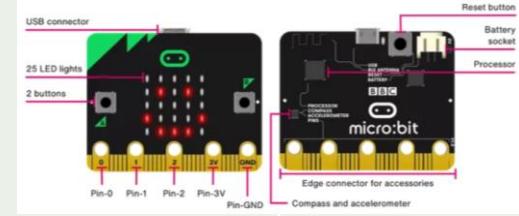


Applied Learning Programme (ALP)

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



School based programme

P1 to P6	Maker Activities@home via SLS	P1 Kubo	P2 Scratch Junior
HOUR OF CODE 	Maker Activities@home via SLS 	 <p>LEARN TO CODE WITH THIS ONLINE KUBO CODING GAME.</p>	
P3 Scratch 	P4 and P5 Microbits 		P6 Code for Fun 



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



P1 Learn to Code with Kubo
P2 Learn to Code with Scratch Junior

June Makers@Home

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

Maker Choice Board



CHECK AND PROTECT OUR HOMES.

Design cases have been on the rise recently. To protect our loved ones, it is important to prevent mosquito breeding in our homes and remove all stagnant water. Here's a checklist to use:

Areas to Check	Actions to Take	Date
Buckets, flowerpots, old tyres, containers, old auto, containers	- Fill the Roosevelt plate - Take the cap - Remove the household stuff	<input type="checkbox"/>
Domestic and environmental locations such as, roofs, gutters, old containers, discarded items, etc.	- Turn gutters over and wipe them dry - Remove excess water by draining areas/leaves/tubes - Change water in the Roosevelt and some other containers monthly - Throw away the kitchen trash back/emptying tray	<input type="checkbox"/>
Bamboo pole holder	- Throw the bamboo pole holder	<input type="checkbox"/>
Root gutter and drains within compounds	- Throw gutter/overflow habitats such as root gutter and drains with Gutter cleaner	<input type="checkbox"/>

Here are two additional steps to keep you and your loved ones safe:



1. Spray insecticide to dark corners around the house
2. Apply insect repellent lotion and wear protective clothing



Scan QR code for more information



CLEAN

P2 VIA – Mozzie Wipeout
Ambassadors (NEW)



Do-Your-Part (DYP)



P1 VIA – Clean Hands
@ GRPS



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

Commemoration of NE Core Events



Student Leadership (Kouzes and Posner Leadership Model)



Journey to the True Heart (JTTH)





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Learning Outcomes and Learning Disposition

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“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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Subject-specific Learning Outcomes (LOs) for Reporting P1 and P2 Students' Learning Progress in the Holistic Development Profile (HDP)

Since 2019, schools will use subject-specific LOs and qualitative descriptors to report P1 & P2 students' learning progress for all subjects in the HDP.

- Three to five LOs per semester to report students' learning progress in each subject.
- Three or four levels of qualitative descriptors to report students' learning progress for each LO.
(i.e. Beginning, Developing, Competent, Accomplished)



Examples of P1 Learning Outcomes (LO) to be reported

Level	Subject	LO
P1	English	Speak clearly to express their thoughts, feelings and ideas
	Math	Understand addition and subtraction.
	Mother Tongue	Listen attentively to short, simple spoken content related to daily life.
	Social Studies	State ways to help people and care for the places around them.
	PE	Perform a sequence of two different movements with smooth transition.
	Art	Draw from their imagination and observation.
	Music	Understand musical elements and concepts.



Examples of P2 Learning Outcomes (LO) to be reported

Level	Subject	LO
	Primary 2	
P2	English	Understand Primary 2 texts and are able to identify the big ideas in the texts and recall sequence of main events
	Math	Understand numbers up to thousand.
	Mother Tongue	Speak with correct pronunciation using vocabulary and sentence structures from P2 texts. Participate in short conversations related to daily life with some guidance.
	Social Studies	Identify the different people living in Singapore
	PE	Demonstrate a range of motor skills in catching, dribbling and striking a variety of objects.
	Art	Draw from their imagination and observation.
	Music	Sing a song as a group with accurate pitch, tempo, varied dynamics and with confidence and

