



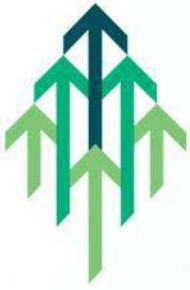
WESTWOOD
PRIMARY SCHOOL

Parents' Engagement Session

Primary 1

23 Jan 2021 (Saturday)

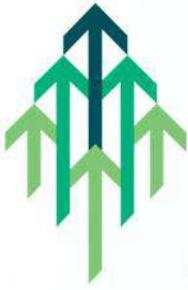
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Agenda

1	Agenda
2	What's unique about Westwood: Positive Education
3	Personalised slides: Class teachers Class rules Class routines Class requirements Modes of communication
4	Homework guidelines
5	HA plans
6	MT information
7	Strategies for Parents' Cooperation
8	Q & A
9	Scan QR code for feedback

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What's unique about Westwood

Focus Areas for POSITIVE Education

THRIVE

THINK MINDFULLY
Helping pupils develop mindful habits *

HEALTHY COPING
Developing resilient pupils *

RELATING WELL
Building strong communities *

IN THE MOMENT
Creating an innovative, engaging curriculum *

VALUES-DRIVEN ACTIONS
Empowering pupils with purpose and meaning *

EMOTIONS OF POSITIVITY
Nurturing happy, appreciative children *

I am a Self-Directed Learner

I stop and think before doing anything.

I set out to learn something new every day.

I know that with effort, I can improve.

I reflect on my weaknesses and work on my strengths to achieve my personal best.

I will keep learning throughout my life.

I am a Trustworthy Friend

I treat everyone with courtesy and respect.

I help my family, teachers and friends.

I work well with others.

I can be trusted to do what I said I would do.

I do what is best for my team or community.

I am a Confident Person

I can remain focused on a task.

I contribute my ideas and thoughts in discussions.

I am keen to explore new ideas or ways of doing things.

I reach my goals despite all challenges.

I am able to learn and adapt in every situation.

I am a Compassionate Leader

I take the initiative to help others.

I step forward to lead my friends.

I take care of my environment.

I use my talents and skills to benefit others.

I lead and serve with my heart.

I am a Positive Person

I thank everyone who has helped me.

I am contented with and grateful for what I have.

I recognise and appreciate others' contributions.

I encourage my friends to express their gratitude.

I am thankful when I have challenges.

Pupil Outcomes

Pupil Attributes

Resilient Mindset + **Passion for Community** + **Future-Ready Confidence** + **Passion for Community** + **Heart of Gratitude** = **Character Strengths**

THE FLOURISHING WESTWOOD PUPIL

Westwood Primary aims to nurture Flourishing Pupils through its **THRIVE** Framework for Positive Education. Ultimately, we hope for every pupil to be happy, resilient and engaged. We want pupils to find meaning and joy in learning, as well as in relating with their friends and contributing to the community.

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Positive Education@Westwood

**Weekly ‘What Went Well’
sessions on Friday mornings**

Read your child's
reflections & get them
to share with you!

	What went well
Objective:	Cultivate gratefulness & habit of reflection
Activity:	Reflection in handbook

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Positive Education@Westwood

Clean & Green @Westwood

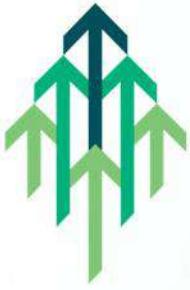
Objective: To provide each class a sense of ownership and belonging, and nurture pupils' self-management skills and positive hygiene habits.

For the last 5 minutes of every day, teachers will guide pupils to tidy up their classrooms .

This will include:

- Tidying their individual desks
- Arranging their desk and chairs
- Placing recyclable papers in the recycle bin

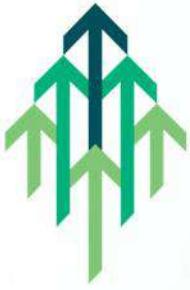




Class Rules

- Hand up all homework/form(s) **punctually**
- **Should raise hand** before asking a question
- Use **quiet voice** when talking
- **Respect** and **love** one another
- **STOP, THINK, DO** before any actions
- **LISTEN, THINK, DO** when instructions are given

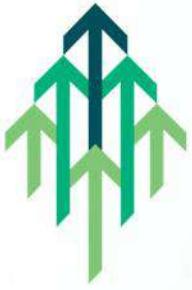
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Class Requirements

- **Five** sharp pencils and a box of colour pencils to be placed in the school bag
- **Bring one** water bottle fill with **ONLY plain water**
- **Ask permission** to go to the school's bookshop or dentist before recess

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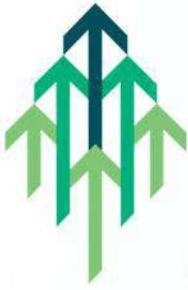


Modes of communication

- Parent Gateway - Letters and notifications
- Pupil handbook
- Email (*Refer to letter given on 1st week of school*)
- Classdojo
- Phone call (School office: 6412 1690)
- Appointments for face-to-face meet-up sessions
- If child is unwell, parents kindly email or call office to inform teacher in the morning.

