



**Stamford**  
Primary School



# **E-PARENT ENGAGEMENT SESSION**

## **PRIMARY 2 & 3**

**11 FEBRUARY 2022**

# **PROGRAMME**

- 1. Introductions**
- 2. Sharing on School's Directions**
- 3. Overview of Our Current Education System**
  - Applied Learning Programme (ALP)
  - Learn for Life Programme (LLP)
  - Programme for Active Learning (PAL)
  - MCCA & CCA
  - Gifted Education Programme (GEP)
- 4. Interactions with Form Teachers**



# OUR SCHOOL LEADERS



**Mdm Rahima  
Bte Abdul Rahman**  
**Vice-Principal  
(Academic)**



**Mdm Cassie Fan**  
**Principal**



**Mr Tan Aik Cheong**  
**Vice-Principal**  
**(Admin)**



# KEY PERSONNEL

Master Teacher English Language	<b>Mrs Elaine Yeo</b>
School Staff Developer	<b>Mrs Khoo Sze Ru</b>
HOD English Language	<b>Mrs Michell Yeow</b>
HOD Mathematics	<b>Ms Siti Mariam</b>
HOD Science	<b>Mr Lincoln Shen</b>
HOD Mother Tongue Languages	<b>Mdm Sri Rahayu</b>
HOD PE, CCA & Aesthetics	<b>Mr Wilbert Tan</b>
HOD Character & Citizenship Education	<b>Mrs Desri Ann Lee</b>
HOD Student Management	<b>Ms Vivian Chiau</b>
HOD ICT	<b>Mr Cheong Tuck Wai</b>



# KEY PERSONNEL

Year Head (Lower Primary)	<b>Ms Hee Fei Ling</b>
Year Head (Middle Primary)	<b>Ms Ang An Lian</b>
Year Head (Upper Primary)	<b>Mrs The-Eng Yu Leen</b>
Level Head (English Language)	<b>Mdm Nur Aishah</b>
Subject Head (Chinese Language)	<b>Mdm Tan Woan Chyn</b>
Level Head (Science)	<b>Ms Jackie Chua</b>
Subject Head (Student Well-being)	<b>Ms Du Yinwei</b>
Senior Teacher English Language	<b>Mdm Hamidah</b>
Administration Manager	<b>Mr Chew Lian Huat</b>
Operations Manager	<b>Mr Surjit Singh</b>



# **PRIMARY 2 and PRIMARY 3 FORM TEACHERS**

<b>PRIMARY 2 FORM TEACHERS</b>	
<b>P2-1</b>	Ms Jeryn Fok & Mrs Panneer Selvam
<b>P2-2</b>	Miss Lim Jen Yan & Ms Nurul Ain
<b>P2-3</b>	Miss Tan Hui Ling & Ms Frances Gomez
<b>P2-4</b>	Mrs Ravi & Ms Stephanie New
<b>PRIMARY 3 FORM TEACHERS</b>	
<b>P3-1</b>	Miss Lai Yan Ping & Miss Almira
<b>P3-2</b>	Miss Nicole Lim & Mrs Mani
<b>P3-3</b>	Mr Amos Kow & Ms Zahidah



# OUR VISION

A Stamfordian community of learners,  
contributing to our future.





## OUR MISSION

To nurture  
**passionate learners**  
who embody  
**Stamfordian values,**  
**ready to build a**  
**better tomorrow.**



## OUR *ENRICH* VALUES

- **Esprit De Corps**
- **Never Give Up**
- **Responsibility**
- **Integrity**
- **Care**
- **Humility**

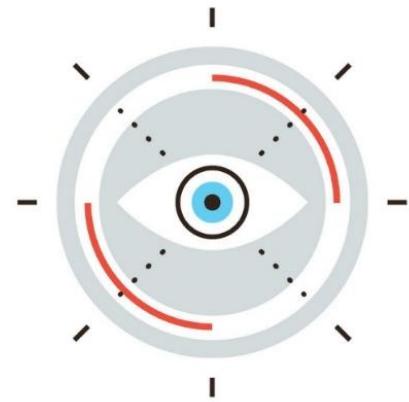
## OUR PHILOSOPHY

**Every Stamfordian Matters**



# School's Focus Areas

- 1. Learn for life**
- 2. Embrace all learners**
- 3. Enhance student well-being**





