

Peiying Primary School - A School With PRIDE



Welcome Parents!

P2 Briefing for Parents



Building Character Enriching Lives Stretching Potential

Programme

1. Welcome address by Principal
2. Briefing by Year Head (Lower Primary)
3. Briefing by Form Teachers

A School With PRIDE



Principal's Address

Building Character Enriching Lives Stretching Potential

A School With PRIDE



School Leaders



Mr Tommy Yang
Vice-Principal
(Admin)



Mrs Peh-Wong Wei Yong
Principal



Mr Abdul Rani Idris
Vice-Principal
(Academic)

Building Character Enriching Lives Stretching Potential

Our Key Personnel



Ms Rosemarie Wong
Year Head (LP)



Ms Poh Mei Cheng
Year Head (MP)



Mr Eric Chia
Year Head (UP)



Mrs Connie Chong
School Staff Developer
Covering YH (MP)

Our Key Personnel



Mdm Haniza
HOD EL



Mr Jason Heng
HOD Mathematics



Mrs Lee-Ong
HOD Science



Ms Tay Chai Teng
HOD Mother Tongue



Mdm Hindon
HOD CCE



Mrs Edwina Puah
HOD ICT



Mr Hassan
HOD PE &
Aesthetics

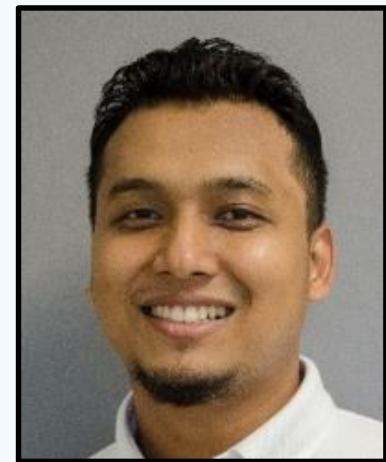
Our Key Personnel



Mrs Jennifer Fan
LH EL



Mdm Loy Su Ann
LH Science



Mr Mohamad
Ikhwan
SH PE

School Counsellor & Allied Educators



Ms Phua Siew Kheng
School Counsellor



Mrs Michelle Lau
AED LBS



Mrs Joice Sia
AED LBS

SCHOOL'S VISION: A School with PRIDE

SCHOOL'S MISSION: Building Character,
Enriching Lives & STretching Potential

Core Values: PERSEVERANCE, RESPECT,
INTEGRITY, DILIGENCE & EMPATHY



Student Vision Outcomes

Students of Peiying will be



Engaged Learners



Resilient Learners



Leaders of Character



Caring Citizens

At Peiying Primary School,

Laying the Foundation Well at P1 and P2

- Build a strong foundation for life-long learning, starting from Primary 1.
- Shift the emphasis away from grades to the joy of learning and intrinsic motivation to learn.

**ENHANCE
STUDENT
WELL-BEING**

**PROMOTE
JOY OF
LEARNING**

**FOSTER
AN ATTITUDE
OF LEARNING
FOR LIFE**

In Peiying Primary,

Teachers

1. Build on the positive attitudes and dispositions for learning
2. Deepen basic skills and concepts learnt at pre-school by designing activities to help students see the relevance in their learning as they transit to P1.
3. Adopt teaching and learning practices which are developmentally appropriate
 - Leverage a range of assessments to provide feedback in academic and non-academic domains
 - Develop values and character development

We hope to partner you in your child's development journey.

1. Knowing
your child

2. Developing
your child

3. Keeping in
touch with the
school



Encourage Joy of Learning!

Encourage Joy of Learning by

- not over-emphasising academic performance
- focus on your child's learning journey, rather than compare them to others



Don't focus only on results

Encourage them to pursue their strengths, interests and try new things.



Don't compare

celebrate their successes instead of comparing with others.



