Every White Sandian, a success story

A warm welcome to Parents/Guardians of Primary 3D

School-Parents Engagement & Communication Session (SPECS)

2 February 2024

Our teachers & Communication Platforms

Our Year Head and Asst Year Head

Mr Asraf

Mrs Lim

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C4RE Teachers of 3 Diligent

Mr Liew

Mr Yeo

Mrs Amy Lim

Names of your child's subject teachers have been indicated in the Introductory Letter sent to parents in the first week of Term 1.

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P3
learning experiences

Transition to Middle Primary

Lower Primary (P1 & P2)

Middle Primary (P3 & P4)

A Caring Achiever

Caring individuals who have a good sense of self awareness and are able to build positive relationships through care and respect.

A Responsible Achiever

Self-directed learners who make responsible decisions and are able to collaborate in harmony.

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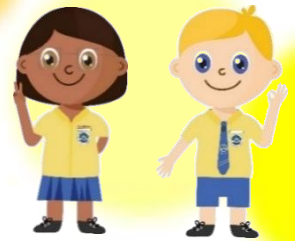
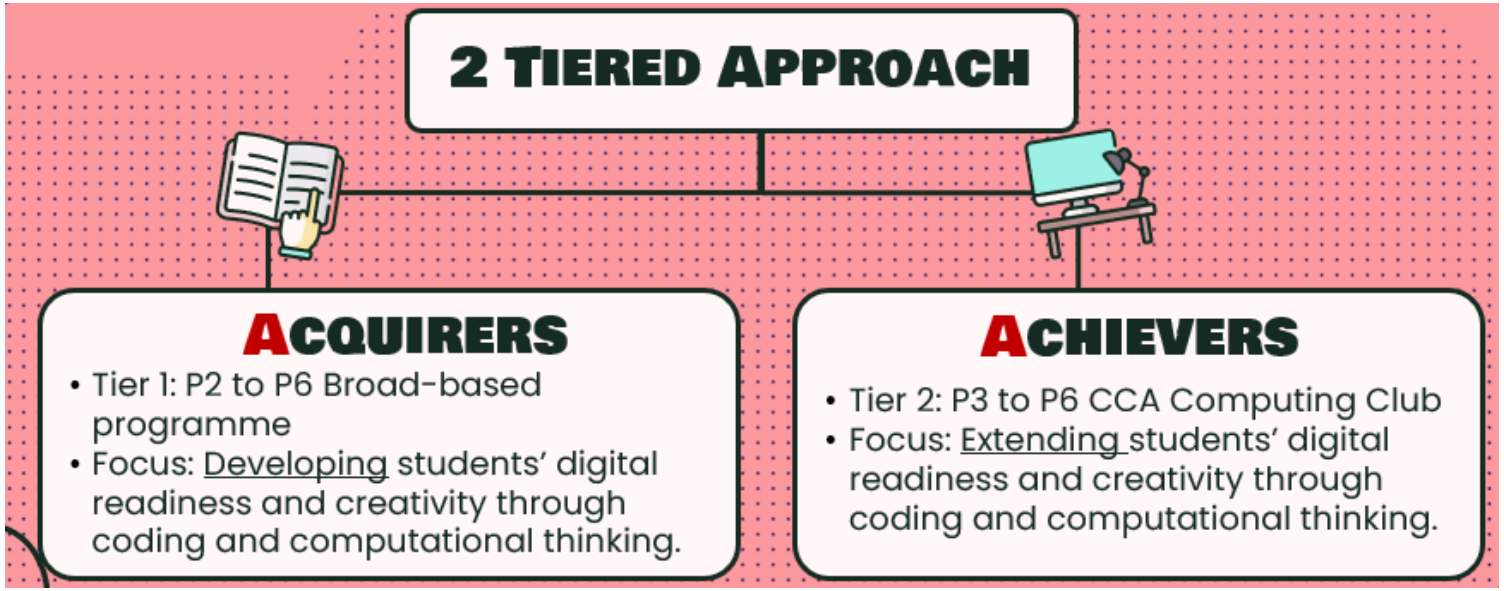
WSPS alignment to paradigm shift



Applied Learning Programme

Our Objective:

With ALP, we aim to nurture White Sandians to be **creative problem solvers with computational thinking skills**.



