



Welcome

Lower Primary Level Briefing

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Lower Primary Level Briefing Key Personnel's Address 17 February 2023





Agenda

- Educational Landscape
- Home-School Partnership
- Assessment Matters
 - Debunking myths
 - Reporting Lower Primary Students' Learning Progress
 - Learning Dispositions
- School Programmes: Teaching and Learning
- Higher Mother Tongue Languages: Information Session for Parents

Changes in the Educational Landscape

Singapore

Mid-year exams for all primary and secondary school levels will be removed by 2023: MOE



Mid-year examinations for all primary and secondary school levels will be removed by 2023, announced Minister for Education Chan Chun Sing on Monday (Mar 7). Tan Si Hui reports.

SINGAPORE: Mid-year examinations for all primary and secondary school levels will be removed by 2023, announced Minister for Education Chan Chun Sing on Monday (Mar 7).



Ang Hwee Min

@HweeMinCNA

07 Mar 2022 02:22PM

(Updated: 07 Mar 2022 10:22PM)



Related Topics

parliament

Singapore Parliament



Changes aim to help our students:

- Have more time and space to deepen their learning, especially in the transition years (i.e. P3, P5).
- Better enjoy the process of learning and develop dispositions for lifelong learning.



Partnering Parents



Encourage Joy of Learning!

- not over-emphasising academic performance
- focus on your child's learning journey, rather than compare them to others



Don't focus only on results

Encourage them to pursue their strengths, interests and try new things.



Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.



Don't compare

celebrate their successes instead of comparing with others.

Give our children the time and space to deepen learning

**I'M NOT
WASTING TIME...**



**...I'M PLANNING
MY FIRST NOVEL!**

Learning happens in different ways.

**I'M NOT
DISTRACTED...**



**...I'M LEARNING
HOW PLANES FLY!**

Learning happens in different ways.

I'M NOT IDLE...



**...I'M DESIGNING
A FUTURE CITY!**

Learning happens in different ways.



Home-School Partnership

- Attendance is critical. Do ensure that your child attends school daily except when he/she is unwell. Doctor's MC must be provided;
- Teachers will communicate and coordinate on the amount of homework to be given per day / school holidays;
- Ensure that your child has a proper breakfast at home before coming to school. A snack break will be given in class before/after recess.



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Home-School Partnership

Reporting absence from school

- Absences covered by Parent's letter for illness/private reasons must not exceed 5 per semester.

(Families with extenuating circumstances would be considered on a case-by-case basis.)

Home-School Partnership

Leave during Curriculum Time (Local and overseas)

- Students are not encouraged to be brought overseas during curriculum time with the exception of festive periods;
- Ask FT for a hardcopy of the form or download the form from the school's website and submit the softcopy via email to the FT or hard copy to the GO.

<https://palmviewpri.moe.edu.sg/for-parents/home-school-partnership/forms>



Home-School Partnership

Punctuality for School

- Inculcating the value of responsibility by being punctual – report to school by **7.30 a.m.**
- Understanding consequences
 - Late coming: arriving after **7.30 a.m.**
 - After the 3rd instance of late coming, Form Teacher will call the parents;
 - After the 6th instance of late coming, there will be School-Parent conferencing;
 - For persistent late coming, a “Fair” conduct grade would be given.





Home-School Partnership

School Discipline and Tone

- The school should be a safe environment for all students to learn in;
- In order for the students to feel safe (physically and psychologically), consequences will be meted out for misbehaviour, including bullying, use of physical force and use of hurtful words/vulgarities;
- We would like to work together in strong partnership with all parents in order to ensure that the school remains a safe place for students to learn and grow.



Home-School Partnership

- Celebrate your child's successes, both big and small;
- Provide your child with support and encouragement;
- Make time to find out about your child's day;
- Praise your child as a kind word goes a long way!

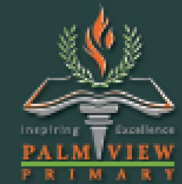


Home-School Partnership

Main communication channels with the school:

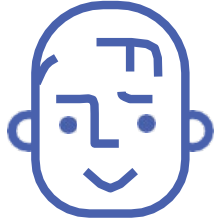
1. Student Diary
2. MOE iCON email (@moe.edu.sg)
3. MOE Parents Gateway App
4. Class Dojo (lower primary)

Assessment Matters



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MYTH



Without exams, I do not know how to support my child in his learning.