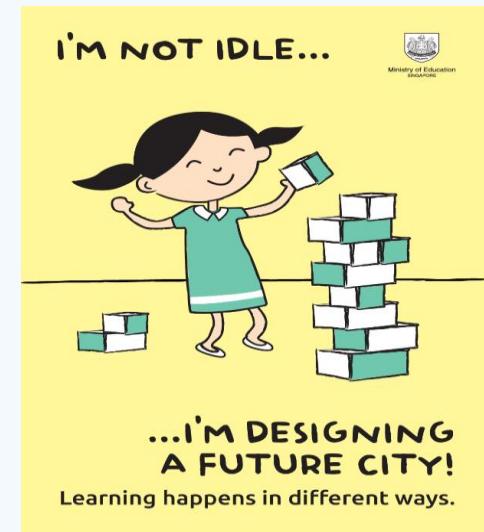
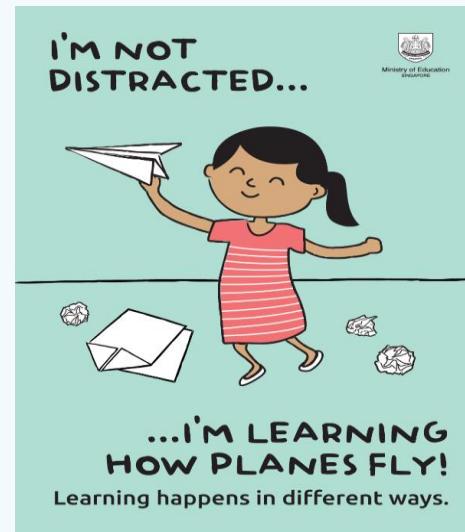
Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.

Encourage Joy of Learning!

With these changes, your child will

- have more time and space to deepen learning
- better enjoy the process of learning
- develop dispositions for lifelong learning

