



Yew Tee Primary School

Reflective Learners, Gracious Citizens

WELCOME

P3 & P4 Parent Briefing 2023





Yew Tee Primary School

Reflective Learners, Gracious Citizens

Holistic Development of Students






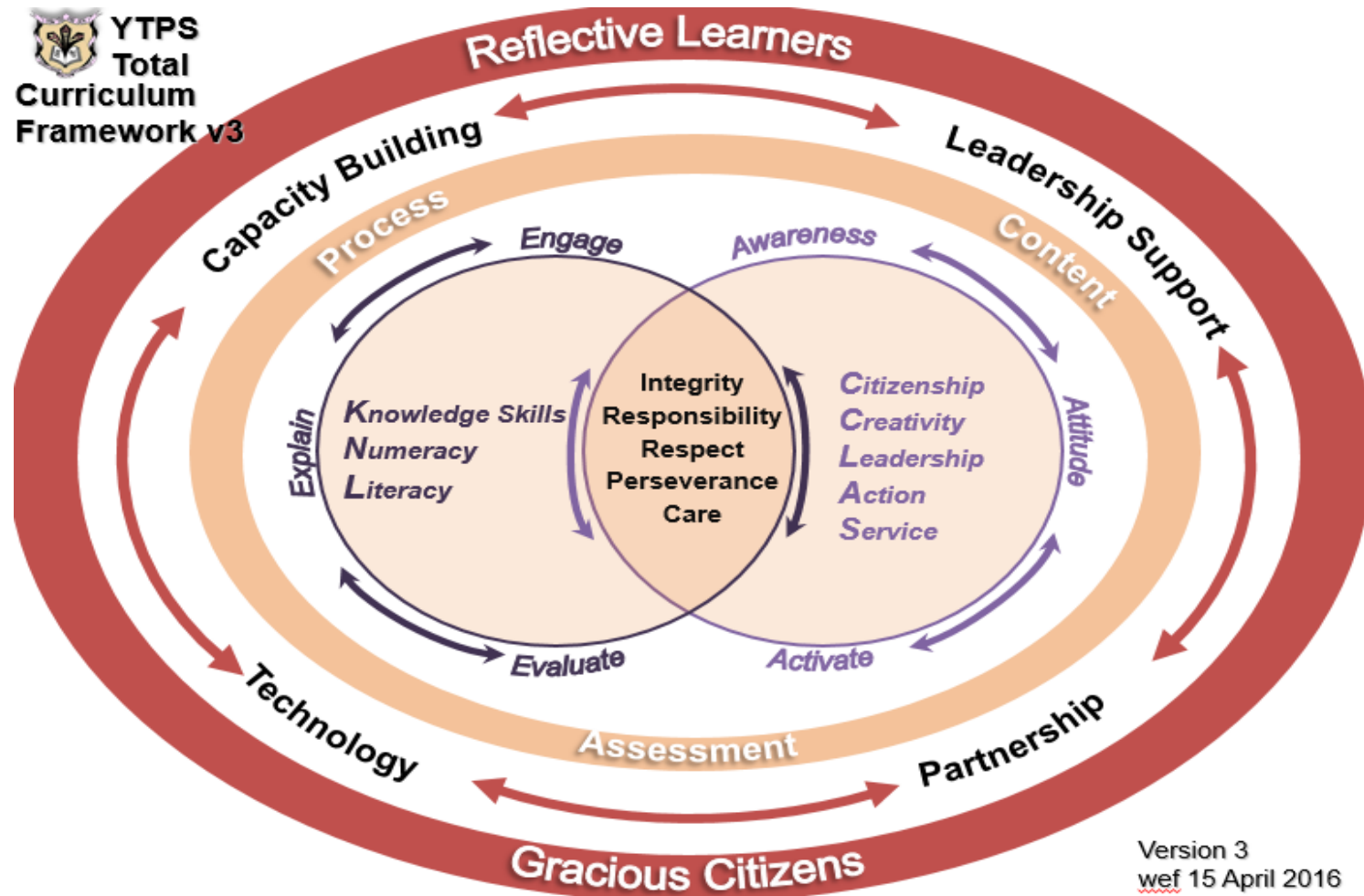
Our Philosophy

- ✓ **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.**



Our Curriculum

 **YTPS**
Total
Curriculum
Framework v3





Growth of a YTPS Student

I CAN LEARN

P1-P2

Area of Focus:
Transitions
Joy of Learning

I LOVE CHALLENGES

P3-P4

Area of Focus:
Learning how to Learn
Application of Learning

I THRIVE

P5-P6

Area of Focus:
Application of Learning
Subject and Skill Mastery
Defining and Finding Success