→**Submit Medical Certificate or letter the next day**

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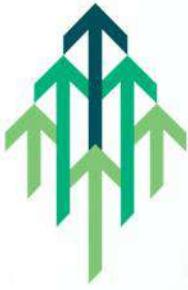
Parent – Teacher Communication



Parents Gateway: A Quick Overview

- **one-stop mobile app** for parents and schools to better support their children's educational journey through **improved communications**
- allows schools to **send updates on programmes and activities**
- allows parents to **perform administrative functions** such as providing consent for their children to participate in school activities
- parents can use their SingPass accounts, SMS 2FA or OneKey Token to gain access
- parents with more than 1 child only need 1 account

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Parent – Teacher Communication

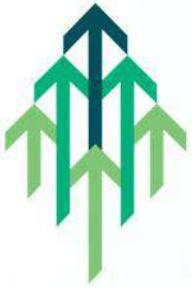
Class Dojo



- To **disseminate ‘just-in-time’ information**
 - Most of our information will still be given out through school letters/Parent Gateway to the pupils
- Communication only on school matters
- Replied on weekdays during school hours, within 3 working days
- **Points system:** The Class Dojo’s individual points system is adopted only by selected teachers.



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Positive Routines

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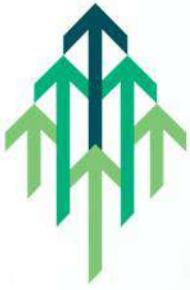
Daily Mindfulness practice in the classroom

Objective: Help pupils to focus, settle down and
be in a calm state, ready for lessons

Be Present
Be Mindful

Be there . . .

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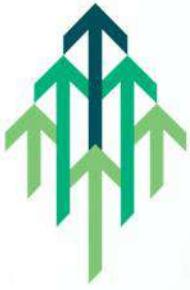


Positive Routines

1. Pupils will rest their heads on the table and close their eyes.
2. Listen to the chime and raise their hands.
3. The teacher will sound the chime 3 times with intervals.
4. Get ready for lesson.

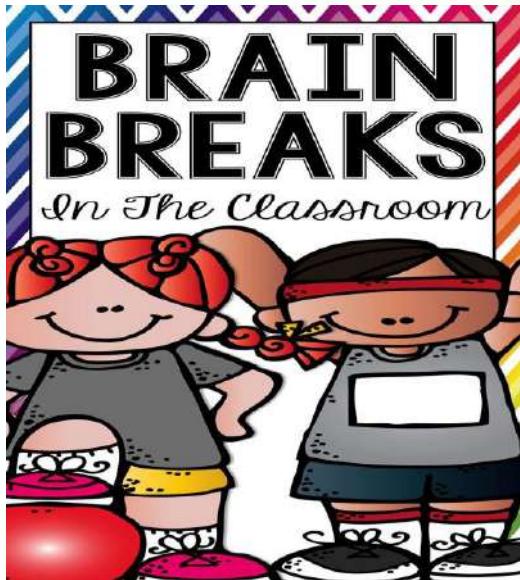


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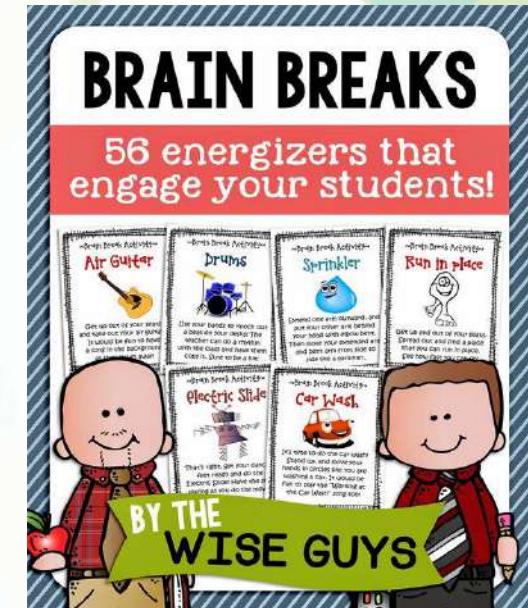


Brain Breaks

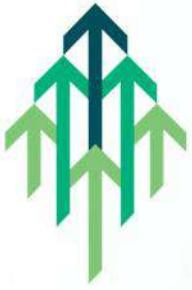
Brain breaks are used when lessons are long, to get pupils' attention by using physical activities.



**GAMES
DANCE
EXERCISES**



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Homework Guidelines and Expectations

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Teachers will assign homework that

- reinforces what was taught in class
- could be unfinished class work or corrections

Homework should take between 30 – 45 min to complete.

Teachers will get pupils to take note of Homework in the Pupil Handbook, and worksheets will be placed in the Homework file.

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Homework Guidelines and Expectations

Parents can support your child by

- Checking the Pupil Handbook and Homework file for Homework assignments for the day
- Checking that your child has completed the homework for the day
- Ensuring your child places completed worksheets in the Homework file
- Supporting your child in preparing for weekly spelling quizzes
- Signing the Learning Sheets/Worksheets after each unit
- Signing and providing encouraging comments for the weekly Spelling tasks



Ministry of Education
SINGAPORE

Programme for Active Learning



PAL Objectives

Provides pupils broad exposure to the 4 PAL domains.

Nurtures pupils in the 3Cs and social-emotional competencies.