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WSPS alignment to paradigm shift

TIER 1
BROAD-BASED PROGRAMME (OVERVIEW)

P2

- Foundation level: Scratch Junior App.
- Curriculum alignment with EL Stellar 2.0 Big Book
- Creation of digital animation based on the theme "Care"

P3

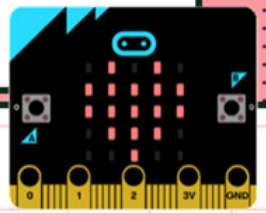
- Basic level: Scratch 3.0
- Curriculum alignment with MA topic on Money
- Creation of digital game about "Financial Literacy"

P4

- Basic level: Micro:bit & Makecode
- Curriculum alignment with SC topic on Heat and Light
- Creation of prototype for Smart Home Project on saving electricity

P5

- Basic to Intermediate level: Micro:bit and Makecode
- Curriculum alignment with SC topic on Electricity



P6

Code for Fun programme by MOE: Sphero

- ✓ Coding & Block programming skills and knowledge
- ✓ 21st CC Skills such as Communication and Information skills & Critical and Inventive Thinking
- ✓ Digital storytelling skills
- ✓ Computational thinking skills

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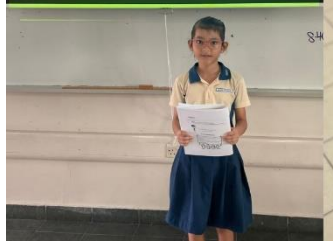
Students in action

PRIMARY 2 APPLIED LEARNING PROGRAMME

CREATING ANIMATIONS USING SCRATCH JR.



P3 Applied Learning Programme

Creating games using Scratch 3.0

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WSPS alignment to paradigm shift

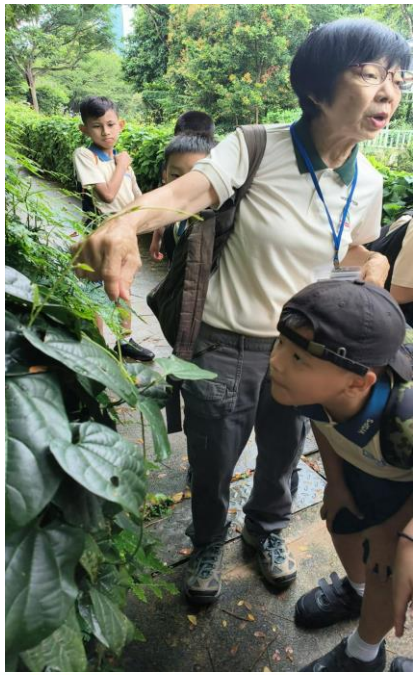
Learning for Life Programme (LLP)

- Focuses on **Heritage Art**
- Students **see the relevance of art in their own lives** and **appreciate its significance** in the societal and cultural aspects of society.
- Students **communicate and express their ideas confidently** using both visuals and appropriate art vocabulary.
- Students **apply their art learning in authentic settings** to make a positive impact on others.

Primary 3
Chinese Brush Painting

P3 Learning Journeys

- ✓ Swimsafer Programme
- ✓ Hort Park Learning Journey
- ✓ Thow Kwang Pottery Jungle Learning Journey



More details will be shared via PG nearer the date of programme

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Holistic development through CCA

ABILITIES

|Logical & Analytical Thinking |

|Critical Thinking | Creative Thinking |

SKILLS

|Problem Solving| |Leadership| |Social|
|Emotional| |Communication| |Technology|

VALUES

|Social| |Ethical| |Recreational|

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Holistic development through CCA

Discover their interests and talents

Provide opportunities to socialise

Build their character and strength

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Gifted Education Programme (GEP) Screening Exercise

Intent:

- To further develop pupils who are intellectually gifted
- These selected pupils will be studying P4 – 6 <u>in another primary school</u> under this programme.