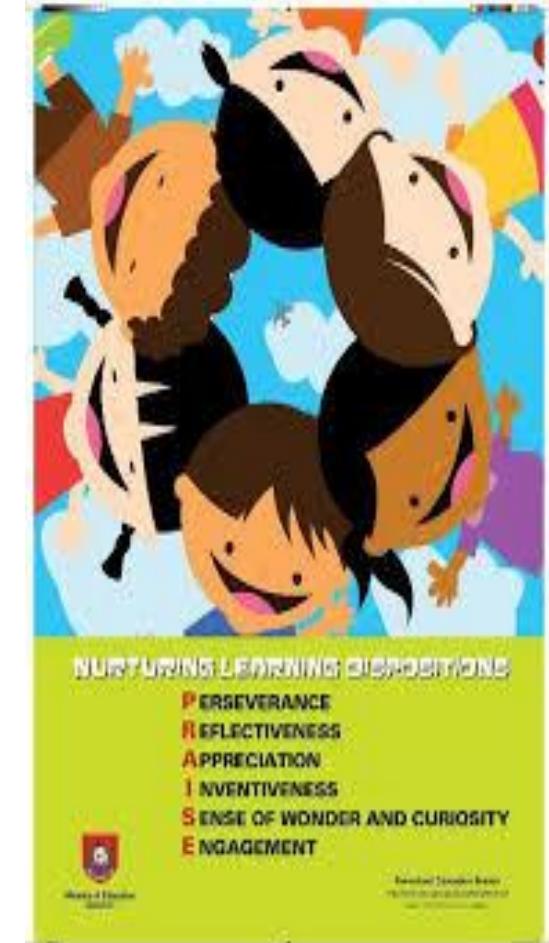


Overview of Learning Dispositions



Learning Dispositions

- **characteristics or attitudes to learning that are life skills**
- For example, “**taking responsibility**”, “**persistence**” when faced with problems, and “**coping with change**”, are all learning dispositions





Considerations when determining the Learning Dispositions:

- Aligned to DOE, school's vision and values
- Traits related to performance character and intellectual character as Learning Dispositions are used to select students for EMB and GPA where academic performance was used previously
- Teachers are able to nurture these LDs in our students by creating a conducive learning environment, planning meaningful learning experiences, and modelling through appropriate behaviour and language
- Learning Dispositions can be easily observed by teachers during lessons, group work and learning journeys, and when students interact with their classmates



OUR SCHOOL CUSTOMISED LEARNING DISPOSITIONS

- Engagement
- Graciousness
- Responsibility





Our school customised learning dispositions

Engagement

- *Engaged learners* enjoy learning and actively want to learn. They are independent and self-directed learners (shows interest in learning new things).

Graciousness

- *Gracious learners* learn well with others. They listen to and take account of different viewpoints. They form collaborative relationships and can resolve issues to be amicably.

Responsibility

- *Responsible learners* organize themselves, take responsibility for their own learning and are committed to improving themselves despite challenges.