5 PAL Learning Characteristics

1 Experiential in nature

2 Encompasses learning in a creative way

3 Provides opportunities for children to create

4 Incorporates values and social-emotional learning

5 Fun and enjoyable

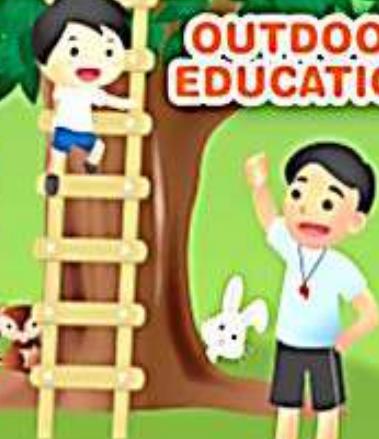
PERFORMING ARTS



SPORTS AND GAMES



OUTDOOR EDUCATION



VISUAL ARTS

PAL Learning Outcomes

Nurturing the 3Cs:
Confidence, Curiosity and Cooperation Skills in pupils

5 Key Practices of the PAL Teacher

1 Models curiosity and expresses joy in learning

2 Uses varied and engaging pedagogies to facilitate creative and hands-on learning

3 Allows pupils' inquiry and interest to drive the direction of learning during lessons

4 Facilitates pupils' learning with open-ended questions that prompt sharing and reflection

5 Creates a learning environment that welcomes play, exploration and teamwork



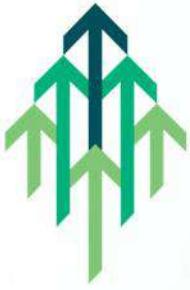
Programme for Active Learning

Difference Between PE & PAL

PAL is meant to be fun!

- ✓ P1 & P2 only
- ✓ Play And Learn
- ✓ No test or spelling!
- ✓ Focus on soft skills: 3Cs – Confidence, Curiosity, Cooperative
- ✓ 4 modules: Outdoor Education, Sports & Games, Visual Arts & Performing Arts (drama)
- ✓ PE, on the other hand, teaches pupils skills and movement concepts





Holistic Feedback @ Westwood Primary

Modes of Monitoring Progress

Formative

(Meant to provide feedback to pupils and parents. Not weighted)

- Quizzes
- Tasks with rubrics
- Classwork
- Informal observations
- Bite-sized tasks

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P1 English Overview 2021

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STELLAR 2.0 EL Curriculum

The STELLAR 2.0 curriculum aims to:

- Inculcate a love for reading
- Build a strong foundation in the English Language
- Develop values, skills and dispositions to listen actively to multiple perspectives



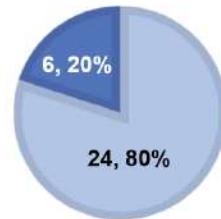
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P1 Planned Curriculum Time

Planned Curriculum Time



14 units, 28 weeks



- STELLAR 2.0
- School-based



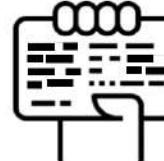
1 ER lesson/week



Big Books



Instructional Materials



Word Cards

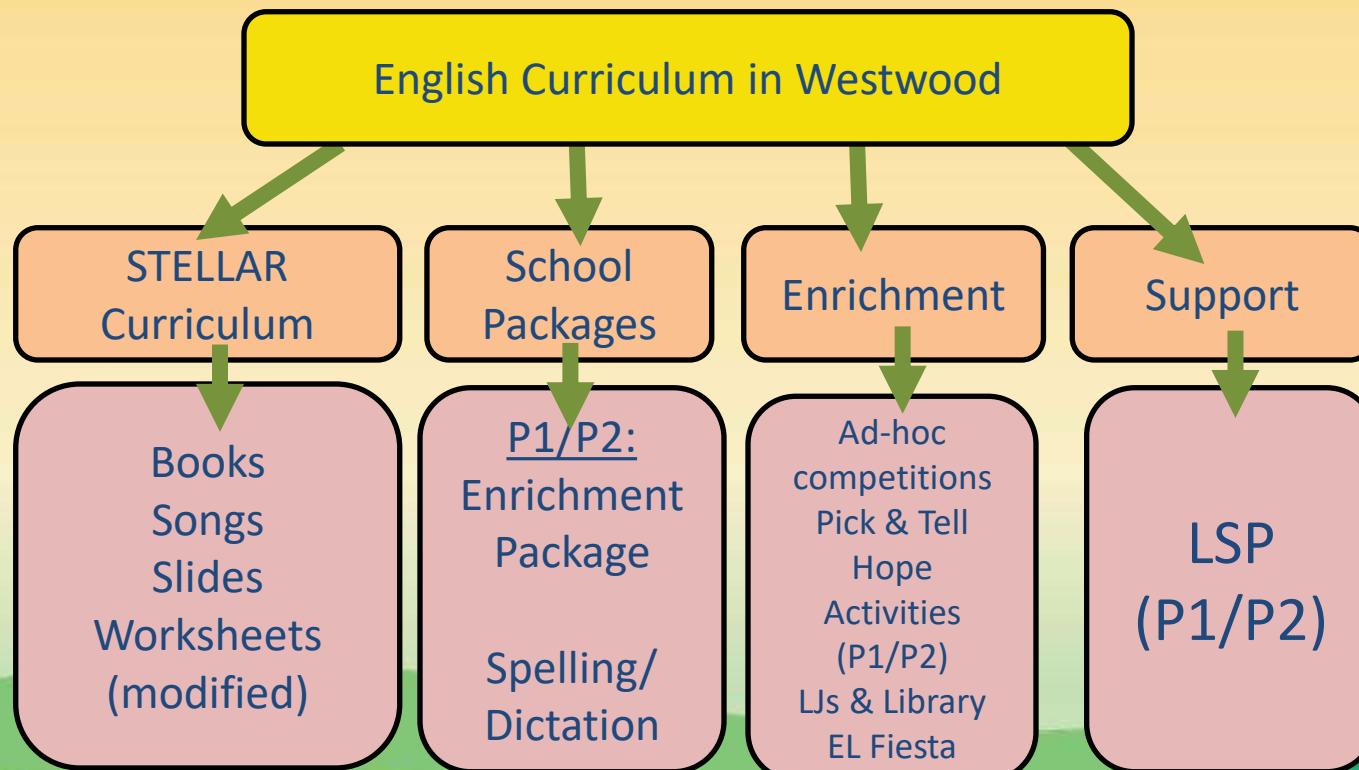


Literacy Stations package



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P1 English Curriculum in Westwood