The Screening Exercise is a tool for identifying these pupils who are intellectually gifted thus there is ***<u>no need for advance preparation</u>***.

Stage	**Date**	**Participants**
GEP Screening Exercise	August	All Primary 3 pupils enrolled in government and government-aided schools
GEP Selection Exercise	October	Primary 3 pupils shortlisted after the GEP Screening Exercise

Assessment matters

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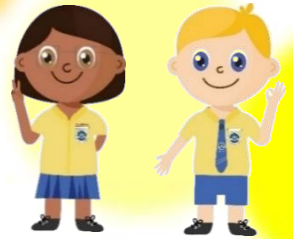
Promoting the Joy of Learning



Since 2023, mid-year examination for all levels have been removed and replaced with weighted assessments.

Level	Term 1	Term 2	Term 3	Term 4
P3	Weighted Assessment			Semestral Assessment
	10%	15%	15%	60%

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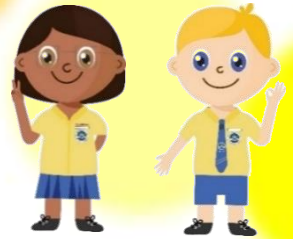
Promoting the Joy of Learning



Modes of assessment for Weighted Assessment

Subject	Modes of assessment
English	Speaking
Mathematics	Math Journal
Science	MCQ and Performance Task
Mother Tongue Languages	Reading and Speaking

A learner-oriented classroom environment

GROW with Me!

We can set goals for anything we hope to achieve!

Start setting S.M.A.R.T Goals today!

Using positive language can help to reduce conflict, improve communication among friends. It will also help you to increase self-confidence and curb negative feelings. Practise it often!

Let us start writing our success stories by practising the Growth Mindset!

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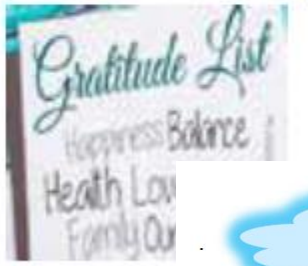
A learner-oriented classroom environment

GROW with Me!

A great way to use the power of yet into all that you do is to identify where you're using the word 'can't'.

All you need to do is to add the word 'yet' on the end and you have just change your mindset!

Gratitude is showing appreciation for what we have. People who express gratitude daily are happier than others.
So start saying "Thank You", appreciate the people around you and pay attention to the good things!



Let us start writing our success stories by practising the Growth Mindset!

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Encouragement for your child

Say This	Not That
"I can see you worked so hard on this!"	"You are so smart!"
"It seems like it's time to try a new strategy."	"It's okay. Maybe you're just not cut out for this!"
"I like watching you do that."	"You're a natural at that!"
"It looks like that was too easy for you. Let's find you something challenging so your brain can grow."	"That's right! You did that so quickly and easily; great job!"
"That's not right. You don't understand this yet. What strategies can you try to understand it better?"	"That's not right. Are you paying attention in class? It seems like you're not even trying."
"That was really hard. Your effort has paid off! Next time you'll be ready for this kind of challenge!"	"That was really hard. I'm so glad it's over and you don't have to do that again."

Some examples!

A learner-oriented classroom environment

Class Expectations

A learner-oriented classroom environment

Class Expectations

Pack our own school bag

Take responsibility for my own actions

Let us own our learning.

Complete work on our own

Do my own revision

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A learner-oriented classroom environment

Class Expectations

No one is perfect

It is OK to make mistakes

No one is perfect, that's why pencil has erasers.

