

Every White Sandian, a success story

School-Parents Engagement & Communication Session (SPECS)

2 February 2024

**A warm welcome to
Parents/Guardians of Primary 3A**



2024 First Days Of School

Sharing outline

- ✓ *Our teachers and communication platforms*
- ✓ *P3 learning experiences*
- ✓ *Assessment matters*
- ✓ *A learner-oriented classroom environment*
- ✓ *Home-school Partnership*



Our teachers & Communication Platforms

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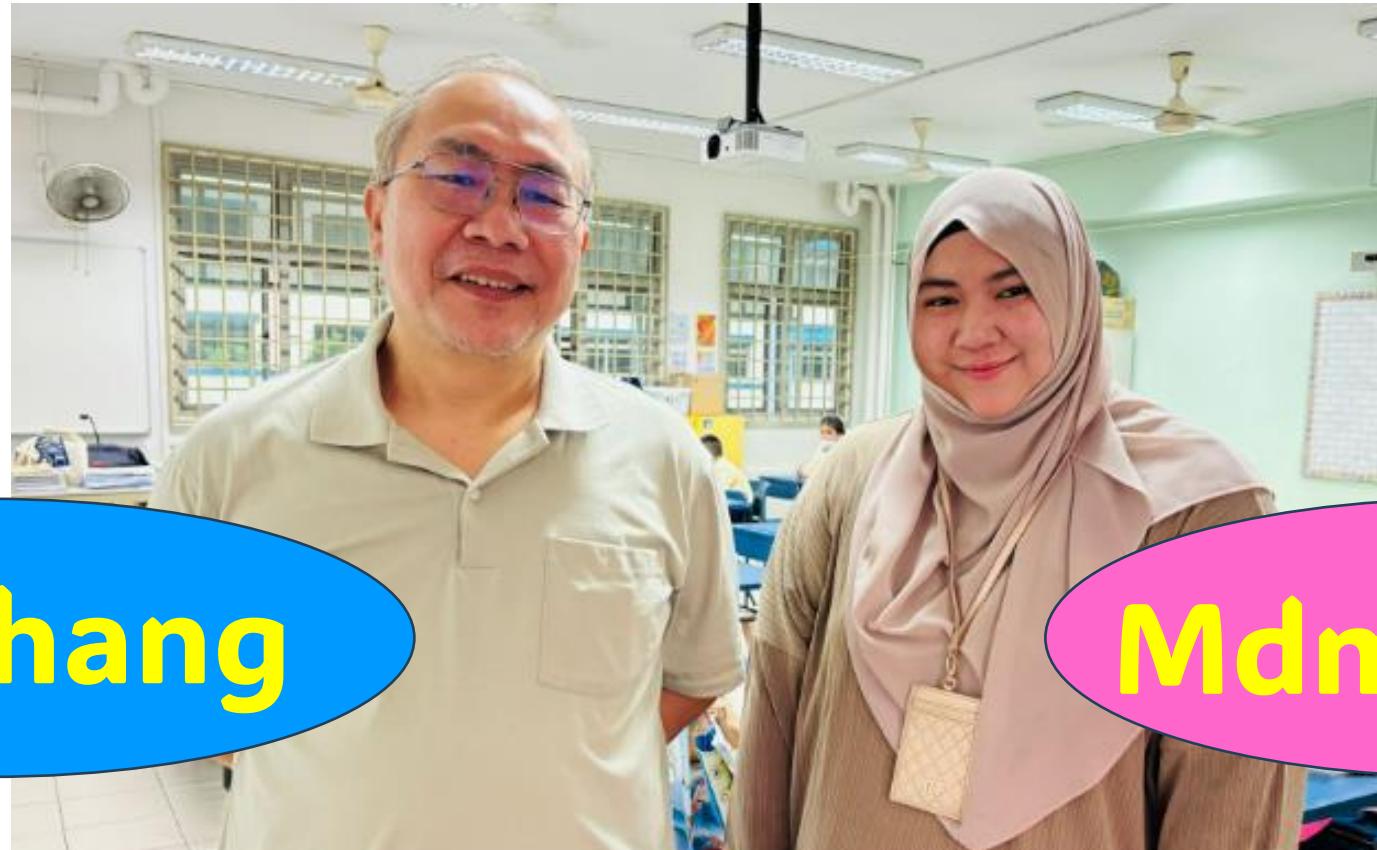
Our Year Head and Asst Year Head



Mr Asraf

Mrs Lim

C4RE Teachers of 3 Attentive



Mr Chang

Mdm Farah

**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

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Transition to Middle Primary