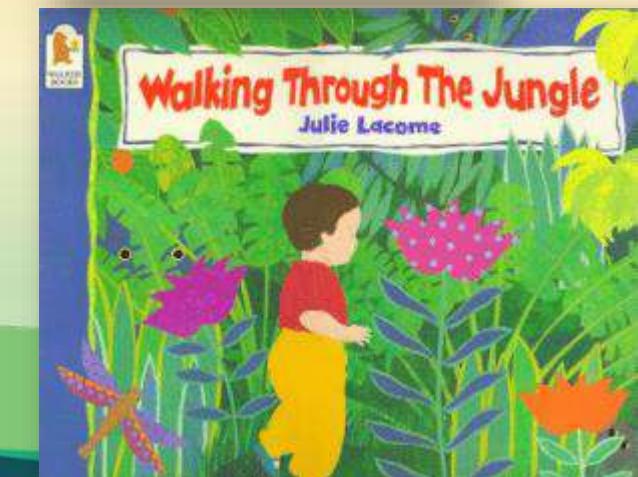
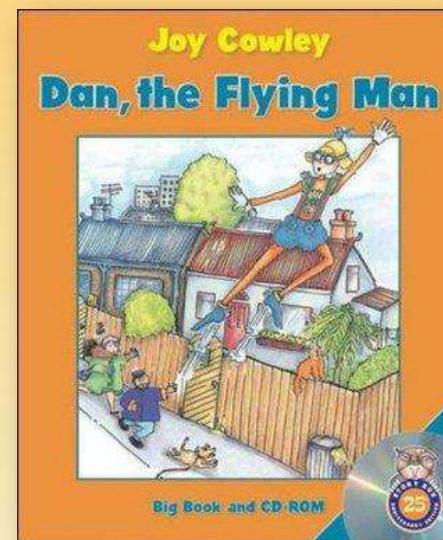


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Big books used in the P1 curriculum

No.	STELLAR Title	Term
1	Dan, the flying man	1
2	Mrs Wishy Washy	1
3	Walking through the Jungle	1
4	To Town	1
5	Crocodile Tea	2
6	The Hungry Giant	2
7	Ants in a Hurry	2
8	Dan's Lost Hat	2
9	When my baby sister comes home	3
10	The Mid-Autumn Festival	3
11	The first day of Hari Raya	3
12	Lazy Duck	3
13	The King's Cake	4
14	The broken bangle	4
15	Mr Grumpy's outing	4
16	Sandcastles	
17	Who's Coming in?	





STELLAR LEARNING SHEETS

Unit 1: *Dan, The Fly Man*



Name: _____

Class: _____

Parent's Signature: _____

Primary 1 Unit 1 Big Book Title: *Dan, The Flying Man*

Contents for Unit 1

No	Components	Activities	Page	Self-reflection
1.	Reading / Listening	Let's Sing	3	😊
2.	Speaking	Introducing myself	4	😊
3.	Reading / Listening	Rhyming Words	5	😊
4.	Extensive Reading	5-Finger Rule	6	😊
5.	Vocabulary	Nouns	7	😊
6.	Grammar / Vocabulary	Nouns	10	😊
7.	Grammar	Linking Words	11	😊
8.	Writing	All About Me	13	😊
9.	Writing	Penmanship	14	😊

Colour the ☺ to show your understanding of the components.

Green: I can do it! Red: I still do not know!

Orange: I need help!

Primary 1 Unit 1

Big Book Title: *Dan, The Flying Man*

Name: _____

Grammar LS1.3

Class: _____

Date: _____

WALT: identify and use linking words in sentences.

(A) Read the sentences. Put a tick (✓) in the box next to the sentences that are correctly formed. Put a cross (X) in the box next to the sentences that are not correctly formed.

Example:

He is my father.



The ruler very long.



1. I tired.



2. A cow is an animal.



3. Some ants red.



4. My best friend angry at her baby brother.



5. The yellow ball is in the kitchen.





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P1 SCHOOL-BASED PACKAGES

Westwood Primary School



Primary One
Term 1 (2021)
English Spelling Lists

Name: _____
Class: P1 _____

WESTWOOD PRIMARY SCHOOL
ENGLISH LANGUAGE
PRIMARY ONE 2021
SPELLING (1)

Date of spelling: _____

Dan, The
(Term 1)

No.	Spelling Word	Sentence
1.	people	Many <u>people</u> are queuing at the canteen.
2.	crane	Dan flew over a yellow <u>crane</u> .
3.	flowers	Mrs Wong has many colour <u>flowers</u> in her garden.
4.	bridge	We need to cross the <u>bridge</u> to the other side of the river.
5.	mountains	Dan also flew over many tall <u>mountains</u> .
6.	house	I live in that <u>house</u> across the road.
7.	seas	The world's <u>seas</u> and oceans have many types of animals and plants.
8.	train	John received a toy <u>train</u> on his birthday.
9.	trees	There are many <u>trees</u> in the park.
10.	catch	My sister tries to <u>catch</u> the butterflies with her net.