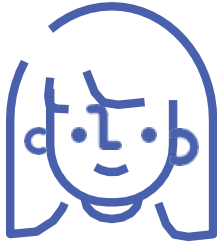
FACT:

Instead of periods of last-minute cramming for exams, assessments conducted at regular checkpoints can provide our children with ongoing opportunities to check on and consolidate their learning as they go.

Help your child stay on top of revision by:

- Talking to your child to find out about his/her “day-to-day” learning experience in school. This will help your child reflect on his/her learning, and help him/her remember the lesson better.

QUESTION



How can I be kept updated of my child's learning progress in school?

Instead of relying on just marks from a few assessment points, you can draw different sources of information on your child's learning progress via:

- Teachers' written feedback provided through classroom assessment practices such as, in-class work, homework, projects and class tests;
- Teachers' meetings with parents;
- Holistic Development Profile also known as the 'report book'.

Reporting P1 and P2 Students' Learning Progress in the Holistic Development Profile

- Since 2019, primary schools are to report students' learning progress based on a list of learning outcomes (LOs), using a common set of qualitative descriptors (QDs) for all subjects.
- Learning Outcomes are subject-specific and aligned to the subject syllabus.
- This aims to help parents focus on their child's learning progress in each subject in relation to the intended LOs.
- 4-level QDs: Beginning; Developing; Competent; Accomplished.

Learning Outcomes – Mathematics

Primary 1	Primary 2
<ol style="list-style-type: none">1. Understand numbers up to hundred.2. Understand addition and subtraction.3. Add and subtract numbers.4. Understand multiplication and division.5. Identify, name, describe and sort shapes.6. Tell time to 5 minutes.7. Measure and compare lengths of objects.8. Read and interpret picture graphs.	<ol style="list-style-type: none">1. Understand numbers up to thousand.2. Solve mathematical problems involving addition and subtraction.3. Multiply and divide numbers within multiplication tables.4. Identify, name, describe and sort shapes and objects.5. Tell time to 5 minutes.6. Compare and order objects by length, mass, or volume.7. Read and interpret picture graphs with scales.8. Understand fractions.

School's Planning of the Learning Outcomes (LOs) by semester – Primary 1 Mathematics

Semester	Learning Outcomes	Checkpoints
1	<ul style="list-style-type: none">▪ Understand numbers up to a hundred.▪ Understand addition and subtraction.▪ Identify, name, describe and sort shapes.▪ Read and interpret picture graphs.	<ul style="list-style-type: none">▪ Combined Review▪ Use of manipulatives▪ Performance Tasks▪ Daily work and daily observation
2	<ul style="list-style-type: none">▪ Add and subtract numbers▪ Understand multiplication and division.▪ Tell time to 5 minutes.▪ Measure and compare lengths of objects.	

School's Planning of the Learning Outcomes (LOs) by semester – Primary 2 Mathematics

Semester	Learning Outcomes	Checkpoints
1	<ul style="list-style-type: none"> ▪ Understand numbers up to thousand. ▪ Multiply and divide numbers within multiplication tables. ▪ Tell time to 5 minutes. 	<ul style="list-style-type: none"> ▪ Combined Review ▪ Use of manipulatives ▪ Performance Tasks ▪ Daily work and daily observation
2	<ul style="list-style-type: none"> ▪ Solve mathematical problems involving addition and subtraction. ▪ Understand fractions. ▪ Identify, name, describe and sort shapes and objects. ▪ Compare and order objects by length, mass, or volume. ▪ Read and interpret picture graphs with scales. 	

Reporting of P1 & P2 Students' Learning Progress in the Holistic Development Profile

Reflection of Learning Outcomes & Qualitative Descriptors

For illustrative purposes only.		Holistic Development Profile	
		Date :	6 Nov 2022
Name	: Jane Ong	Identification No :	XXXX231A
Age on 1 st Jan	: 6	S/N : 5	Course : Primary One
Class	: P1 Aristotle		
Form Teacher	: Miss Tan		
Form Teacher	: Mr Low		
MATHEMATICS			
• Understands number notations, representations and place values up to tens.			Accomplished
• Understands the concepts of addition and subtraction, including the relationship between adding and subtracting.			Competent
• Matches, sorts, compares and orders quantities/objects (e.g., by colour, shape, size or orientation.)			Competent
• Adds and subtracts reliably and fluently using number facts.			Developing ²³

An Example

Mathematics (Primary 2) LO8: Understand fractions.