- Anchor students on sound values
- Develop students' 21 CC competencies

**Learn for Life**

- Support needs, abilities and interests of all students
- Recognise and develop different talents in students

**Embrace All Learners**



- Safe, caring learning environment to promote balanced holistic education

**Enhance Student Well-being**



# From 2019

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# From 2020

## School-based Assessment Structures

- **From 2019**, no weighted assessments for P1 and P2 levels.
- **From 2020**, no mid-year exam for P3 level. Two weighted assessments in Terms 2 & 3 and end-of-year exam.



# **HOW WILL MY CHILD'S ACADEMIC PROGRESS BE MEASURED WHEN THERE ARE NO EXAMINATIONS AND WEIGHTED ASSESSMENTS AT PRIMARY 2?**

- Current practices to gather information about students' learning through **checkpoints** (e.g. class discussions, in-class work, homework, and bite-sized tests) will continue.
- Use of **qualitative descriptors** instead of marks and grades **to report students' learning progress** in the report book (Holistic Development Profile).

# HOLISTIC REPORTING

SUBJECT	SEMESTER 1
ENGLISH LANGUAGE	
Listening: Listen attentively and follow simple instructions.	Accomplished
Speaking: Speak clearly to express their thoughts, feelings and ideas.	Competent
Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	Accomplished
Reading: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Competent

SUBJECT	SEMESTER 1
MUSIC	
Appreciate Music from local and global cultures.	Competent
Perform Music (e.g. a variety of children's songs, folksongs) in both instrumental and vocal settings, individually and in groups, focusing on simple rhythm, pitch, tempo and dynamics.	Accomplished
Listen and respond to Music.	Developing

# HOW WILL I KNOW MY CHILD'S PROGRESS IF THERE IS NO MID-YEAR EXAM FOR PRIMARY 3?

- Teachers will continue to assess their students learning through **formal assessment** (i.e. Weighted Assessment) and **informal assessment checkpoints** such as class discussions, class work, homework and in-class work.
- Parents will be kept informed of the child's progress formally through a **progress report** at mid-year and the **Holistic Development Profile (HDP) report** at the end of the year. Parents will also be informally updated at different points when needed.



# HOLISTIC DEVELOPMENT PROFILE (HDP)

## HOW DO I USE IT ?



**This is a report card** to update you on how your child has developed in both academic and non-academic areas, and how you can work with teachers to support your child in his growth.



### So, what does it consist of?

1



ACADEMIC  
LEARNING  
PROGRESS

2



CONDUCT, COMMENTS  
AND PERSONAL  
QUALITIES

3



PHYSICAL FITNESS,  
VALUES-IN-ACTION, CCAs,  
ENRICHMENT AND  
AWARD

## How can I support my child in these areas?

- Encourage and affirm your child on the progress made
- Learning from various school activities and experiences, discuss with your child his strengths and interests
- Discuss with your child his plans in developing in both academic and non-academic domains

Essentially, it means that you should...

{ Focus on your child's  
**HOLISTIC DEVELOPMENT** }

During Parent-Teacher Meetings (PTMs), you can ask

- A Is my child coping well in class?
- B Is my child adopting healthy (mental and physical) habits in school?
- C How is my child interacting with others?
- D How can I grow my child's interests and strengths?
- E How can we work together to help him?