Engagement

The student

- has a positive learning attitude
- is motivated to learn





Engagement



Listen attentively during lessons



Participate actively in lessons



Like learning new things



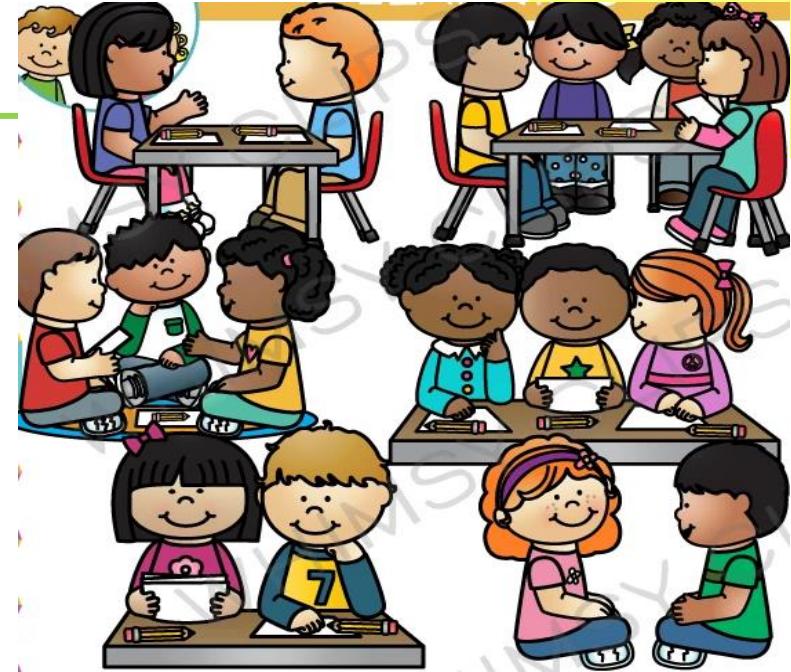
Put in best effort at all times

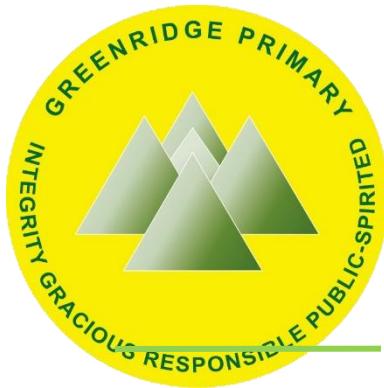


Graciousness

The student

- is respectful
- collaborates well with others
- values the ideas/opinions of others





Graciousness



Respect the
teacher
during lessons



Work well with others



Take feedback positively

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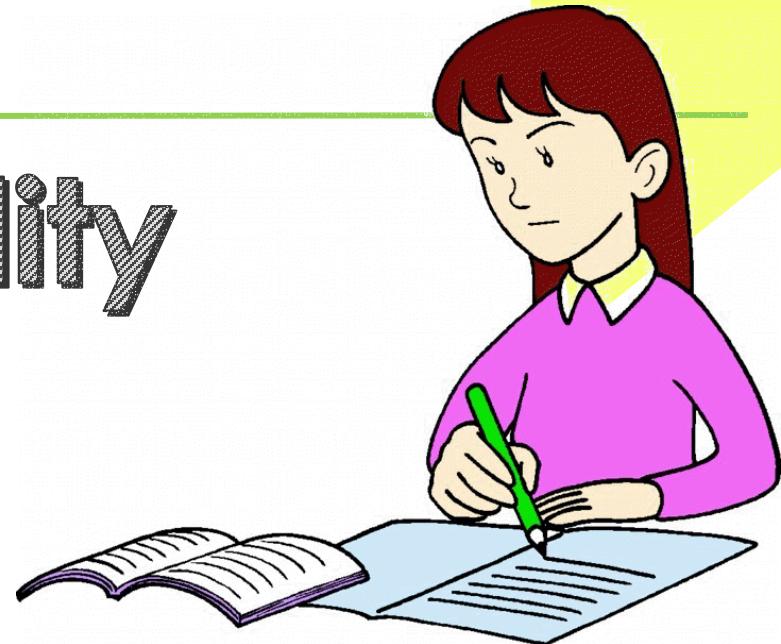
Wait for your turn patiently

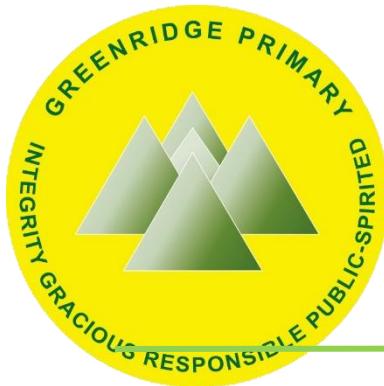


Responsibility

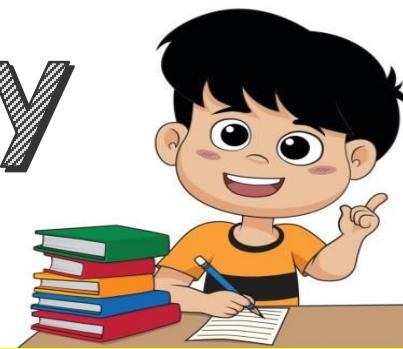
The student

- is responsible
- takes pride in his/her work
- perseveres in spite of challenges





Responsibility



Do not give up easily



Attend
school daily
on time



Take pride in your work



Set and work towards your
goals



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Edusave Awards

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Why change the selection criteria for Edusave Academic Awards ?