Beginning	Developing	Competent	Accomplished
Able to name fractional part with a lot of guidance.	Able to name fractional part with some guidance.	Able to name fractional part with little guidance.	Able to name fractional part independently.
Able to write fraction shown on a pictorial representation with a lot of guidance.	Able to write fraction shown on a pictorial representation with some guidance.	Able to write fraction shown on a pictorial representation with little guidance.	Able to write fraction shown on a pictorial representation independently.
Able to identify the greater or the smaller fraction correctly.	Able to compare and order fractions correctly some of the time.	Able to compare and order fractions correctly most of the time.	Able to compare and order fractions correctly almost all the time.
Able to write the part that makes a whole with a lot of guidance.	Able to write the part that makes a whole with some guidance.	Able to write the part that makes a whole with little guidance.	Able to write the part that makes a whole independently.

Learning Dispositions

- Learning Dispositions (LDs) are positive behaviours and attitudes towards learning.

Background

- The removal of all weighted assessments will affect the selection of Edusave Academic Awards for lower primary students
- Important to retain such awards, as they celebrate a child's success and learning milestones
- P1, P2 EMB and P2, P3 GPA will instead be awarded based on qualitative judgement of a student's learning dispositions
 - Signals the importance of cultivating the right learning dispositions and values from young

Learning Dispositions @ Palm View

Based on our school vision and 6 R³ICH school values

Learning Disposition	Actions
	Lower Primary
Curiosity The student demonstrates a desire to seek and learn new knowledge while being resourceful, flexible and adaptable. The student demonstrates an eagerness to make connections about the topics he/she is learning and perseveres when encountering challenges.	<ul style="list-style-type: none"> Is ready to learn Is willing to ask questions about the topic being taught and shows his/her interest (e.g. by asking questions)
Care The student demonstrates care if he/she acts with kindness and compassion, and contributes to the betterment of the school and the larger community. The student believes in succeeding together with peers and his/her actions motivate and inspire others.	<ul style="list-style-type: none"> Takes care of learning resources and the class/school environment Encourages his/her peers in group work (helping others to learn)
Creativity The student seeks to generate relatively novel and appropriate ideas while being imaginative and having the ability to envisage possible futures. The student then interacts with others to explore and assess information and ideas, to produce interesting, appropriate and imaginative solutions.	<ul style="list-style-type: none"> Generates possibilities when presented with a scenario/challenge Contributes his/her ideas and information willingly

Learning Dispositions @ Palm View

Based on our school vision and 6 R³ICH school values

Learning Disposition	Actions
	Lower Primary
Respect The student demonstrates respect when he believes in his own self-worth and the intrinsic worth of others. The student demonstrates empathy in his interactions, as well as, affirms and values others' input to work towards a shared purpose.	<ul style="list-style-type: none"> Is attentive when others share and waits for his/her turn to speak and contribute Displays good manners when learning and interacting with peers
Responsibility The student is responsible if he/she recognises that he/she has a duty to himself, his/her family, school, community, nation and the world, and fulfils his responsibilities with care and commitment. The student takes ownership and sets his/her learning goals, from seeking clarification to submitting timely and quality work that reflects his/her best.	<ul style="list-style-type: none"> Takes note of assigned work (e.g. writing in Student Diary) Submits work that reflects his/her best and done with pride (e.g. careful, neat)
Resilience The student is resilient if he demonstrates emotional strength and perseveres in the face of challenges. He manifests courage, optimism, adaptability and resourcefulness. The student demonstrates persistence when facing a challenge in his learning and comes up with possible solutions.	<ul style="list-style-type: none"> When faced with a challenge/obstacle, he/she knows who to approach for help, and acts on it (own learning) Does his/her best to come to an agreement with peers on a group task (working with others)

School Programmes

Teaching and Learning



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English Language





Key English Language Department Approaches

- Focus on the development, reinforcement and extension of language skills in the primary years
- Through an enjoyment of the language and the promotion of extensive reading
- Leveraging on oracy, reading and writing skills to develop knowledge and independent use of the language



