



**Yew Tee Primary School**

*Reflective Learners, Gracious Citizens*

# **P3 & P4 E-Parent Briefing**

## **18 Jan 2022**





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# Holistic Development of Students





# **Our Philosophy**

- ✓ **Every child has intrinsic worth.**
- ✓ **Every child can and wants to learn.**
- ✓ **Every child can contribute as a gracious and responsible citizen of the world.**



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# OUR HOPES FOR OUR CHILDREN

LOOKING BEYOND ACADEMIC RESULTS





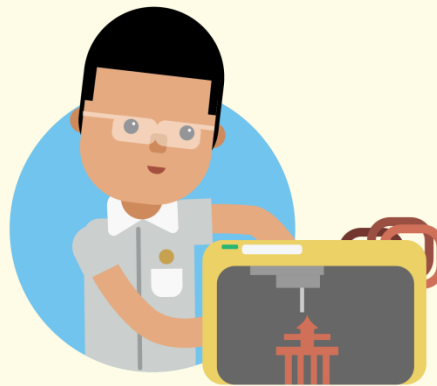
## WHAT DO OUR CHILDREN NEED TO THRIVE IN THE FUTURE?



### STRONG FOUNDATION

For example:

- Literacy
- Numeracy
- Social-emotional Competencies



### 21<sup>ST</sup> CENTURY COMPETENCIES

For example:

- Global awareness
- Critical and Inventive thinking
- Communication and Collaboration



### VALUES

For example:

- Resilience
- Integrity
- Care



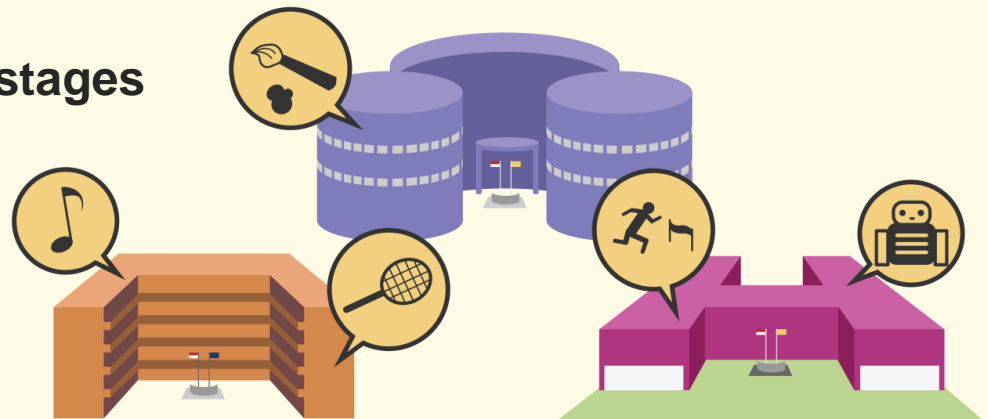
## OUR EDUCATION SYSTEM AIMS TO:

### NURTURE WELL-ROUNDED INDIVIDUALS

- Develop students holistically in every domain of learning
- Equip students with knowledge, skills, values and competencies for life