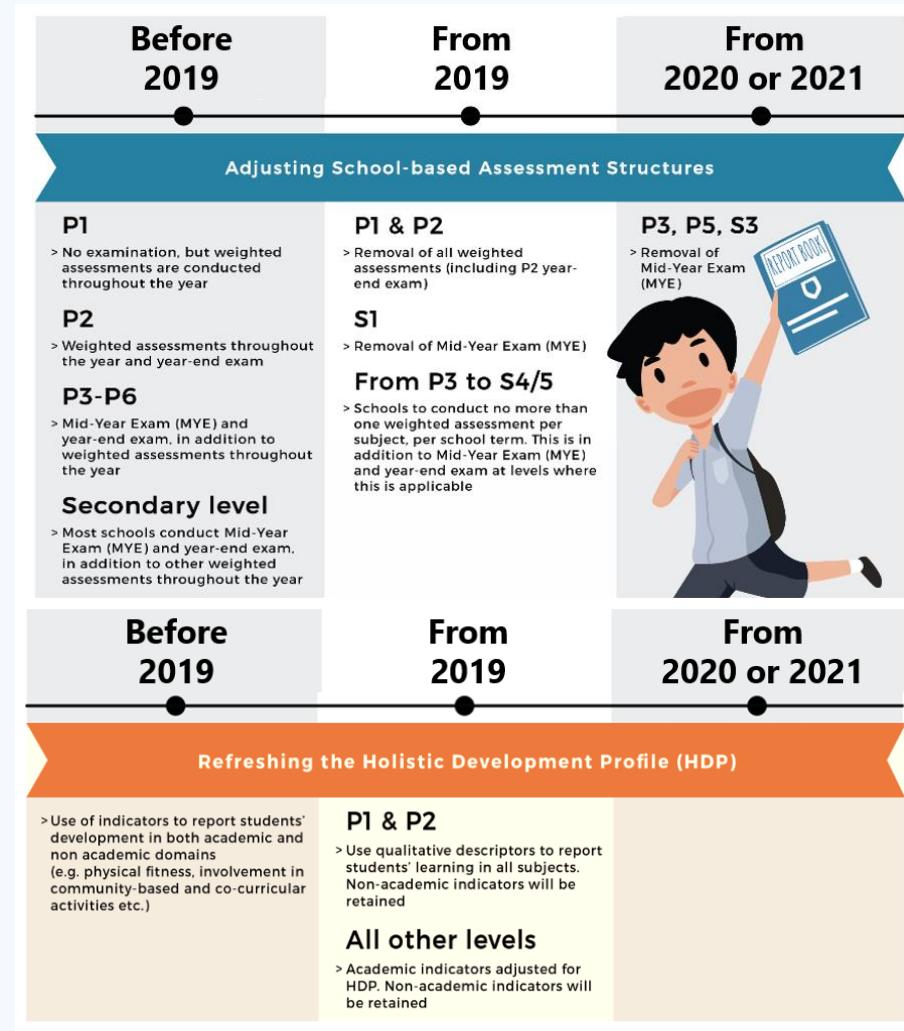


MOE's effort to promote the joy of learning

Adjusting school-based assessment structures (e.g. removal of weighted assessments for P1 and P2 children) to pace out teaching and learning

Refreshing the Holistic Development Profile to better reflect a child's progress in learning (e.g. use of qualitative descriptors instead of marks in P1 & 2)

Revising the criteria for the Edusave Awards to celebrate children's progress in non-academic aspects



Home-School Partnership

Response Time From Staff:

For E-mail correspondence → 3-7-21 guideline applies.

3 Days – Staff will reply within 3 days for straightforward matters.

7 Days – Staff will send a holding reply within 3 days for issues that require further investigation or consultation and respond within 7 to 21 days.

Staff Well-Being

- Protect teacher's personal time
- Contact teachers during school hours only
- Via email or school phone

Address by Year Head

Reporting of P1 & P2 Students' Learning Progress in HDP

Reflection of Learning Outcomes & Qualitative Descriptors

For illustrative purposes only.

Holistic Development Profile

Date : 6 Nov 2019

Name : Jane Ong

Identification No : T0612345F

Age on 1st Jan : 6

S/N :
5

Course : Primary One

Class : P1 -
Respect

Form Teacher : Miss Tan

Co-Form Teacher : Miss Low

SUBJECT

MATHEMATICS

| | |
|--|--------------|
| • Understands number notations, representations and place values up to tens. | Accomplished |
| • Understands the concepts of addition and subtraction, including the relationship between adding and subtracting. | Competent |
| • Matches, sorts, compares and orders quantities/objects (e.g., by colour, shape, size or orientation.) | Competent |
| • Adds and subtracts reliably and fluently using number facts. | Developing |

Edusave Merit Bursary (P1 & P2)

Criteria

- Student who consistently demonstrates positive learning dispositions in the year
- Singapore citizen
- Good conduct
- Satisfy the household income criteria

Maximum 25% of the total student enrolment per level

Good Progress Award (P2)

Criteria

- Students who have showed the greatest improvement in learning dispositions in the course of the year.
- Singapore Citizen
- Good Conduct

Maximum 10% of the total student enrolment per level

Why are Learning Dispositions Important?

Dispositions should be included in learning goals because “the acquisition of knowledge and skills alone does not guarantee that they will be used and applied”.

(Katz, 1993)

Why are Learning Dispositions Important?

Knowledge

+

Skills



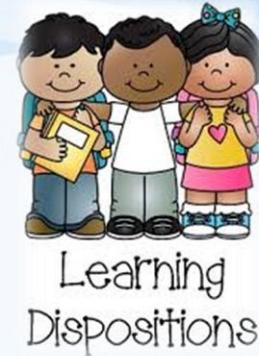
Life-long learner

+

Learning
Dispositions



Learning Dispositions



| | | | | |
|-----------------------|------------------------|--|---|--|
| P R I D E | An Engaged Learner | Joy of Learning Shows satisfaction from learning skills or discovering new ideas | Regular Attendance Punctual for school Asks questions Respects the opinion shared by others Works harmoniously in a team | |
| | A Leader of Characters | Curiosity Open and inquiring mind | Does not give up easily when the problem is difficult Completes and hands in class work on time Is clear about his/her goal Is willing to try out ideas Shows strong determination to complete task Ensures task is completed to the best of his/her ability | |
| | A Caring Citizen | Enthusiasm Shows interest in learning things | | |
| | Resilient Learner | Resilience Is not easily discouraged or give up easily. | | |
| | | | | |

Class Allocation from P2 to P3

Rationale:

- To enhance student well-being, reduce over-emphasis on academic results and stress resulting from fine-sorting of students based on test scores.