Department Programmes & Activities

Term 1	Term 2	Term 3	Term 4
English and Math Carnival	Little Theatre Speech and Drama Programme		
Shared Book Approach (SBA) Extensive Reading (ER)			
Explicit teaching of Grammar, Vocabulary, Oracy skills			
Modified Language Experience Approach (MLEA) Writing			

Mathematics



Department Programmes & Activities

Term 1	Term 2	Term 3	Term 4
English & Math Carnival	P1 Learning Journey to River Wonders		P2 Learning Journey to River Wonders
Learning Experience Activities			
Learning Support for Mathematics			



EL & Math Carnival Week

Mother Tongue Languages





Key MTL Department Approaches

- Emphasis on listening and speaking skills
- Arouse interest in the learning of Mother Tongue Languages through games, stories and drama
- Cultivate habits for reading

Department Programmes & Activities

Term 1	Term 2	Term 3	Term 4
Lunar New Year Celebration	Hari Raya Celebration	Mother Tongue Fortnight Programme	Deepavali Celebration
	Speech and Drama programmes		
Reading programmes			

P3 & P4

Higher Mother Tongue Languages

Information Session for Lower Primary Parents



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This presentation will cover:

- Learning a Mother Tongue Language in primary school
- Purpose of Offering Higher Mother Tongue Language (HMTL)
- Selection guidelines
- Key features of P3 & P4 HMTL curriculum
- HMTL Lessons
- Assessment
- Benefits of taking HMTL from P3 and other related issues

Learning a Mother Tongue Language in primary school

Mother Tongue Language (MTL) is offered in Singapore schools as a second language.

The Mother Tongue Language curriculum focuses on listening, speaking, reading, writing and interaction skills. It is tailored to your child's abilities and offered in the following modules:

Core module: for all primary school students.

Bridging/reinforcement module: if your child needs more help in the language.

Enrichment module: if your child has a higher aptitude for learning the language.





What is the purpose of offering HMTL?

Higher Mother Tongue Language (HMTL) has been officially offered at P5 and P6 since 1992 for students who showed strong proficiency and interest in Mother Tongue Language (MTL).

To further strengthen the learning of MTL from an early age, primary schools can offer HMTL across the 3 official MTLs from P3 onwards starting 2022.



What is the purpose of offering P3 and P4 HMTLs?

It is designed to enthuse P3 and P4 students who demonstrate the ability and interest to develop higher levels of MTL language proficiency and cultural knowledge.

What is the Criteria?

1

For P3 entry:

The school will use a set of qualitative descriptors (QDs) based on the P2 Mother Tongue Languages Learning Outcomes to determine students' MTL proficiency. Students offering HMTL at P3 and P4 should **be proficient in their oracy skills** and **demonstrate strong foundation for literary skills**.

What is the Criteria?

2

Evidence of students' performance throughout the year

Gathered information about students' learning through checkpoints such as on-going assessments or alternative assessments to further provide information on students' learning progress and inclination.

What is the Criteria?

3

Teachers' feedback and observations

To cover a whole range of performance, additional information about student's learning can be gathered from class discussions, class work and homework.

Key Features of P3 & P4 HMTL Curriculum

Built on existing MTL curriculum:

Sustain students' interest and deepen their knowledge in their MTL

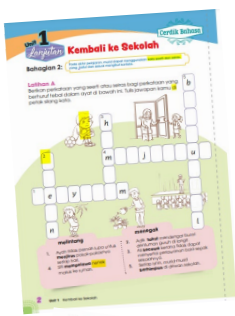
Enhance Reading and Writing skills

Expose students to age-appropriate literary texts

Literary-based text. Incorporation of age-appropriate literary-based text to provide an enjoyable early experience to ethnic literature.

Exposure to higher-order thinking exercises e.g. Enhance reasoning skills by eliciting students' response during classroom activities and discussions; Construction of new knowledge by making meaningful connections between texts and students' lives.

Creative and fun-filled activities and games to teach language and cultural knowledge. To sustain interest and extend knowledge.



How are lessons carried out for HMTL at P3 and P4 level?

As the curriculum includes literary-based text, **two additional periods per week in the afternoon** would be required to provide an enjoyable early experience to ethnic literature and cultural knowledge.

How would assessment look like for HMTL at P3 and P4 level for my child?

HMTL at P3 and P4 will be reflected as a non-weighted assessment. Non-weighted assessment refers to assessments where the scores will not form part of the computation of a student's overall results in a subject for the year. There will be no changes in the major exams.