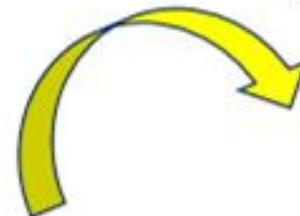
Lower Primary (P1 & P2)



A Caring Achiever

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

Middle Primary (P3 & P4)



A Responsible Achiever

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



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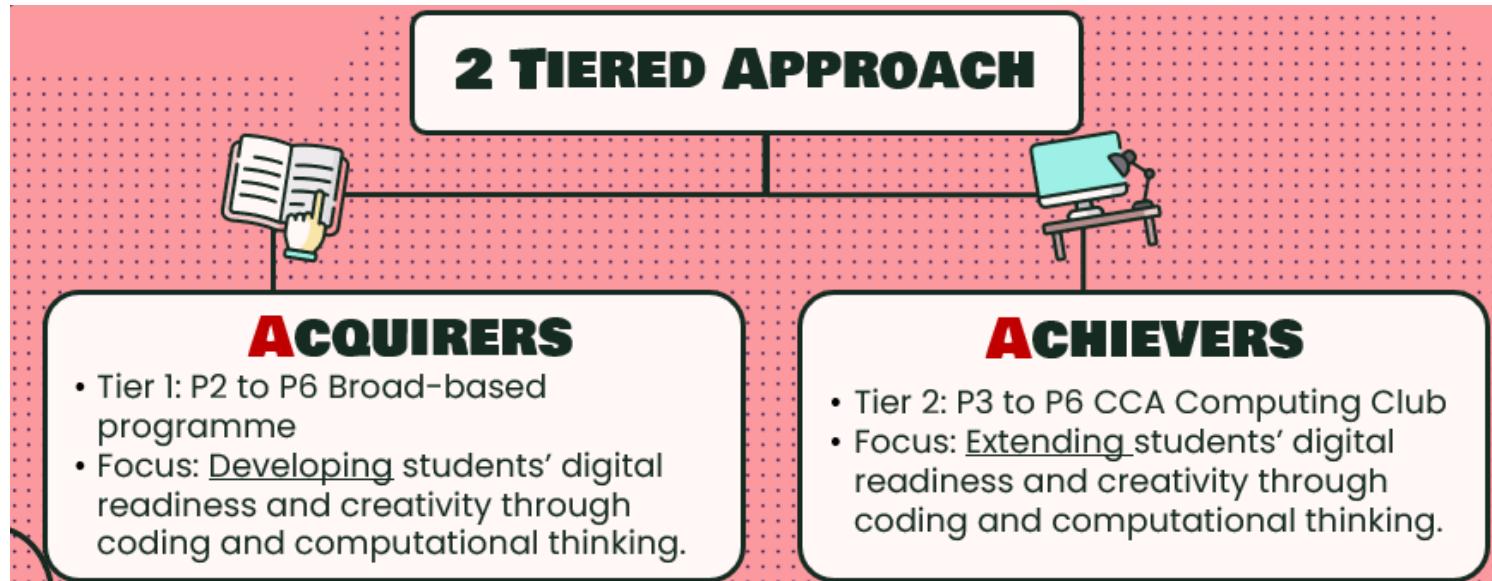
WSPS alignment to paradigm shift



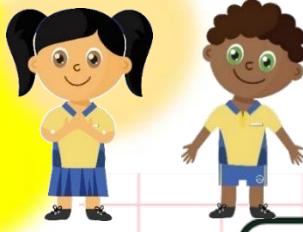
Applied Learning Programme

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

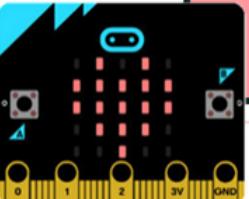


- Basic level: Scratch 3.0
- Curriculum alignment with MA topic on Money
- Creation of digital game about "Financial Literacy"

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.**

A collage of six photographs showing Primary 2 students using Scratch Jr. on tablets and laptops to create animations. One photo shows a student holding up a drawing of a car, and another shows a student holding up a worksheet.

P3 Applied Learning Programme

Creating games using Scratch 3.0

A collage of five photographs showing Primary 3 students using Scratch 3.0 on laptops to create games. One photo shows two students presenting their work to the class, and another shows a group of students working together at their desks.

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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



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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 in another primary school under this programme.

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

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



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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 10%	15%	15%	Semestral Assessment 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



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A learner-oriented classroom environment

GROW with Me!