Implementation:

Students will be allocated to mixed ability class in P3 with the following considerations:

- 1) Students' pace of learning (broad banding based on students' pace of learning, students' needs and teachers' observations/recommendations)
- 2) Social mix (race, gender, social dispositions and interactions based on teachers' observations/recommendations)

Key Signature Programmes

- Learning for Life Programme (LLP)
 - SCALE@Peiying → P1 to P6
- Applied Learning Programme (ALP)
Project THINK for Home Earth → P1 to P6
- Code for Fun → P3, P4 and P6
- Arts & Cultural Experience@Peiying
(ACE@Peiying) → P3 to P6

Learning for Life Programme (LLP)

SCALE@Peiying

Sport, Character Development
and Adventure Learning Experiences@Peiying

- Designed to build characters through a **broad-based sports** and **outdoor adventure** education programme, with **experiential learning** as the mode of delivery.
- 6-year Sports and Outdoor programme.
- Anchored on a 3-pronged approach → **Educate, Experience and Excel**

Key Signature Programmes

Learning for Life Programme (LLP)

SCALE@Peiying

Sport, Character Development
and Adventure Learning Experiences@Peiying



| Approach | Programme |
|--------------------|--|
| E ducate | P hysical H ealth and FSEL in PE Sports and Games Outdoor Education |
| E xperience | P rimary 5 Camp Kids Athletics Sports Challenge Sports Enrichment Programme Outdoor Education |
| E xcel | P 1-P2 Games Day Inter House Road Run Inter House Games P3-P6 Sports Day Leadership training and development Outdoor Education |

Learning for Life Programme (LLP)

SCALE@Peiying

| Primary | Proficiency Level |
|----------------|--------------------------|
| Primary 1 | Level 1 |
| Primary 2 | |
| Primary 3 | Level 2 |
| Primary 4 | |
| Primary 5 | Level 3 |
| Primary 6 | |



Low Ropes Challenge Course

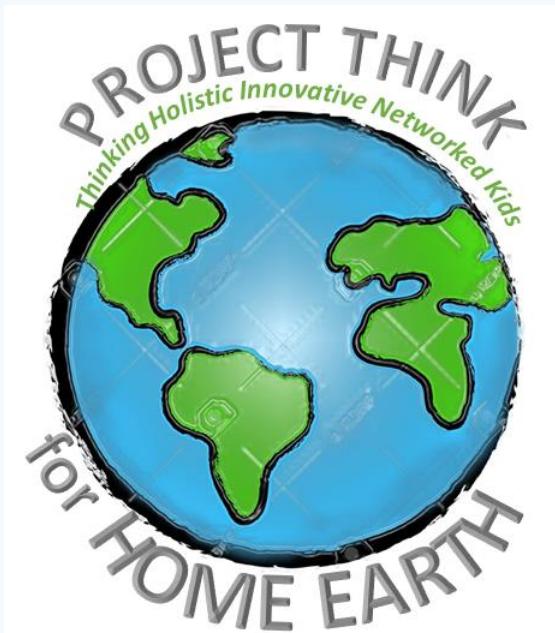
Level 1 – P1 & P2



Applied Learning Programme

(ALP)

IPW –
Interdisciplinary
Project Work



Applied Learning Programme (ALP)



Making paper out of recycled paper. To be part of photoframe for the cut-paper collage. (Art lesson)



Code for Fun Programme



Arts and Cultural Experience

(ACE@Peiying)

| Level | Art | Music | PE | NE Trail |
|--------------|-------------------------------|-------------------|---------------------|------------------------|
| P3 | Malay Wau | Kompang | Silat | Malay Culture Trail |
| P4 | Indian Diya | Indian Percussion | Fusion Ethnic Dance | Indian Culture Trail |
| P5 | Chinese Painting | - | Wushu | Chinese Cultural Trail |
| P6 | Mixed Traditional Printmaking | Chinese Opera | Bowling | National Museum Trail |

