

Panel Questions and Answers

Question 1

What is the assessment structure for Primary 1?
Are there formal exams or alternative assessments?

Our Response

In Primary 1 and 2, there are no formal exams. We use formative assessments such as class work, class discussions, homework, performance tasks, and bite-sized tests to gather information about students' learning. Feedback can take the form of rubrics, checklists and comments from the teachers.

With the removal of weighted assessments at lower primary, these assessments no longer count towards an overall result. Instead of using marks and grades, we now use qualitative descriptors to report students' learning progress in the Holistic Development Profile (HDP).

Question 2

What measures are in place to ensure students' emotional and social well-being?

Our Response

We emphasise on explicit teaching of social-emotional learning (SEL) through weekly FTGP lessons and PAL lessons. Teachers monitor students closely through daily interactions and check in on their well-being during one-to-one sessions.



Question 3

At what level do CCAs begin and what CCAs do the school offer?

Are there DSA opportunities for the students in the CCAs?

Our Response

CCAs will officially begin in Primary 3. We have a range of CCAs offered to our students to cater to interests and talents. This year, the school has reviewed our CCAs available. Yes, there are CCAs in Lakeside that offers DSA to SS. Parents & guardians are encouraged to access the following link to find out more about the schools which the DSA categories that best matches your child/ ward's talent areas: <https://www.moe.gov.sg/schoolfinder>



Question 4

How does the school approach discipline and instill positive behavior?

Our Response

Our discipline framework focuses on cultivating self-leadership, accountability, and respect in all students. We employ Restorative Practices (RP) which focuses on teaching students to reflect on their behavior and make amends. To encourage self-regulation, we introduce our students to the “Stop, Think, Do” Traffic Light Method which guides students to pause, reflect on their options, and make responsible decisions.

Question 5

How does the school's buddy system work to help P1 students familiarize themselves with the environment?

Our Response

To help our Primary 1 students settle in confidently, the school has a buddy system in place during the first week of school. Each Primary 1 student will be paired with a Primary 4 buddy during recess time.

The P4 buddies will guide their P1 buddies in buying food from the canteen stalls, bringing their meals to their designated class-labelled tables, and helping them become familiar with key areas of the school such as play areas, toilets, and the library.

This supportive arrangement helps our younger students feel safe, cared for, and more comfortable as they learn to navigate the school environment.

Question 6

How is the transition between lessons?

Do students move between classrooms, or do teachers rotate?

Our Response

For Mother Tongue lessons, students will move to their designated Mother Tongue classrooms.

This supportive arrangement helps our younger students feel safe, cared for, and more comfortable as they learn to navigate the school environment.

For most subjects, students will remain in their own classrooms, providing a sense of familiarity and routine. For non-core subjects such as Physical Education, PE teachers will bring students to the appropriate venues for their lessons.