### PROVIDE OPPORTUNITIES FOR CHILDREN TO DISCOVER AND DEVELOP THEIR STRENGTHS & INTERESTS


- Diversified school landscape
- Multiple pathways at various stages

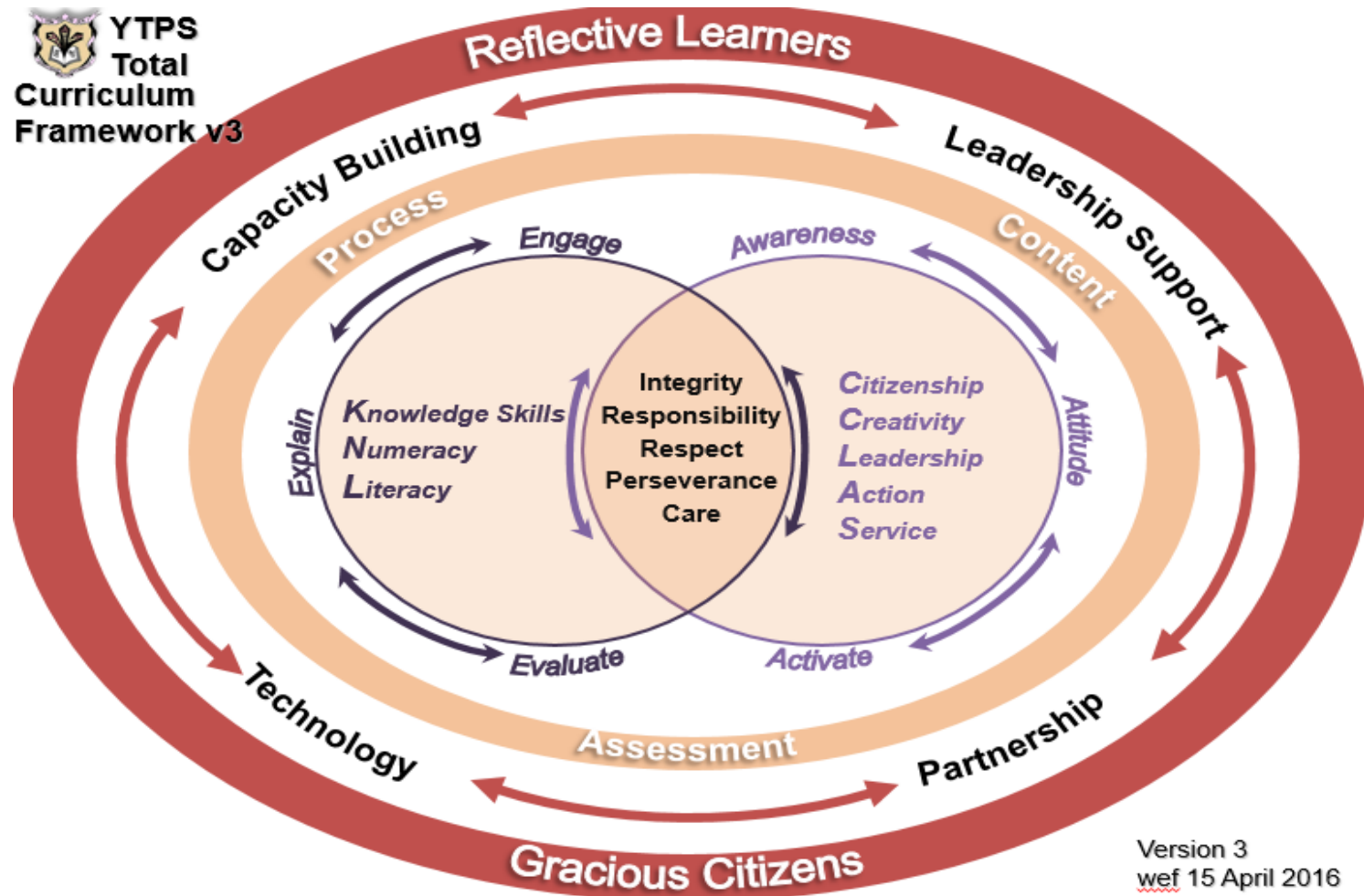






## Our Curriculum

 **YTPS**  
**Total**  
**Curriculum**  
**Framework v3**



## P3 Level Highlights

Term	Programmes
2	Upcycling Programme (ALP)
2	Young Coders Programme
2	Breakfast Chat
3	EL Enrichment
3	Math Olympiad Training
3	MT Fortnight Activities
3	GEP Screening Exercise (TBC)
4	Chrysalis Series (TBC) - To celebrate Children's Day
4	LJ to Botanic Gardens (TBC)



## P4 Level Highlights

Term	Programmes
2	Breakfast Chat
2	EL Enrichment
2	Care for Environment (ALP)
2	Math Olympiad Training
3	Nurturing Stewards of Environment Through Coding
3	MT Fortnight Activities
3/4	Swimsafer (TBC)
4	Chrysalis Series (TBC) - To celebrate Children's Day