- From 2019, selection of Edusave awards based on demonstration of learning dispositions
- No exams for P1 and P2 thus the Edusave Academic Awards can no longer be based on academic results
- Important to retain such awards, as they celebrate a child's learning milestones

Revising criteria for the Edusave Merit Bursary (EMB) for P1 and P2 and Edusave Good Progress Award (GPA) for P2 and P3

EMB for P1 & P2

- > Singapore Citizen
- > EMB will be adjusted to award students who consistently demonstrate good learning dispositions
- > Good conduct will continue to be a criterion
- > Monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)

GPA for P2

- > Singapore Citizen
- > GPA will be awarded to students who do not qualify for EMB, but have shown improvement in learning dispositions within the year
- > Good conduct will continue to be a criterion

GPA for P3

- > Singapore Citizen
- > GPA will be awarded to students who do not qualify for EMB, but have shown improvement in learning dispositions within the year
- > Good conduct will continue to be a criterion

From 2019

From 2020



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Positive Home – School Partnership

*Help your child
succeed in life*



By having good home routines, you
are setting your child up for life.

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CHOOL



If you do your child's homework, he/she
will lose the opportunity to learn.

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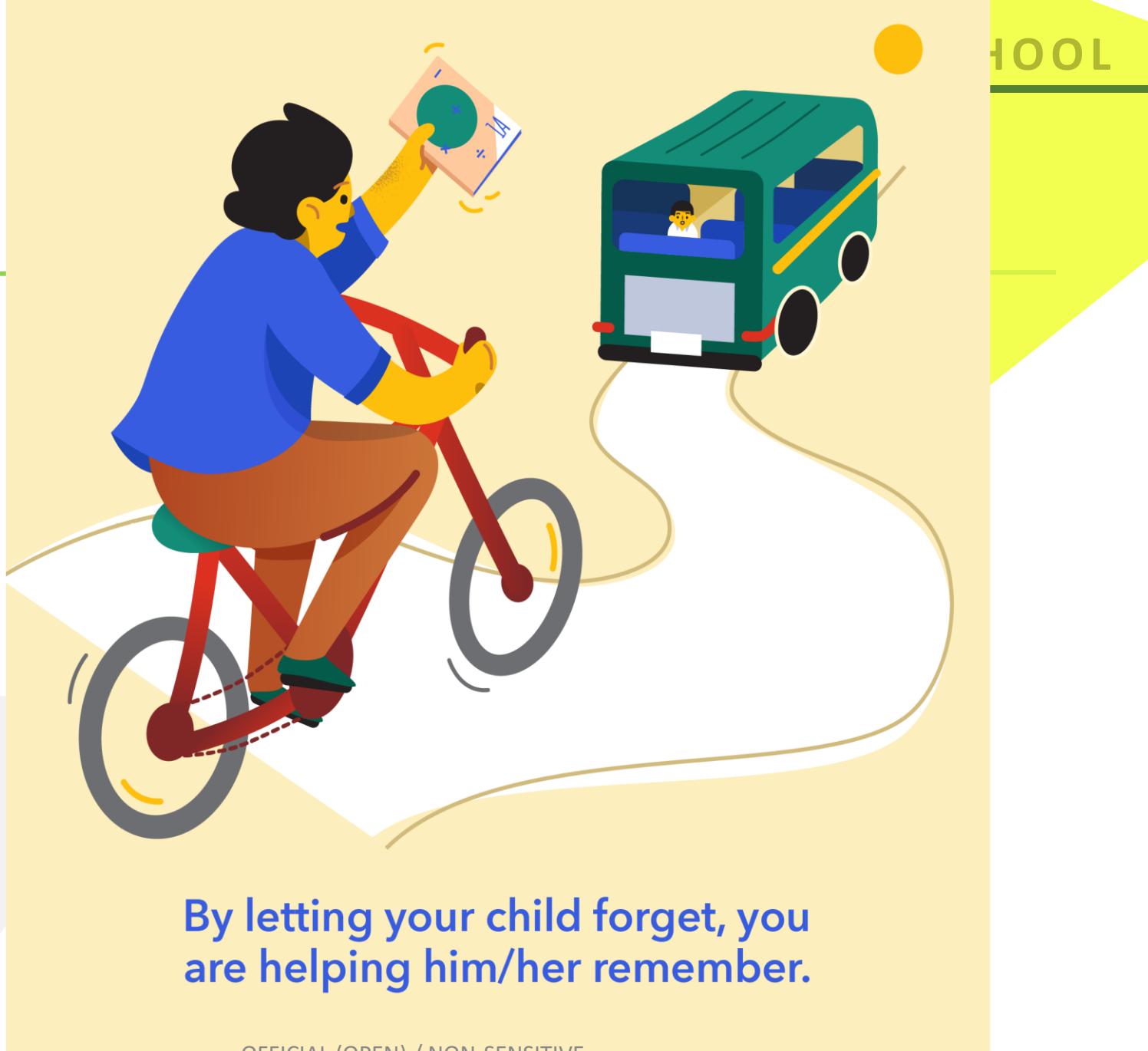