I have learnt my spelling words.

I have checked the meanings of the spelling words.



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**Primary One
English Language
Supplementary Worksheets
(Term 1)**

Name: _____ ()
Class: _____
Parent's Signature: _____

Name: _____ Word Order

Class: _____ Date: _____

Writing - Word Order

For questions 1 to 3, re-arrange the words/groups of words and write them into meaningful sentences or questions. Begin each sentence with a capital letter. End each sentence with a full-stop (.).

1. flies the Dan over mountain

2. can fly high very He

3. him people watching Many are



P1 English Learning Outcomes

LO No.	Primary 1	
	Semester 1	Semester 2
1	<u>Listening</u> Listen attentively and follow simple instructions.	<u>Listening</u> Listen attentively and follow simple instructions.
2	<u>Speaking</u> Speak clearly to express their thoughts, feelings and ideas.	<u>Speaking</u> Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.
3	<u>Reading</u> Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	<u>Reading</u> Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
4	Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).
5	<u>Writing</u> Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.	<u>Writing</u> Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.



Qualitative Descriptors for Learning Outcomes

LO No.	Primary 1			
	Semester 1			
1	Listen attentively and follow simple instructions.			
	Beginning	Developing	Competent	Accomplished
	Is unable to listen attentively and follow simple instructions most of the time	Is somewhat able to listen attentively and follow simple instructions sometimes	Is able to listen attentively and follow simple instructions most of the time	Is able to listen attentively and follow simple instructions almost all of the time
	Example			
Evidence of Learning	Daily observations, listening exercises from Learning sheets & LC formative task (T1) - Sem 1			



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P1 Learning Support (LSP)

Learning Support Programme (LSP)

A specialised early intervention programme taught by qualified Learning Support Coordinators (LSCs)

Identified P1 pupils with weak oral and reading skills in English are taught in smaller groups

Taught basic oral language, reading and spelling skills to enable pupils to learn meaningfully in regular classes

LSP supports identified pupils for 1 to 2 years





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Some English Activities to do with your child at home



Reading

- 1) **Read aloud** a book and ask your child to identify words beginning with the same sound, for example, '*p*' – *pancake, pick, put, police, pat*, etc.

- 2) Help your child learn more interesting words by thinking of **new words to replace known words**, for example, '*big*' – *huge, enormous, large, gigantic*, etc.



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Some English Activities to do with your child at home



The screenshot shows the Starfall website homepage. At the top, there's a navigation bar with links for 'How to Join', 'Log In', and 'Starfall Parent-Teacher Center™ • Starfall Store™'. Below the navigation, there are four main activity buttons: '1 ABCs' (purple), '2 Learn to Read' (green), '3 It's Fun to Read' (blue), and '4 I'm Reading' (yellow). To the right of these buttons is a large green box with the text 'Get more from Starfall—Join today!' and a 'Mathematics' section featuring icons for numbers 1, 2, 3 and various math symbols. Further down, there are sections for 'Reading' (with icons for a teddy bear, crayons, and a book) and 'Songs' (with icons for a cat, a bus, and books).

High Frequency Words

Phonics

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Some English Activities to do with your child at home



1) Play 'I spy' games. Get your child to point out objects around them and name them. You can also introduce new vocabulary items and get your child to look for them.



2) Play 'Word Forming' games. Give your child scrabble tiles, cutouts or flashcards and get them to form simple words.

Games



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Some English Activities to do with your child at home

Westwood Primary School



Primary One
Term 1 (2021)
English Spelling Lists

Name: _____ ()

Class: P1 _____

WESTWOOD PRIMARY SCHOOL
ENGLISH LANGUAGE
PRIMARY ONE 2021
SPELLING (1)

Date of spelling: _____

Dan, The Flying Man
(Term 1 Week 5)

No.	Spelling Word	Sentence
1.	people	Many <u>people</u> are queuing for food in the canteen.
2.	crane	Dan flew over a yellow <u>crane</u> .
3.	flowers	Mrs Wong has many colourful <u>flowers</u> in her garden.
4.	bridge	We need to cross the <u>bridge</u> to get to the other side of the river.
5.	mountains	Dan also flew over many tall <u>mountains</u> .
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I have learnt my spelling words. 

I have checked the meanings of the spelling words.