## **Edusave Merit Bursary (EMB) for P1 and P2 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 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

### **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

**Learning dispositions are positive behaviours and attitudes that help lay a strong foundation for children to become lifelong learners.**



Refer to School  
Diary page 14

# STAMFORD PRIMARY SCHOOL

## LEARNING DISPOSITIONS

Learning Dispositions	Examples of Observable Actions
Joy of Learning	<ul style="list-style-type: none"><li>• Participates actively in lessons</li><li>• Enjoys learning new skills and knowledge</li><li>• Shares ideas and thoughts with others</li></ul>
Curiosity	<ul style="list-style-type: none"><li>• Asks questions to learn more</li><li>• Shows interest in exploring new ideas</li><li>• Tries new approaches to get things done</li></ul>
Responsibility (school value)	<ul style="list-style-type: none"><li>• Completes all homework assigned independently, with good effort</li><li>• Takes ownership of learning by seeking clarification when in doubt</li></ul>
Never Give Up (school value)	<ul style="list-style-type: none"><li>• Puts in effort despite facing difficulties</li><li>• Stays positive despite not achieving success</li><li>• Acts on feedback and uses it to improve performance</li></ul>
Humility (school value)	<ul style="list-style-type: none"><li>• Asks for help and offers help when necessary</li><li>• Listens actively and respects ideas shared by peers</li><li>• Willing to try out ideas suggested by peers</li><li>• Cooperates well with others in group learning settings</li></ul>

# **HOW ARE LEARNING DISPOSITIONS EVALUATED?**

- Teachers observe all students in the class
- Form Teachers discuss observable actions of students with subject teachers to evaluate progression of students.
- Form Teachers prepare and submit nominations.
- A panel comprising key personnel and school leaders will review nominations and select awardees from the list of nominated students.



# Applied Learning Programme (ALP)

## Interdisciplinary Learning Experiences

Our school's ALP focuses on **Science and Environment**, and provides **interdisciplinary learning** to all students.

It connects classroom learning with real-life application and encourages students to apply concepts creatively to solve authentic problems

Primary Two

Project Task:  
A Butterfly is Born



Primary Three

Project Task:  
Urban Farming



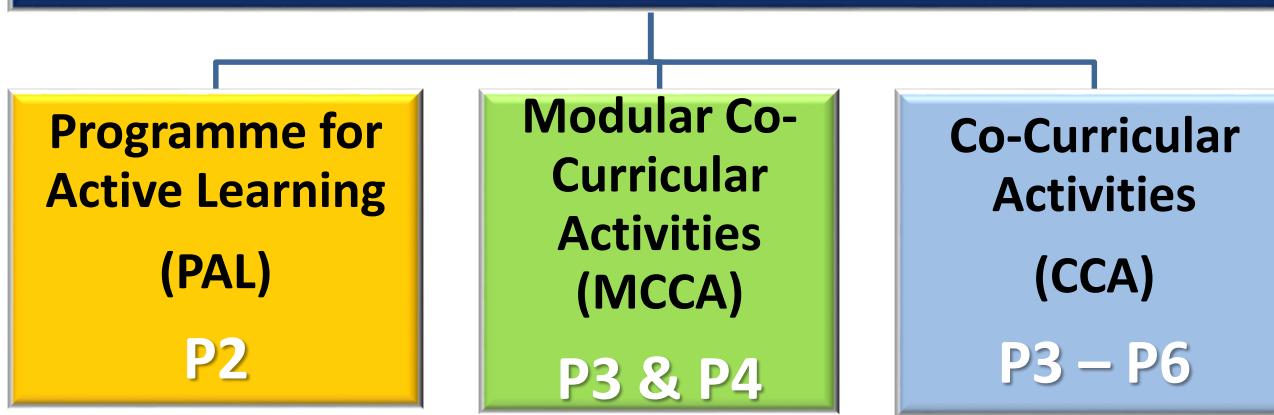
Primary Three

Enrichment:  
Mushroom Growing



Our school's LLP focuses on character building and leadership development through Sports and Outdoor Education, as well as, through future skills development

## Learning for Life Programme (LLP)



The objectives of our LLP are as follows:

- Character Development
- Broad-Based Development
- Sports and Outdoor Education Excellence

# Primary 2

## Programme for Active learning (PAL)

- Students are exposed to **varied and fun learning experiences** in **four domains**: Sports and Games, Outdoor Education, Performing Arts and Visual Arts.
- Students also **learn socio-emotional competencies** such as respecting others and responsible decision making.
- PAL encourages **Working Together, Interpersonal Communication** and **Self-Reflection**.