Yew Tee Primary School's Approach to developing:

Reflective Learners, Gracious Citizens

Growth Mindset

10 Growth Mindset Statements

What can I say to myself?

FIXED MINDSET (represented by a brick wall head) **GROWTH MINDSET** (represented by a tree head)

INSTEAD OF:

- I'm not good at this.
- I'm awesome at this.
- I give up.
- This is too hard.
- I can't make this any better.
- I just can't do Math.
- I made a mistake.
- She's so smart. I will never be that smart.
- It's good enough.
- Plan "A" didn't work.

TRY THINKING:

- 1 What am I missing?
- 2 I'm on the right track.
- 3 I'll use some of the strategies we've learned.
- 4 This may take some time and effort.
- 5 I can always improve so I'll keep trying.
- 6 I'm going to train my brain in Math.
- 7 Mistakes help me to learn better.
- 8 I'm going to figure out how she does it.
- 9 Is it really my best work?
- 10 Good thing the alphabet has 25 more letters!

(Original source unknown)

@sylvia duckworth

Pro-social Action and Behaviour

It is the act of voluntarily **helping, sharing** and **caring for others** and in turn,

influencing others to promote a caring & enabling environment.

I am ok! – You are ok! – We are ok!

It helps to develop healthy life and relationship skills.

It helps to enhance the mental and executive functions as well as the overall well-being.

P3 Level Highlights

Activities & Programmes
Design Thinking Workshop
Coding Class
Learning Journey
e-Parent-Child-Teacher Conference
Math Olympiad
MT Fortnight Activities
Level Bonding
GEP Screening Exercise
GEP Selection Exercise (for selected students)

P4 Level Highlights

Activities & Programmes
Design Thinking Workshop
Coding Class
Learning Journey to Kreta Ayer Heritage Gallery
Learning Journey to Geylang Serai Heritage Gallery
e-Parent-Child-Teacher Conference
Math Olympiad
MT Fortnight Activities
Museum Based Learning
Level Bonding



Applied Learning Programme



Developing **R**eflective learners,
Empowering cre**A**tive **M**inds



DREAM @YTPS

Dream@YTPS is a platform to strengthen students' learning of 21st Century competencies in areas of collaboration, communication, independent learning, knowledge application and critical thinking.

To develop these skills, the teachers will be using the **Design Thinking** approach. This year, with an emphasis on **STEAM education**, the students will think of solutions to challenges we face in the future.



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Science		Technology		Engineering		Arts		Mathematics
the natural universe, where everything comes from		tools & innovative devices, uses & enhanced abilities		purposeful innovation, creation & analysis		humanities, ethics, ideals & expression		fact organizing base language

EDUCATION



Learning for Life Programme

Holistic



- Formal curricula
- Co-curricula
- Assessment for Learning
- Leadership development
- Recognition

Enriching



**Awareness
Attitude
Activate**

Rewarding



**Reflective
Learners &
Gracious
Citizens who
acquire 21CC
through CCE**

Outdoor



**Tier 1: PAL, Adventure
Camps, 3 Series, Outdoor
Learning Experiences/Trips**

**Tier 2: HEROES
Expeditions, Rock-
climbing CCA**

Sports



**Tier 1 :
Sports Fiesta
- 3 Series**

**Tier 2 :
Competitive
CCAs**





Student Voice Matters

Yew Tee Voi**CCE**

- Platform for the school community to share on values, inspiring stories as well as affirmation and recognition of good work by students.
- Opportunity for students to voice, express and lead.