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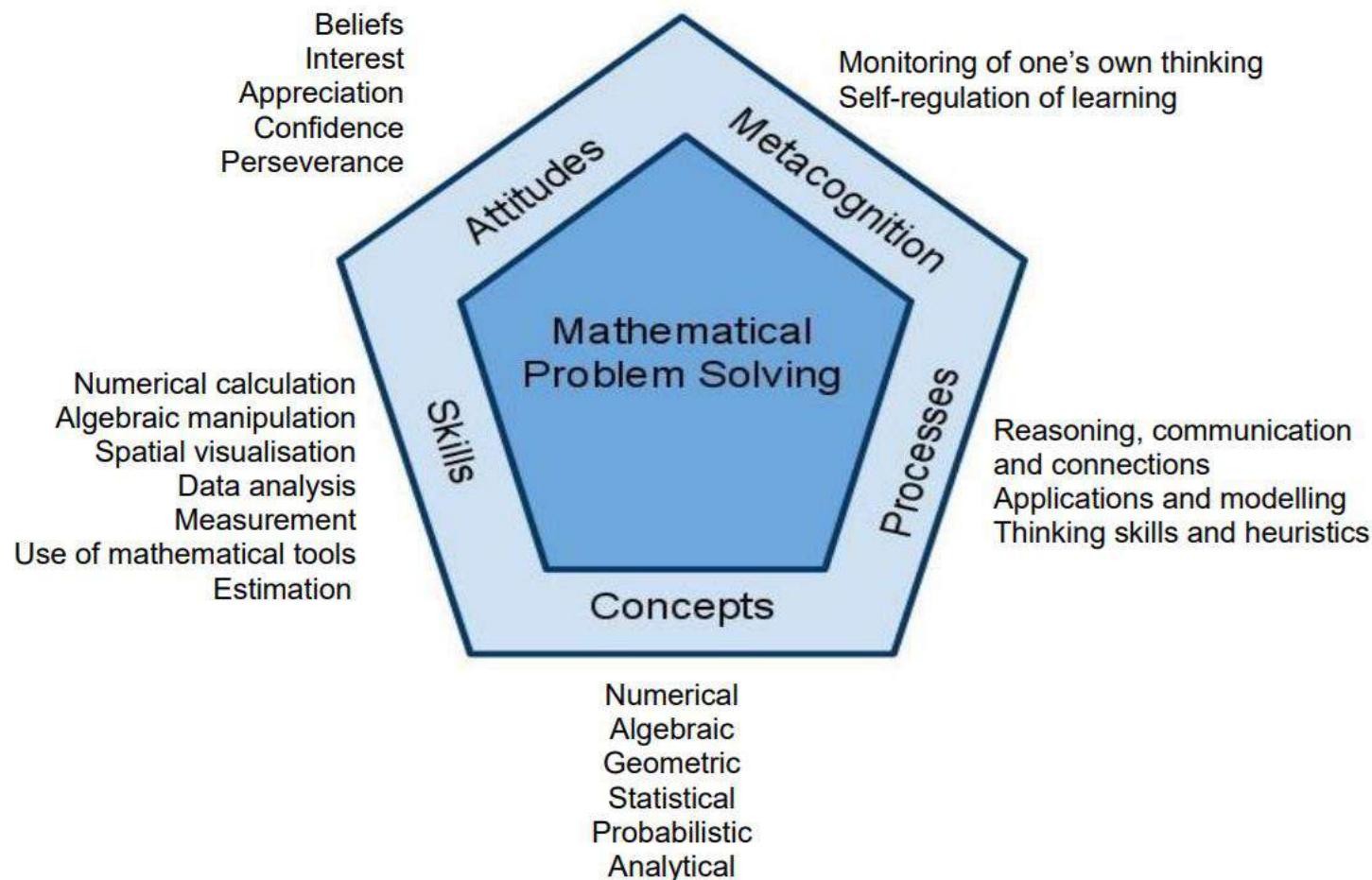
P1 Mathematics 2021



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Singapore Mathematics Curriculum Framework



P1 Mathematics



Concrete- Using concrete objects to solve problems. It brings learning to life by allowing the children to handle physical objects

Pictorial- Using representations of the objects in problem solving. Makes connection between physical object and abstract understanding by drawing or looking at diagrams/ models

Abstract- Using abstract symbols to model and solve math problems



2021 P1 Mathematics Syllabus

Term 1 Numbers to 10
Addition & Subtraction Within 10
Shapes
Ordinal Numbers

Term 2 Numbers to 20
Addition & Subtraction Within 20
Picture Graphs
Numbers to 100

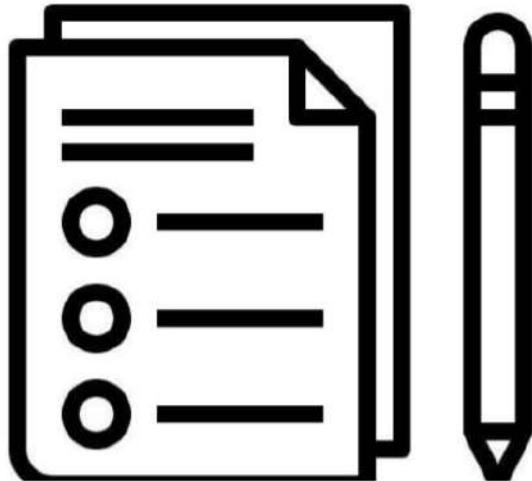
Term 3 Numbers to 100
Addition & Subtraction Within 100
Length
Multiplication

Term 4 Division
Time
Money



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P1 Mathematics



No
Weighted Assessment



Focus on
Formative Assessment



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P1 Mathematics

P1 Learning Outcomes (LOs)

LOs	Semester 1	LOs	Semester 2
LO 1	Understand addition & subtraction	LO 1	Understand numbers up to hundred
LO 2	Identify, name, describe and sort shapes	LO 2	Measure and compare lengths of objects
LO 3	Add and subtract numbers	LO 3	Understand multiplication and division
LO 4	Read and interpret picture graphs	LO 4	Tell time to 5 minutes



P1 Mathematics

Example on using descriptors to assess pupil's understanding of learning outcome

Add and subtract numbers.