I cannot do this yet

I must not give up

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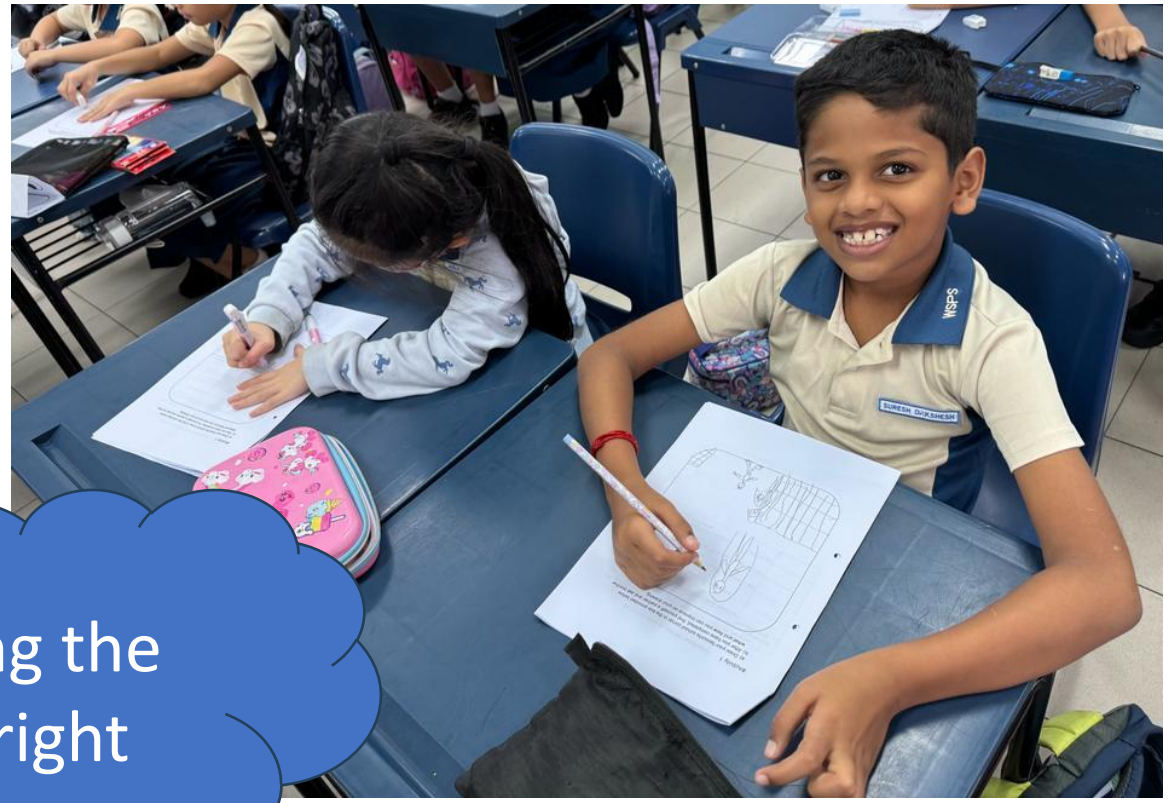
A learner-oriented classroom environment

First Days of School Experiences



Starting the year right

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A learner-oriented classroom environment

Class Identity

Come on let’s rally together
We care and we’ll help each other
We, together! We can be stronger
3 – DILIGENT! With friends we admire!

Let's aim for the stars go higher
We’ll light up the sky shine brighter
We, together! We will try harder
3 – DILIGENT! Resilient forever!