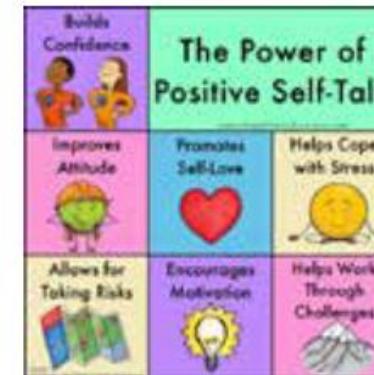


We can set goals for anything we hope to achieve!

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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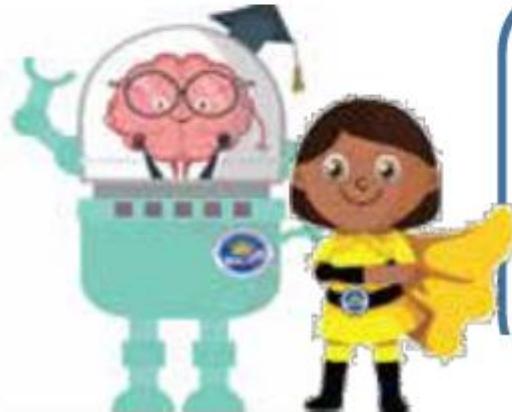
A learner-oriented classroom environment

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 Identity

Class Cheer

3A, are you ready?
Yes, we are ready!

1..2..3

We are one
We are one, efficient one
We are one
We are one, efficient one

Do our best!
Don't second guess!
Go.....
3 Attentive!



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A learner-oriented classroom environment

Class Expectations

1) Be prepared for every lesson

- Emphasizes the importance of readiness and organization.
- Encourages pupils to stay on track with the timetable and actively participate in discussions.

2) Listening Attentively:

- Encourages pupils to actively engage with the material being presented.
- Fosters a culture of attentiveness and respect for the teacher and classmates.

3) Respecting each other

- Promotes a culture of respect and inclusivity among students.
- Encourages positive interactions and a supportive classroom community.

4) Keep our classroom clean

- Instills a sense of responsibility for the shared learning environment.

5) Always do our best

- Encourages pupils to take an active role in their learning process and contribute to class activities.
- Instills growth mindset in each pupil

A learner-oriented classroom environment

First Days of School/ Term 1 learning experiences



Check-in with
pupils



Class
Deco

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A learner-oriented classroom environment

First Days of School/ Term 1 learning experiences



Group work activity

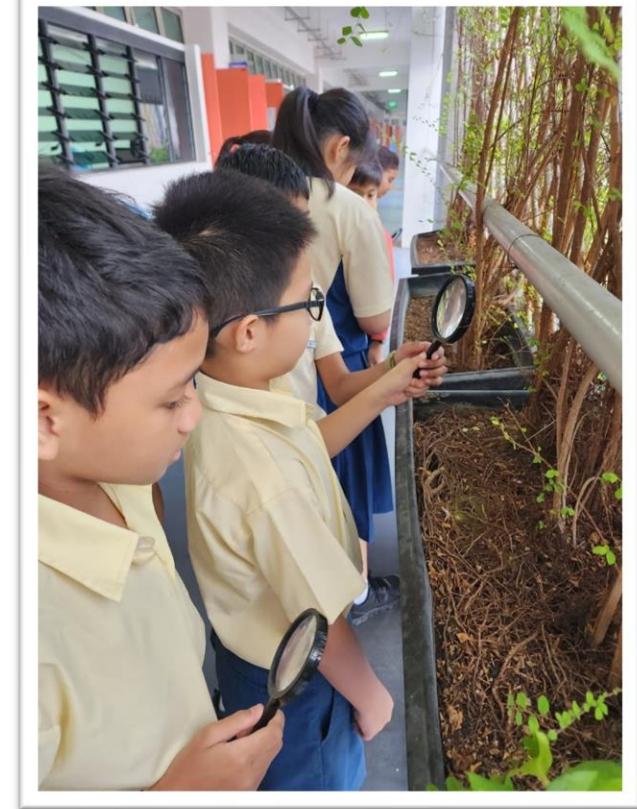


Library Time!

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A learner-oriented classroom environment

First Days of School/ Term 1 learning experiences



Science experiment & play!

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A learner-oriented classroom environment

Exemplary students' work

1 The sum of two numbers is 507. One of the numbers is 507. What is the other number?

Grelder smaller
507 ?

$900 - 507 = 393$

The other number is 393.

2 The difference between two numbers is 497. The smaller number is 308. What is the greater number?

greater smaller
308 497

$497 + 308 = 805$

The greater number is 805.

continuous tension, construct a sentence to describe the two actions to show how one action occurred while the other was going on.

Example:

Phil was climbing up the mountain when his stomach growled.