# Modular CCA (MCCA)

- Part of **Learning for Life Programme (LLP)**
- Prescribed modules in **Sports & Outdoor Education + Future-Skills**
- 1.5 hours x 7 sessions

**Character & Leadership Development**



# P3



- Floorball
- Dancesport
- Home Skills



# P4



- Games Introduction



- Environment Education



- Digital Maker



# Co-Curricular Activities (CCA)

## Objectives of CCA

- Discover their **interests** and **talents** while developing ENRICH values
- Promote **friendships** among students as they learn, play and grow together
- Foster **social integration** and deepen students' sense of belonging, commitment and sense of responsibility



# CCAs

Floorball

Football

Tchoukball

Art Club

Student Interest Group

Stamford Heartbeat  
Instrumental Ensemble  
(SHINE)

Dance

Cub Scouts



# **GIFTED EDUCATION PROGRAMME (GEP)**

- The **GEP** is a programme that **caters to the needs of intellectually gifted students**.
- Students are identified for the GEP through a 2-stage exercise in Primary 3. **Selected students will be invited to join the programme in Primary 4.**
- The GEP curriculum **covers the same content areas as those in the mainstream**, but is **extended in breadth and depth**.



# TENTATIVE SCHEDULE FOR 2022 GEP

Stage	Date	Participants
GEP Screening Exercise	17 August 2022 (Wednesday)	Primary 3 students enrolled in government and government-aided schools
GEP Selection Exercise	18 & 19 October 2022 (Tuesday & Wednesday)	<b>Shortlisted Primary 3 students</b> after the GEP Screening Exercise

Students' participation in the Screening exercise is **not compulsory**.

All results of pupils' performance at the Screening exercise are confidential and will not be released.

# Resources on Student Well-being

# How Can I Better Support My Child This Year?

JUST 3 SIMPLE PARTS!

## 1. Start-of-year Check-in

REFLECT TOGETHER, MAKE AN ACTION PLAN  
(WISH, OUTCOME, OBSTACLE, PLAN),  
STICK YOUR PLAN UP SOMEWHERE VISIBLE!



## 2. Mid-Year Check-in

REFLECT TOGETHER,  
PLAN FOR THE JUNE HOLIDAYS USING  
A FUN BINGO GAME!



## 3. End-of-Year Check-in

REFLECT TOGETHER,  
WRITE A NOTE OF GRATITUDE,  
FIND OUT HOW MUCH SLEEP ANIMALS GET &  
TALK ABOUT THE KIND OF CONVERSATIONS YOU HAVE!





## Our WOOP Action Plan

Start-of-year  
Check-in!

### Activity

1. Individual Reflection
2. Joint Reflection
3. Joint Planning Exercise
4. Write out our Plan!

Hello!

You/your child are beginning a new year of primary school. Some of you may be excited, and others may be wondering how this year will unfold.

## Children

We want you to know that there will always be support for you in your journey ahead.

Like every other year, there might be challenges, but what remains constant is this:

Your well-being and health are most important.

This exercise will help you reflect on what kind of care and support you need, and how you can work with your family to get that support.

## Parents

Like many other parents, you may be wondering how you can support your child in the new school year.

We hope that this exercise will help you understand your child's needs

and some ways to care for and support them this year.

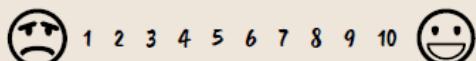


## Parent Reflection Exercise

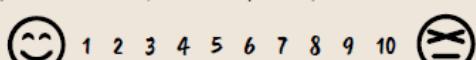
The first part of this exercise is for you.

While your child responds to the questions, please take a moment to think about what might cause them to feel worried or stressed, and spend the next few minutes responding to the following questions on your own.