YTIW

- YTIW= Yew Tee I Wish
- A suggestion scheme to encourage students to come up with creative ideas to improve the school.





Yew Tee Primary School

Reflective Learners, Gracious Citizens

Assessment and Promotion

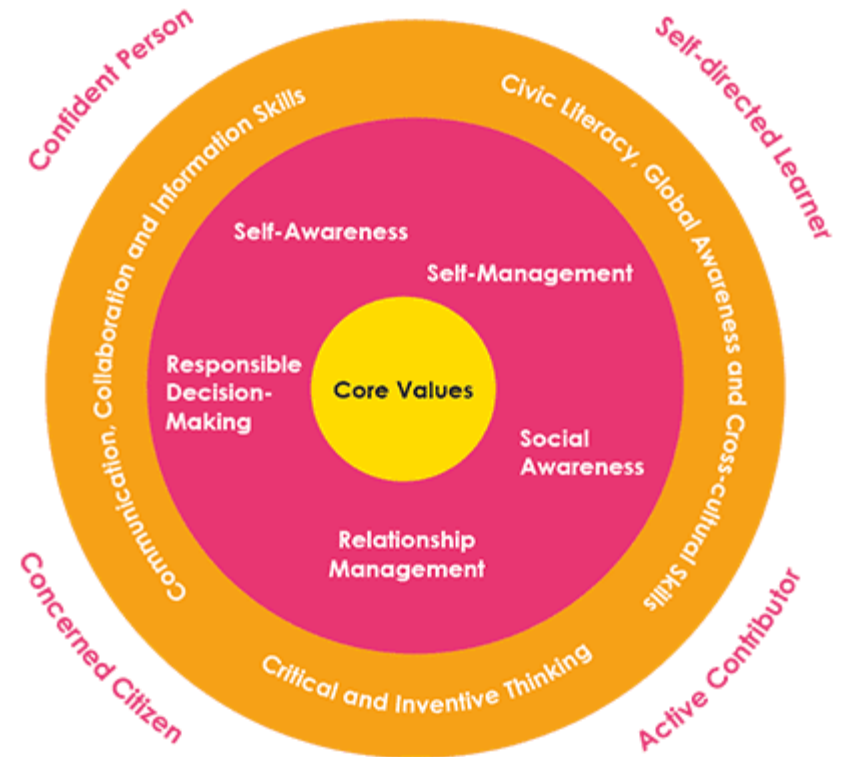




Nurturing Confident, Resilient Learners

Building Future-Ready Competencies

- To give more time and space for students to further develop their 21st Century Competencies and engage in more student-initiated learning, mid-year examinations for all primary and secondary levels will be removed by 2023.
- In line with efforts to shift away from an over-emphasis on examinations, and nurture an intrinsic joy of learning.





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



Weighted Assessment

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

- No Mid-Year Exam (MYE) for P3 & P4
- 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 allocated to classes based on different dynamics that foster interactions among the students.

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





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



How do I support my child in school?





Growth

MINDSET

Everyday learners who seek growth and development.

Focus on improving **how** they do what they do.

Believes their strengths can be developed with effort, reaching **higher levels of achievement** and ability.



Performance

MINDSET

Focus on **Embracing challenges, Persisting despite setbacks, Viewing effort as a path to mastery, Learning from criticism and past mistakes, Finding lessons and being inspired by the success of others.**

Believes that strengths can be developed with grit **Be your best when you are at your worst, Master your weaknesses, Control your thoughts, Overcome your fears and Recover the right way.**