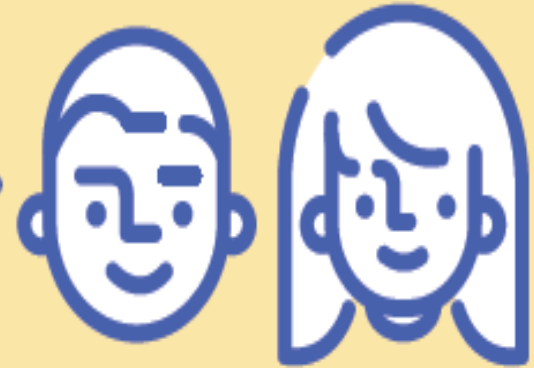
Due to the Covid-19 pandemic situation, there may be slight modifications to the conduct of the programmes (e.g. Virtual Learning Journeys) in adherence to Safe Management Measures. We will keep parents notified.



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**CHANGES TO**



**SCHOOL-BASED**



**ASSESSMENTS**





Types of Assessment	Rationale
<p>Variety of assessment conducted at regular checkpoints</p> <p>Example:</p> <ul style="list-style-type: none"><li>• Reading</li><li>• Conversation</li><li>• Listening</li><li>• Worksheets</li><li>• Bite-size assignment from Activity Books</li></ul>	<ul style="list-style-type: none"><li>• Teachers can provide timely feedback on the students' learning to affirm strengths &amp; identify areas that students need support.</li><li>• Students have on-going opportunities to check on &amp; consolidate their learning.</li><li>• Students feel less anxious over assessment.</li></ul>



## Weighted Assessment

	Term 1	Term 2	Term 3	Term 4
P3	10% (WA)	15% (WA)	15% (WA)	60% (EYE)
P4	10% (WA)	30% (MYE)	10% (WA)	50% (EYE)

- No Mid-Year Exam (MYE) for P3
- Mid-Year Exam (MYE) for P4 remains
- End-of Year Exam (EYE) for P3 & P4



## Promotion

### **1. From P2 to P3**

Based on non-academic considerations

### **2. From P3 to P4**

En-bloc Promotion

### **3. From P4 to P5 (Subject-Based Banding)**

Students are placed into 3 groups based on mixed learning ability

- Group 1: C, D
- Group 2: E, I
- Group 3: P, R

### **4. From P5 to P6**

If the same subject combination is offered, students will be promoted to P6 en-bloc. If students are offering subjects at a different level, they may be allocated new classes.



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# SUBJECT-BASED BANDING (PRIMARY)

## OFFERING DIFFERENT SUBJECT COMBINATIONS







## Subject-based Banding (SBB at P4)

- SBB (Pri) provides **greater flexibility** for your child by offering him/her the option of a combination of standard and foundation subjects, according to his/her strengths.
- Such a choice allows your child to focus on and **stretch his/her potential in the subjects that he/she is strong in** while **building up the fundamentals in subjects that he/she requires more support in**. This will allow him/her to progress to secondary education with a good foundation.



## P4 & P5 Subject Based Banding

### Primary 4

- Your child sits for the school exams.
- School recommends a subject combination based on their exam results at the end of the year.
- You will need to fill up an option form to indicate your child's preferred subject combination.

### Primary 5

- Your child takes their preferred subject combination.
- School assesses your child's ability to cope with the subjects at the end of the year.
- Adjustments to the subject levels are made if needed.



## P4 & P5 Subject Based Banding



### Primary 6

- Your child takes the subject combination recommended by the school and sits for the Primary School Leaving Examination (PSLE).
- Your child's progression to secondary level depends on their PSLE results.
- If your child excels in certain subjects, they can pursue higher level options in secondary school.



## P4 & P5 Subject Based Banding

If your child passes 3 or more subjects in Primary 4, your child will be offered the 4 standard subjects:

- English Language
- Mother Tongue Language
- Mathematics
- Science

Higher Mother Tongue Language may also be offered if your child passes 4 subjects and does very well for Mother Tongue Language.