If you keep going to the teacher for daily updates, your child will miss the chance to learn about responsibility.

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By letting your child forget, you
are helping him/her remember.

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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.**

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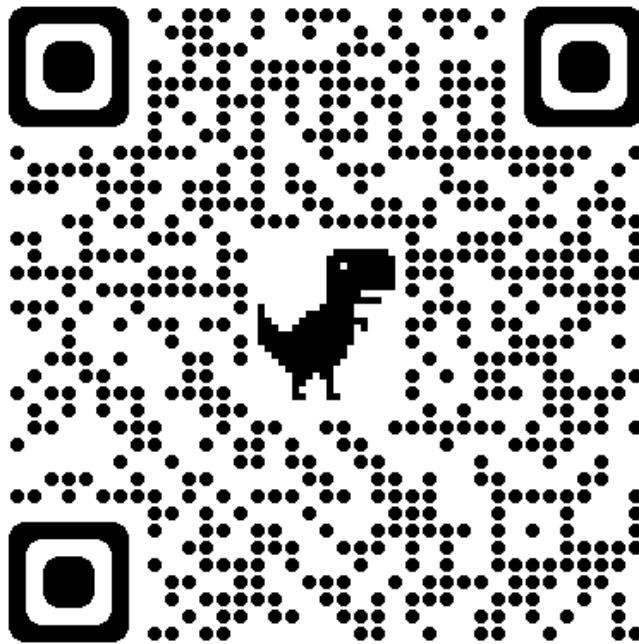


**Thank you for taking time to attend the session
and we look forward to working in partnership to
develop your children as
Engaged Learners and Caring Leaders. ☺**

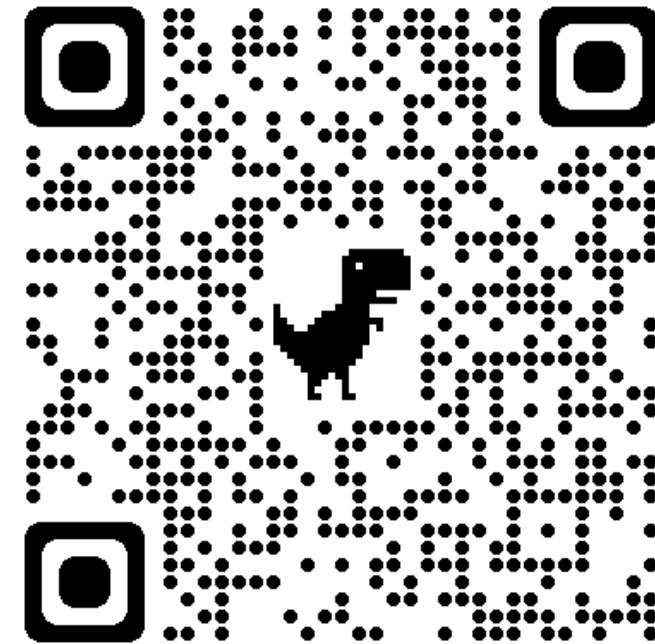


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GRPS Official Social Media



School Website



School Facebook

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