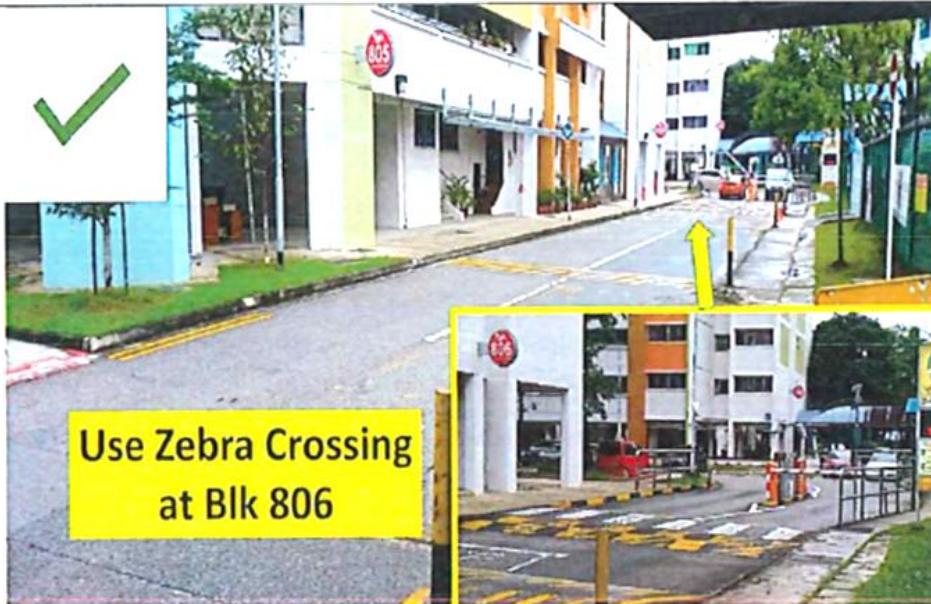
Arts and Cultural Experience (ACE@Peiying)



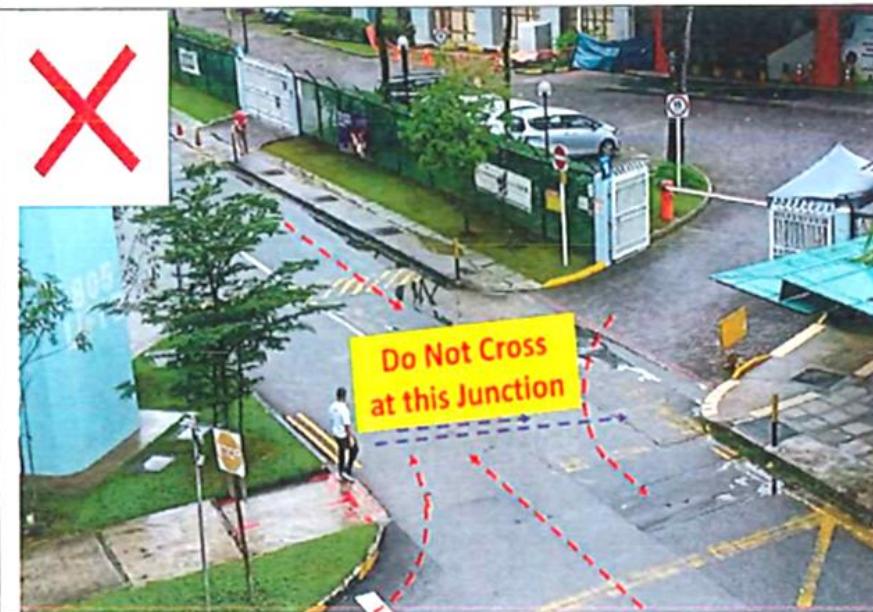
Road Safety of Students



Use the zebra crossing when crossing the road



Do not jaywalk outside the school



- Students to use pedestrian crossing at blocks 803 and 806 or to enter the school via gate 3 at block 808.

Road Safety of Students

For parents who drive....

- drive carefully, reduce vehicle speed and stay alert for pedestrian crossing in school zone
- cooperate with traffic marshals
- let your child alight only at designated drop-off point



Briefing by P2 Form Teachers