Students who pass 2 subjects or less will be offered the following choices:

- 4 standard subjects
- 3 standard subjects + 1 foundation subject
- 2 standard subjects + 2 foundation subjects
- 1 standard subject + 3 foundation subjects
- 4 foundation subjects

# SUBJECT-BASED BANDING (PRIMARY)

- The new PSLE scoring system will not change the considerations for deciding on a student's subject combination.
- Schools will continue to recommend based on the following:
  - Student's **aptitude, motivation and performance** in each subject;
  - Student's **ability to cope** with a particular subject combination; and
  - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the **student's articulation to secondary school** and beyond.
- Offering subjects at Foundation level is not a disadvantage to the students. It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.



## WE WANT OUR CHILDREN TO:

- Develop different aspects of their character.
- Know that there are different kinds of talents, academic and non-academic.
- Know that grades are just a part of their story.
- Understand that there are many paths to a fulfilling life.





## How do I support my child in school?







# 1. Reinforce Growth Mindset



**Help Students Internalise  
Resilient Mindsets & Skills**

**STUDENT  
EMPOWERMENT**  
in school experiences

**INTENTIONAL  
REINFORCEMENT**  
across multiple contexts  
in total curriculum

**CONSISTENT  
MESSAGING**  
in school and at home  
by adult role-models

**Provide a Caring & Enabling  
Environment**



**SUPPORTIVE  
NETWORKS**  
with peers and adults

**POSITIVE  
BEHAVIOUR**  
and management of  
challenging or bullying  
behaviour

**EARLY  
INTERVENTION**  
through identification and  
referral for students who  
need additional help



# Resilience

## Giving Our Children S.P.A.C.E. to Grow

**S**

### Support

Be an adult who is supportive and willing to listen

**P**

### Problem-solve

Process setbacks and work with child to develop alternate plans to overcome setbacks

**A**

### Affirm

Affirm strengths and encourage efforts (not just abilities or achievements) to enhance resilience and learning

**C**

### Cheer

Cheer the child on for renewed effort and share inspirational stories of resilience