The schools would also indicate your child's progress in HMTL in the Holistic Development Profile.



How will my child benefit from the offering of HMTL?

Offering of HMTL will encourage your child with strong interest and aptitude in Mother Tongue Languages **to start early** and **learn MTL to as high a level as he/she can.**



Can my child still offer HMTL at upper primary levels even if he/she did not offer it at P3 and P4 level?

Your child could still offer HMTL at P5 and P6 level when he/she builds stronger proficiency and interest. You are strongly encouraged to discuss with the school which course best suits the need of your child.



If my child decides to discontinue with HMTL during P3 or P4, will he/she be allowed to drop out?

To truly benefit from the HMTL curriculum at P3, he/she should offer HMTL for at least two years to ascertain his/her ability to cope with it.



Partnering You

- Inform you of your child's progress
- Provide ideas and suggestions to support your child's learning, where necessary
- Share strategies to engage your child in MTL learning at home in a fun and meaningful manner

Art and Music



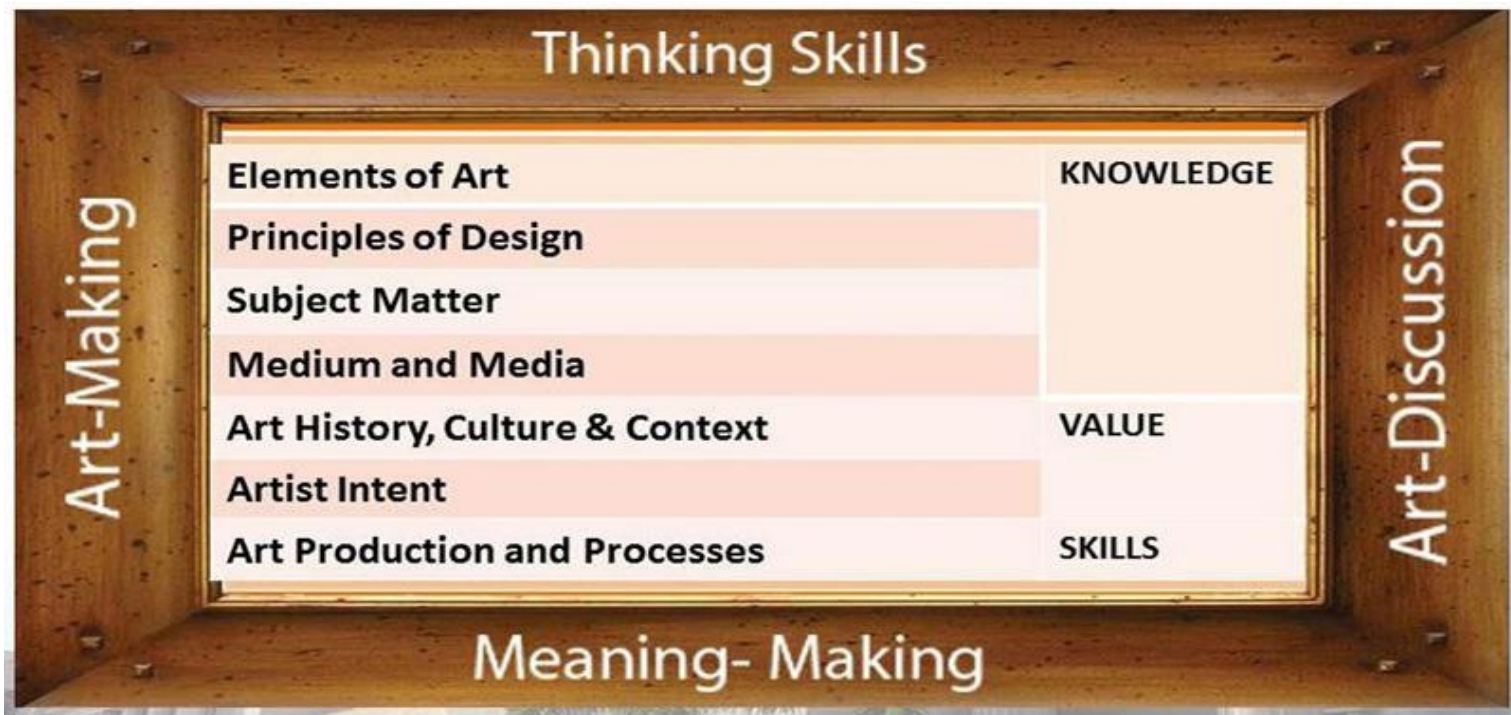


Holistic Assessment

- Portfolio Assessment
- Rubrics-based

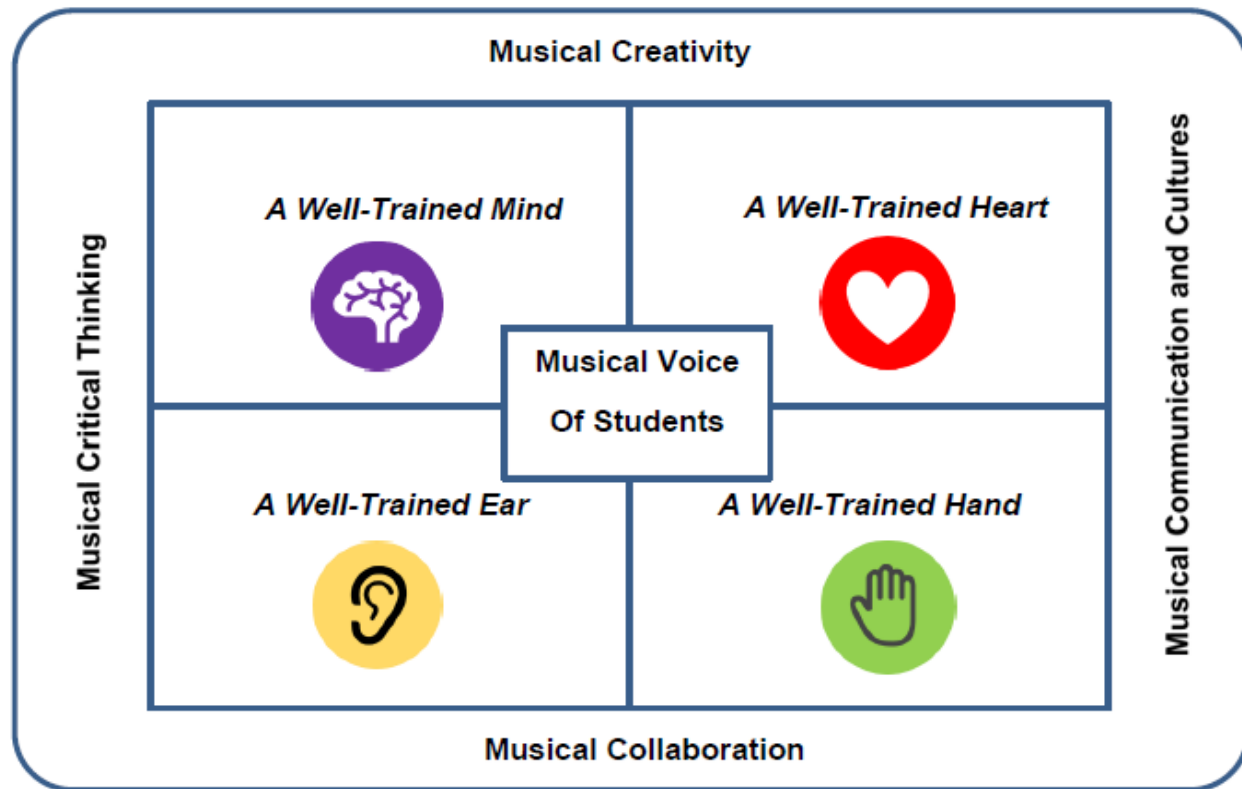


Art Curriculum Overview



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P1 & P2	Art Curriculum Learner Objectives				
Semester 1	Identify Simple Visual Qualities in what they see around them	Ask Questions about what they see	Play with a variety of materials and tools to make art	Share their imagination, thoughts and feelings through art making.	Show interest in looking at a variety of artworks
Semester 2				Draw from their imagination and observation	Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion



Music Curriculum Overview

Level	Term 1	Term 2	Term 3	Term 4
P1	Singing with body percussion	Singing with percussion instruments	Singing and Creating	Singing and Creating with percussion instruments
P2	Singing with Tuned percussion instruments	Ensemble work with Tuned percussion instruments	Singing and Improvisation with instruments	Singing and Improvisation with instruments













Physical Education



Physical Education Syllabus

P1 & P2

- Sports & Games (Fundamental Movement Skills)
- Gymnastics
- Dance
- Outdoor Education
- Health Education

<u>PHYSICAL EDUCATION</u>		 	  	   
Fundamental Skills (Games and Sports) Your child is able to:				
· Throw/toss a ball confidently to a moving partner's hands.				
· Dribble a ball confidently with dominant and non-dominant hand while moving in general space.				
· Roll a ball using the underhand pattern for distance.				