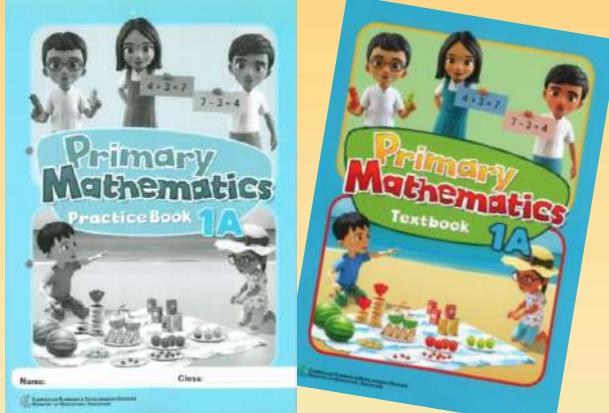
Beginning	Developing	Competent	Accomplished
Pupil is able to add and subtract numbers from 1 to 20 with a lot of guidance.	Pupil is able to add and subtract numbers from 1 to 20 with some guidance.	Pupil is able to add and subtract numbers from 1 to 20 with little/ no guidance.	Pupil is able to add and subtract numbers from 1 to 20 independently.

Example

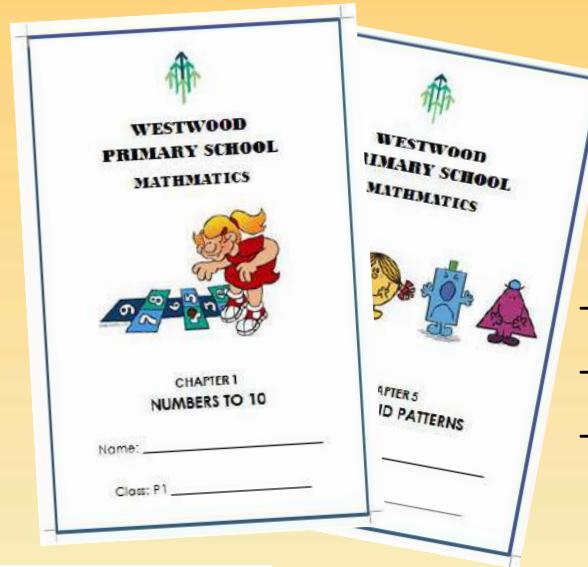


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Primary Mathematics Textbook 1A & 1B Practice Book 1A & 1B



Add-venture Learning Magazine



Worksheet 2
Solve 1-step pictorial word problems

(a)

There are 4 girls.
There are 2 boys.
How many children are there altogether?

○ — ○ ○

□ ○ □ = □

There are _____ children altogether.

(b)

There are 4 girls.
2 more girls join in.
How many girls are there altogether?

○ — ○ ○

□ ○ □ = □

There are _____ girls altogether.

Learning Experience 1:
Understanding the term longest

Working groups for this activity.

TASK

1. Form the longest line within 8 minutes.
2. It must be a continuous line.
3. You can use any of your body parts, socks and/or shoes.
4. Inform the teacher once your group is ready.

Example of a continuous line:

Example of a non-continuous line:

Extension Worksheet
Completing number bonds with three or more numbers.

1. Complete the number bonds with the numbers 2, 4, 5 and 6.
Each ○ — ○ ○ must make 10.
Each number can be used once only.

1 2 3



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How Parents Can Help Your Child in Math Learning

- Talk about math in a positive way. A **positive attitude** towards math is infectious.
- **Connect math to everyday life.** Help your child understand how math influences them (i.e. shapes of objects, walking distance to school, telling time, using money to buy things).
- Encourage your child to **talk** about and show a math problem in a way that **makes sense** (i.e., draw a picture or use object like macaroni).
- **Encourage perseverance.** Some problems take time to solve.
- **Play math puzzles/ games** that add excitement such as Uno, Monopoly, Snakes & Ladders, Bingo, Lego, computer math games.



Websites for Parents & Child

- <https://www.mathsisfun.com>
- <https://www.coolmathgames.com/>
 - <https://www.youcubed.org/>



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Learning Mother Tongue Languages at P1

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P1 MT's Weighting

	Term 1	Term 2	Term 3	Term 4
Termly Weighting	0%	0%	0%	0%

Acquisition of P1 MT Language Skills

Pupils will learn the following skills:

- **Listening**
- **Reading**
- **Speaking**
- **Written**
- **Spoken Interaction**
- **Written Interaction**

**Holistic feedback will be given to pupils.
(eg. Oral and Show & Tell rubrics)**



Show & Tell (Term 3 , non-weighted)

- For the first topic, teacher will teach and guide the pupils accordingly .
- For the second topic, pupils need to follow the checklist given and apply the skills which they have learnt previously. Parents are to assist and prepare the pupils at home.
- Pupils will be assessed (non-weighted) and the rubrics will be given to parents.



Term 1 to Term 4

Paper-and-Pencil Mini Exercises (non-weighted)

- When pupils have learnt some chapters of the textbooks, there will be a Paper and Pencil exercise given to pupils to do the questions so that teachers, parents and pupils can gauge the pupils' learning.
- Generally, the content of the exercises are similar to the questions of the workbook /worksheets which the pupils have done or learnt previously.



P1 MT

Subscription of MT magazines/newspapers

- Respective MT teachers will advise pupils on the subscription of CL magazines and TL newspapers (student edition).

Filing of worksheets and notes

- Usually worksheets (including Paper and Pencil exercises) to be filed in the blue ring file.
- Extra notes to be filed in the thin blue file.
- Some exercises (as advised by the teachers) to be filed in the pupils' portfolio files.



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P1 MT

Tips of learning MT:

- Always revise what the teacher has taught in class.
- Always read 2 MT storybooks per week .
- Revise the notes given by teachers consistently.
- Read the passages and do the questions found in the respective MT magazine.
- Access MOE's MT portals to revise and learn the MT language.
- Converse in MT languages at home with family and in public places.