1) Two children were planting a tree when lightning struck.

2) Adam was playing football when he accidentally hit a beehive.

climb
growl
plant
strike
play
hit

Neat Work

16/1

Part 1

Jimmy and Alan were walking home through the park. Suddenly, Jimmy yelled and hid behind the towering and muscular Alan. (A German Shepherd was wagging its tail as it barked continuously at the brothers.)

"That fury friend is on a leash! It's almost as tall as you but it doesn't bite." Alan laughed. Jimmy gave a nervous giggle. high-pitch laugh

The boys then decided to take shelter by a large tree with roots that spread out like the tentacles of an octopus.

("Look! A giant lizard!") Jimmy shrieked as he jumped on Alan's back. screamed

As quick as lightning, a large reptile scurried up the tree. rude smile

"It's just a monitor lizard! It doesn't bite," Alan sneered. Jimmy nodded.

Home-school partnership

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SCHOOL VALUES: **RALLYING TOGETHER**

01 MAKING CHOICES

What we have shared
with your child...

STOP AND THINK BEFORE YOU ACT



STOP!

- CALM YOUR BODY.
- COUNT TO 10.
- TAKE SLOW AND DEEP BREATHS.
- TAKE A BREAK IF YOU NEED ONE.

THINK!

- WHAT IS THE PROBLEM?
- WHAT ARE THE OPTIONS?
- HOW COULD I HANDLE THIS DIFFERENTLY?

ACT!

- DO WHAT IS BEST FOR YOU AND OTHERS.
- BE SAFE AND RESPONSIBLE.



SCHOOL VALUES: RALLYING TOGETHER *

01 MAKING CHOICES

Hurtful behaviour 1:

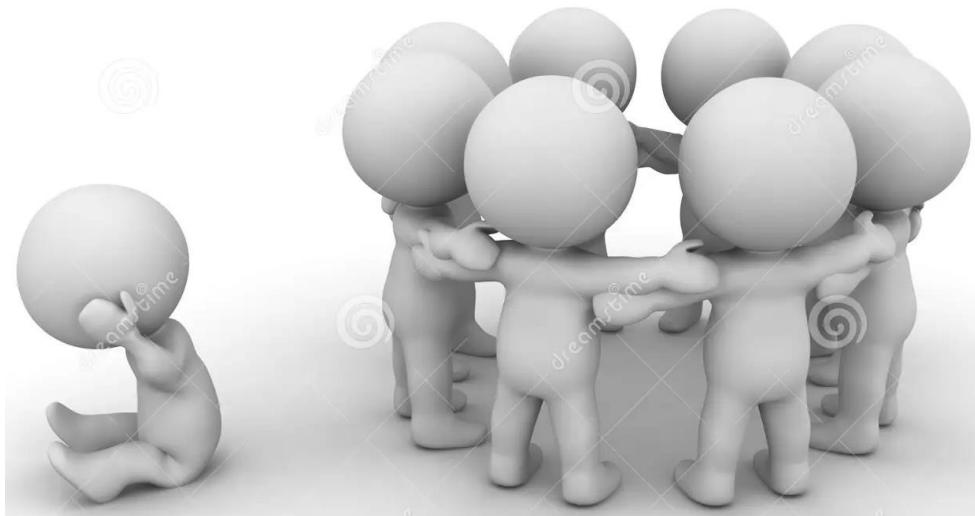
Hitting or pushing others around



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

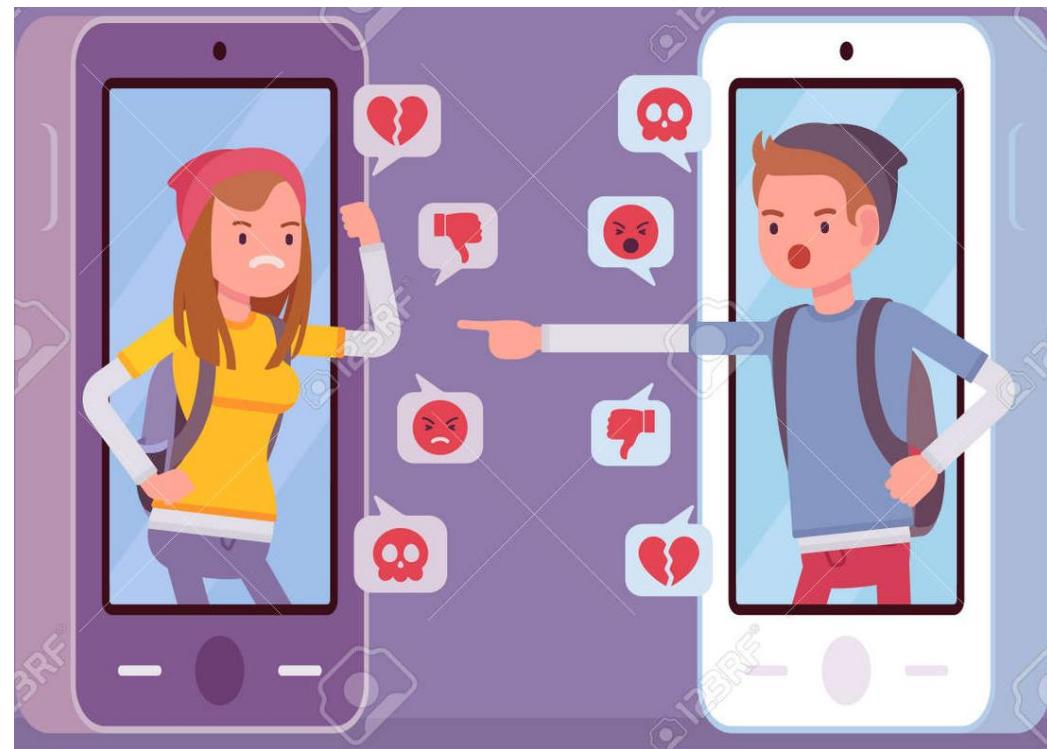
- You **MUST NOT** call any one names.



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

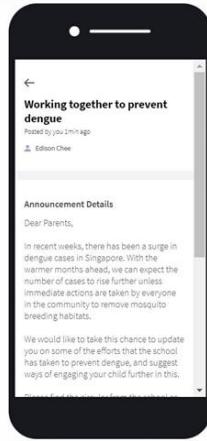
- **Stay calm**; Manage your own feelings first (Very often, we tend to forget)
- **Assure your child** that you will see to their safety
- Gently **elicit the story** from your child
- **Assess the severity** - Can you support your child to act first without your direct involvement?
- If it is too much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

What parents can do?

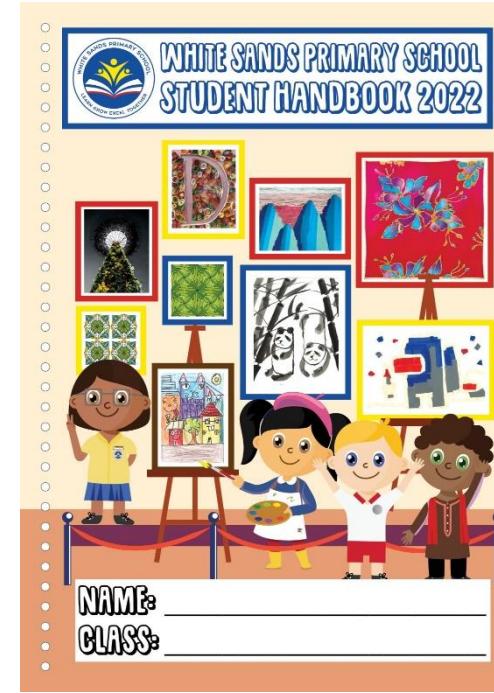
To manage online hurtful behaviours

- 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**.

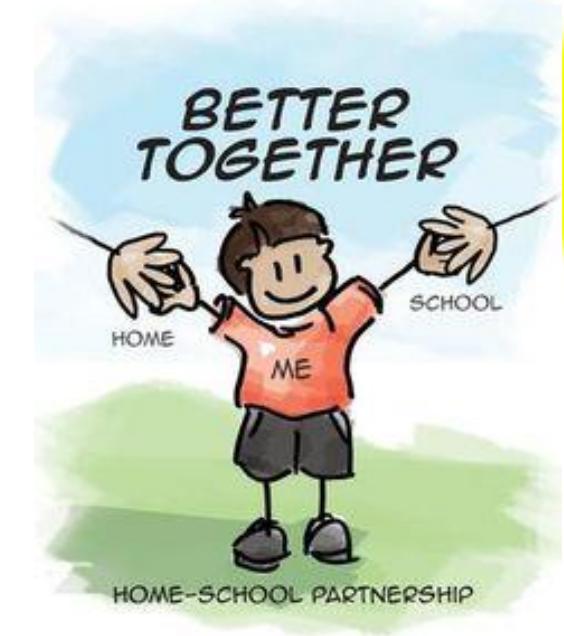
Communication platforms



Parent Gateway



Student Handbook



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Communication platforms

Email of C4RE Teachers

- chang_chee_kong@moe.edu.sg
- nurfarahin_salleh_udin@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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