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Home-school partnership

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SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

What we have shared with your child…

SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Hurtful behaviour 1:

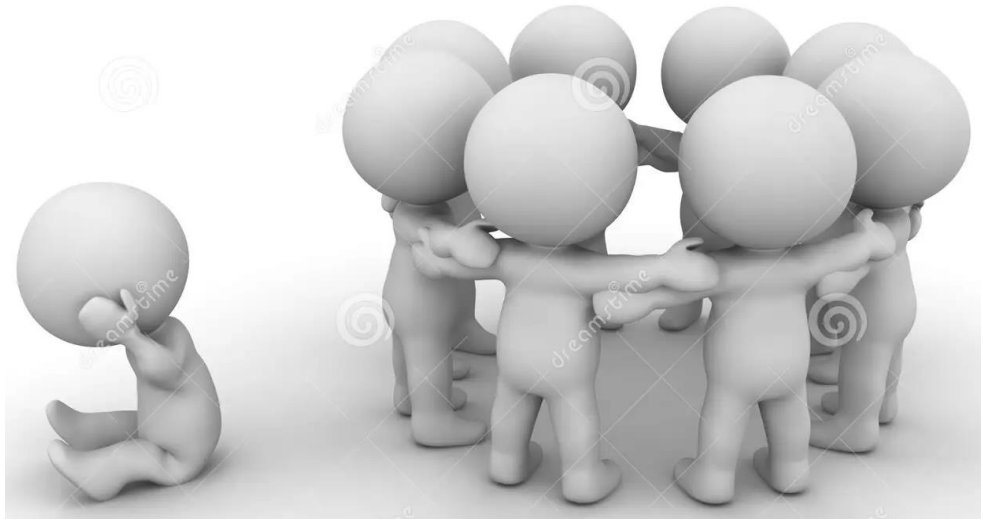
Hitting or pushing others around

SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Hurtful behaviour 2:

Leaving someone Out on Purpose:



SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Hurtful behaviour 3:

Name calling

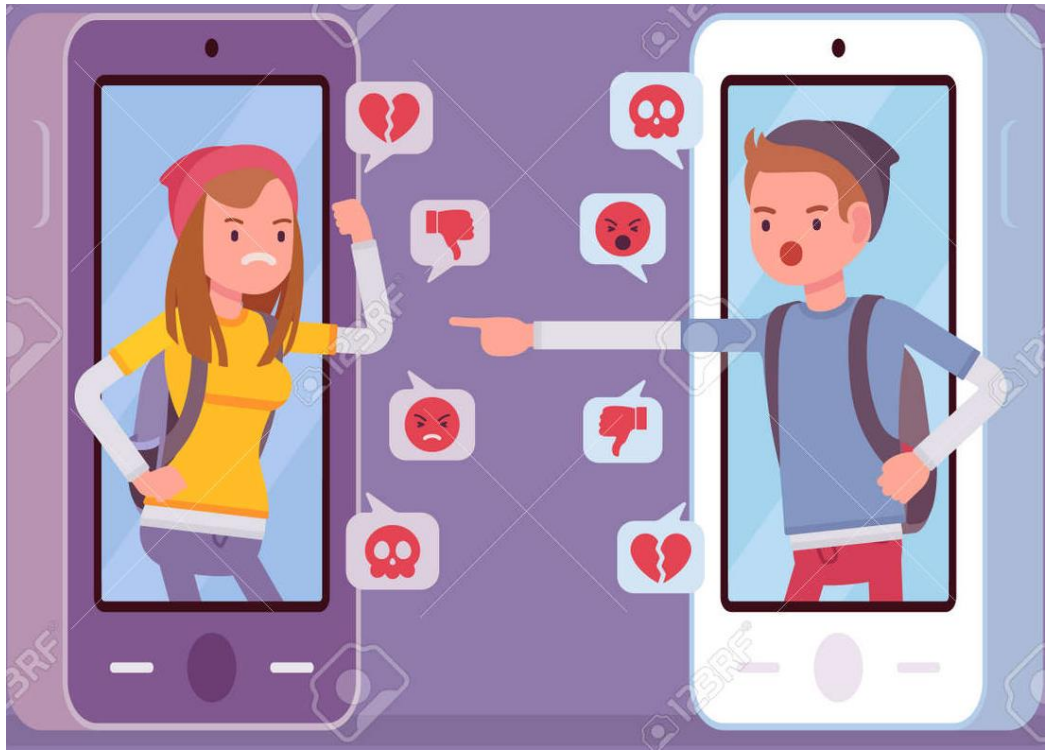
- You **MUST NOT** call any one names.

SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Hurtful behaviour 4:

Sending hurtful message



SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Who to go to for help?

Discipline teachers and Mr Peh

P1 to P3	P1 to P6	P4 to P6
Mdm Azimah	Mr Peh	Mrs Bay

What parents can do?

To reinforce what was taught in school

- **Making choices** – **Traffic Light** (**Stop, Think, Act/Do**); Every choice we make will inevitably have some kind of consequence.
- **Be an upstander for self and others** – Tell the person to stop what he/she is doing; Share reason(s) and feelings – I do not like it / I'm hurt
- **Seek help from a trusted adult** – Teacher, YHs, Discipline Teachers, Counsellor and parents

What parents can do?

To manage hurtful behaviours

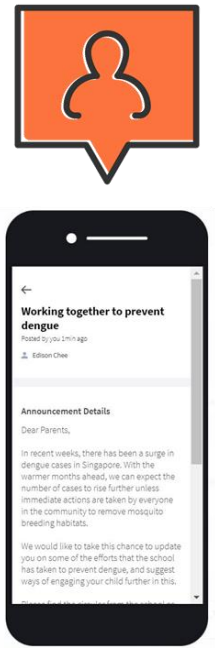
- **Stay calm**; Manage your own feelings first (Very often, we tend to forget)
- **Assure your child** that you will see to their safety
- Gently **elicit the story** from your child
- **Assess the severity** - Can you support your child to act first without your direct involvement?
- If it is too much for your child to manage, **get in touch with** the **C4RE Teachers, YHs or Discipline Teachers**

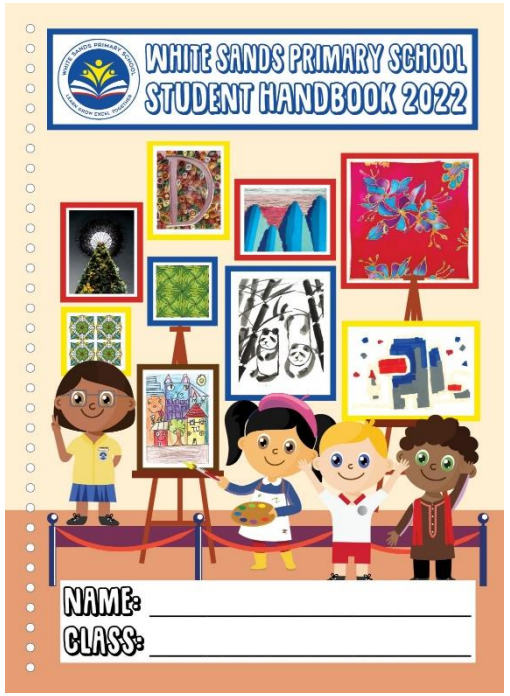
What parents can do?

To manage online hurtful behaviours

- Collect data and **take screenshots** of all offending screens
- Help your child **block the offender**
- **Get in touch with** the **C4RE Teachers, YHs or Discipline Teachers**
- If you notice that your child has a **Chatgroup, without the presence of a trusted adult**, do **alert the C4RE Teachers**.

Communication platforms





Parent Gateway

Student Handbook

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Communication platforms

Email of C4RE Teachers • ong_li_ping_amy@moe.edu.sg • liew_guan_jie@moe.edu.sg • yeo_kheok_seng@moe.edu.sg	**School Contact Details** • General Office : 6922 9100 • Staffroom 1 : 6922 9124 • Staffroom 2 : 6922 9125
Other modes of communication • ClassDojo	Do take note that you may not receive a reply immediately. **For urgent matters, please call General Office directly.**

Thank you!

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