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

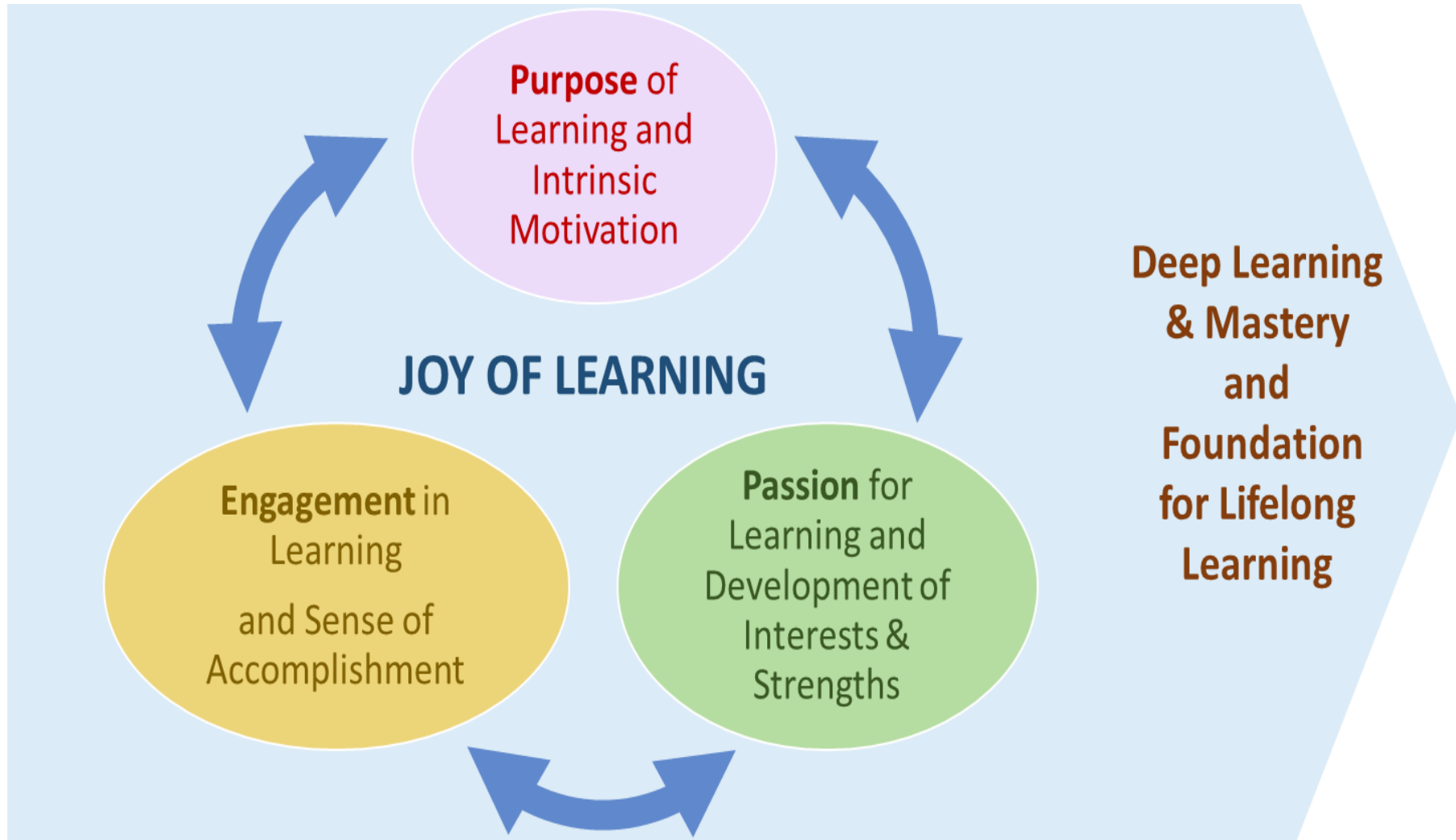
Cheer the child on for renewed effort and share inspirational stories of resilience

E

Empower

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

Motivate your child to learn Independently
Do not take over your child's learning!
Let your child experience the joy of learning.





Pro-social Action and Behaviour

It is the act of voluntarily
helping, sharing and **caring for others** and in turn,
influencing others to promote a **caring & enabling**
environment.

Building Relationships Through

Role-modelling

Practice and Praise





Snack Time!



Bring a fork, spoon or
toothpick



Snack Time!





Snack Time!



Snack Break - bring their own healthy snack daily -
no sharing of food, utensils and straws due to
hygiene and health reasons



Trolley bags – Strongly discouraged

Why?

- Trolley bags are heavier.
- Students struggle to carry them especially when they use the stairs.
- They can also cause accidents and injuries if they are not carried properly.



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)



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