Self Directed Learning using the following Portals:

Pupils can access MOE's portal to revise CL:

https://www.mtl.moe.edu.sg/xuele/MOE_web/main.html

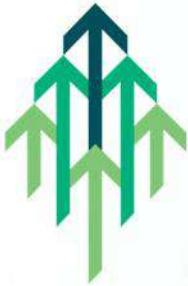
Pupils can access MOE's portal to revise **ML**:

<https://www.mtl.moe.edu.sg/ecekap/>

Pupils can access MOE's portal to revise **TL**:

<https://www.mtl.moe.edu.sg/theenthamizh/primary.html>

SLS: Pupils need to know the SLS password to do Home-Based Learning (HBL) assignments and e-reading.



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Joy of Learning Booklet



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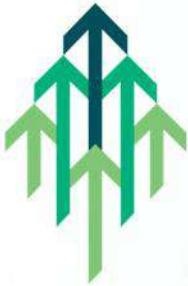
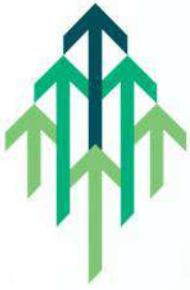


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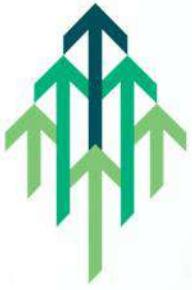


Changes to Information stated in the Joy of Learning Booklet (Printed in 2020)

The English Language STELLAR curriculum has undergone an update and it is now referred to as the STELLAR 2.0 version. It has been implemented with effect from 2020 (for P1 level) and for 2021 (both P1 and P2 levels). As such, the following are the updates to the information provided in **pages 4 - 6** in the Joy of Learning Booklet (Printed in 2020).

**To refer to the letter posted on Parent Gateway on 15 January
for more details.**

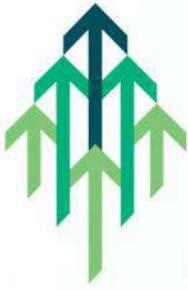
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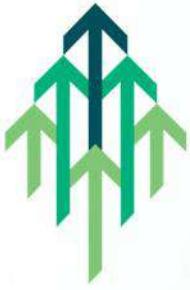
Partnering Parents



Strategies to Support Your Child

Ensure punctuality

- All pupils should report to their classrooms by **7.30am** sharp. Pupils to reach the school gate by 7.25am.
- Pupils will be considered late for school if he or she is not present at the classroom at 7.30am.

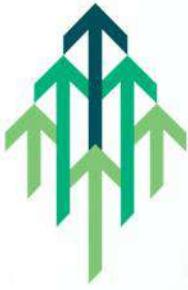


Strategies to Support Your Child

Monitor attendance

- **Support your child in attending school regularly.**
- If your child has been absent from school, kindly email or call office to inform teacher in the morning.
- Ask your child to submit Medical Certificate or letter to the Form teacher when your child returns to school.
- Do also check with teachers on work that has been missed and ensure your child spends more time completing it

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Strategies to Support Your Child

- **Monitor your child's completion of homework and packing of schoolbag**
- **Get involved in school activities as a Parent Helper, where possible**

→ Check updates on school website and school Facebook for school programmes

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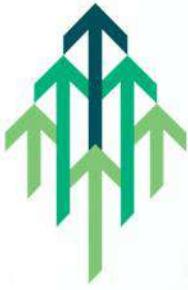


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Strategies to Support Your Child

- Connect with your child and talk about both academic and non-academic topics
- Encourage your child
- Connect with your child's teachers ☺

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Strategies to Support Your Child

- Remind your child to bring a storybook for silent reading daily.
- Encourage your child to take part in the Silent Reading Programme before 7.25am daily.

Mondays, Tuesdays	English storybooks.
Wednesdays, Thursdays	Mother Tongue storybooks
Fridays	Books of any language

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FAQs

School Policies

Primary 1- 3

Q: *Can my child go home on his/her own?*

A: The school's stance is that Lower Primary pupils should NOT go home alone unaccompanied, as there are concerns about their safety and well-being.

Primary 3 pupils will be allowed to go home alone on a case-by-case basis. Parents are advised to arrange for this only if they believe that the child is responsible, safety-conscious, and ready to travel home independently. After parents inform the Form teacher of the arrangement, a Permission Pass will be issued to the P3 pupil. Parents should understand that the school can bear no responsibility for the safe passage of the child, and are advised to check on their child when he/she reaches home.



FAQs

School Policies

Q: Can my child celebrate his/her birthday in school?

**No more school-based birthday
celebrations...**



WHY NOT?



- **Not every child** gets his/her birthday celebrated
- The school is **not a birthday venue**
 - > Canteen operating at maximum capacity
 - > Time constraints
- **Security concerns**
- **Food concerns**
 - > Sugar-highs
 - > Possible food allergies
 - > Abandoned 'healthy' food

**Positively
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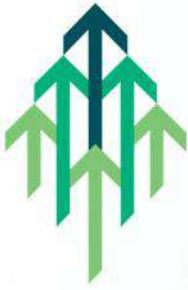
WHAT ABOUT GOODIE BAGS etc?

- Also discouraged, but FTs can distribute if left at office
- Students will be asked to bring goody bags home and ask parents for permission to consume due to food concerns
 - > Sugar-highs
 - > Possible food allergies
 - > Halal certification (Muslim pupils)



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<https://go.gov.sg/m2q6xy>

Please scan the above QR code for the Feedback Form.

Thank you and have a great weekend!

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