1. On a scale of 1 – 10, how happy does your child feel in general?  
(1 – Not happy at all, 10 – Extremely happy)



2. On a scale of 1 – 10, how stressed does your child feel in general?  
(1 – Not stressed at all, 10 – Extremely stressed)



3. My child \_\_\_\_\_ feels comfortable sharing their emotions with me.

- always
- mostly
- usually does not
- never



Step 1  
Individual  
Reflection  
Exercise

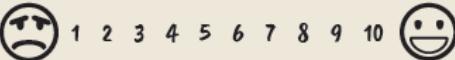


## Child Reflection Exercise

The aim of this exercise is to understand how you can get the support you need this year.

To start off, think about what tends to cause you to feel stressed or worried, and what can help. Please spend 5-10 minutes answering the questions below.

1. On a scale of 1 – 10, how happy do you feel in general?  
(1 – Not happy at all, 10 – Extremely happy)



2. On a scale of 1 – 10, how stressed do you feel in general?  
(1 – Not stressed at all, 10 – Extremely stressed)



3. When it comes to talking about my feelings, I \_\_\_\_\_ feel comfortable sharing with my parents.

- always
- mostly
- usually do not
- never

4. My parents \_\_\_\_\_ have the time to talk about my problems.

- always
- sometimes
- do not always
- never

5. My parents care...

- much more about me doing well in my studies than how I am feeling
- a bit more about me doing well in my studies than how I am feeling
- equally about how I am doing in my studies and how I am feeling
- a bit more about how I am feeling than how I am doing in my studies
- much more about how I am feeling than how I am doing in my studies



## Joint Reflection Exercise

After you and your child have completed your individual reflection exercises, take 5-10 minutes to reflect on your responses together.

The objective of this activity is not to land on the same responses, and there are no right and wrong answers. We hope to be able to understand each others' perspectives more deeply and honestly.

This would be helpful for Step 3, which will be a planning exercise for you to complete together.

1. Share with each other your responses to the questions.

2. Where there are differences in responses, here are some possible questions that you can ask one another.

- Why do you feel this way? Could you share with me the reason why?
- What are some things I (the parent) can do to help you (the child) to feel more supported this year?

3. One last question!

- It's the child's turn now. Please **circle** one of the options below:

I feel most cared for when ...

- ... I get more hugs!
- ... someone gets me a gift!
- ... someone just listens to me.
- ... someone helps me with my work!
- ... I am encouraged for my efforts!

- ... someone brings me out!
- ... I am given more time to myself.
- ... someone tells me "Well done!"
- ... someone prepares my favourite food!

4. Discuss together what is something parents can do more to show care for children.



Step 1  
Individual  
Reflection  
Exercise



Step 2  
Combined  
Reflection  
Exercise



Assessment Information

Administrative Forms

Announcements

Family Matters @ Stamford

Home-Based Learning

Homework Policy

Monthly Newsletter

P1 Registration for 2022

PSLE 2021

Resources For Parents

Changes in PSLE

Primary School Transfer Service

Sexuality Education

## Resources For Parents

- E-PES
  - P2 & P3 Parent Engagement Slides (Uploaded after 18th Feb)
  - P4 to P6 Parent Engagement Slides (Uploaded after 18th Feb)
  - Student Well-being Resources
    -  [How Can I Better Support My Child This Year](#)
    -  [Parent-Child Activity for 2022](#)
-  [Parent Kit - My Independent Learner](#)
- [All About Learning Dispositions](#)
- [Getting more sleep for children](#)
- Resources on Mask Wearing for Students
  -  [Mask Guide For Parents 1](#)
  -  [Mask Guide For Parents 2](#)
  -  [Mask Guide For Parents 3](#)
- Subject Based-Banding For Primary Schools
  -  [SBB English](#)
  -  [SBB Chinese](#)
  -  [SBB Malay](#)
  -  [SBB Tamil](#)
-  [LTA Handbrake Requirements for Bicycles](#)

# THANK YOU