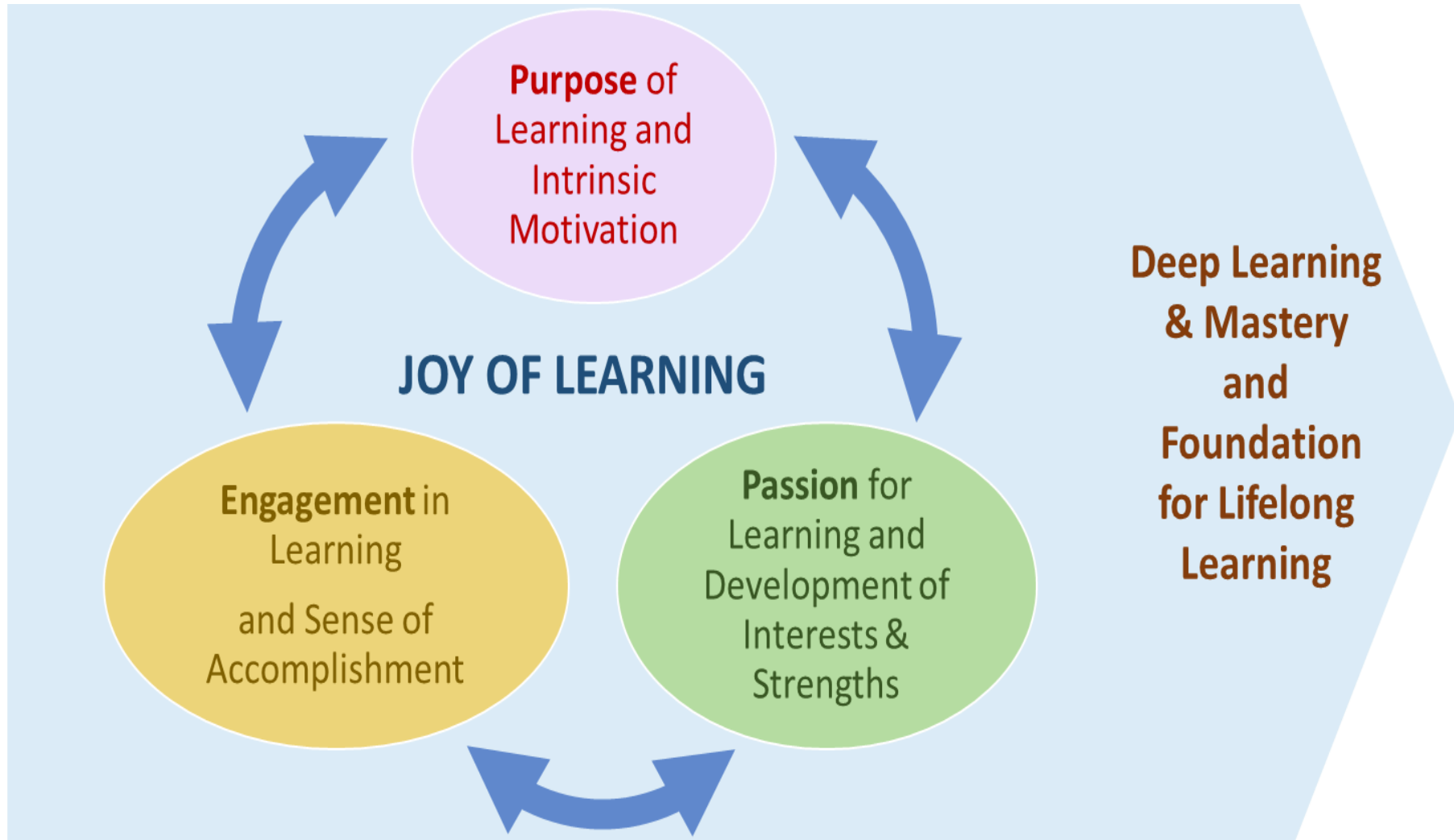
**E**

### Empower

Provide child with skills and opportunities to try, take risks and experience challenges

## 2. Motivate your child to learn Independently

**Do not take over your child's learning!**  
**Let your child experience the joy of learning.**



For YTPS Homework Policy, refer to  
Student Handbook Page 40-42



Do not work your child too hard.



Make learning joyful for your child.





## How parents can support in completion of homework?

- ✓ Create a suitable time and place for homework
- ✓ Provide the adult support necessary to complete the task e.g. checking spelling
- ✓ Make it clear to the child that he/she values the homework set by the teacher
- ✓ Encourage your child and praise him/her when he/she completes the tasks
- ✓ Assist your child with the organisational skills required to ensure that homework is brought home and returned to school on time
- ✓ Sign and complete work entries
- ✓ Acknowledge your child's work when all files and work done is returned to him/her on a monthly basis
- ✓ Guide your child as he/she reviews his/her work

### 3. Most Importantly, support your child to:



# BUILDING PARTNERSHIPS BETWEEN SCHOOL AND PARENTS







## Home-School Partnership

- Communicate with your child's teachers
- Reinforce the school values at home
- Trust your child's teachers and school
- Monitor your child's learning
- Get to know his/her friends/ classmates/other parents
- Be a Parent Volunteer. **Join YTPS PSG**



# **Home-School Partnership**

## **Response Time From Staff:**

For E-mail/phone 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 (ext nos of teachers have been made known to parents through the FT Introductory Letter)



## Join YTPS PSG (Parent Support Group)

Parents may partner and support the school by volunteering our 3 Ts:

- **Time** – We can volunteer our time to support the school's programmes and events.
- **Talent** – We can volunteer our expertise, talents, individual interests or personal networks.
- **Thoughts** – We can brainstorm and contribute constructive feedback to help school and PSG



<https://tinyurl.com/YTPSPSG2022a>



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THANK  
YOU