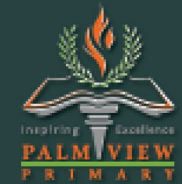


Parent's Involvement

- Schedule time for outdoor play
- Spend time with them exercising, playing games and enjoying the outdoors.

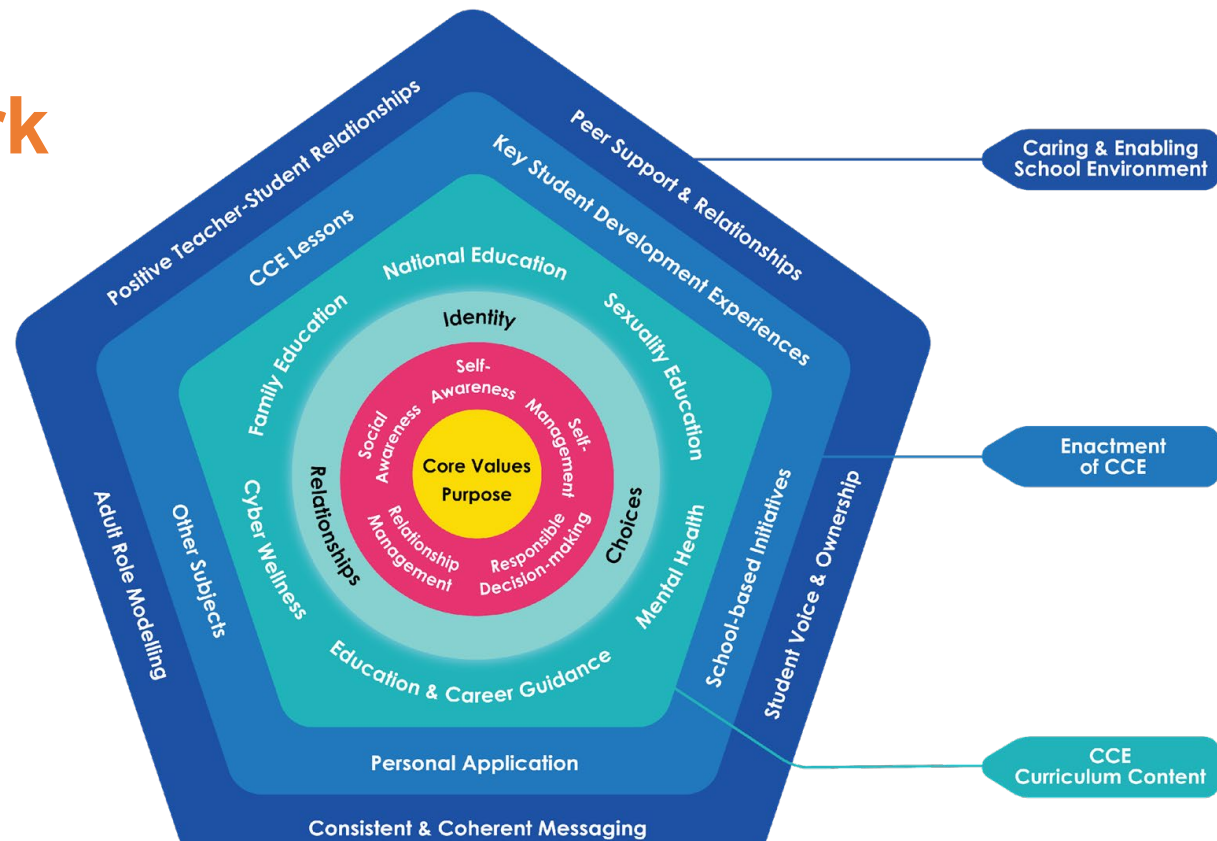


Character and Citizenship Education



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CCE 2021 Framework





CCE 2021 Goals

- Good Character
- Resilience and Social-Emotional Well-being
- Active Citizenship
- Future Readiness



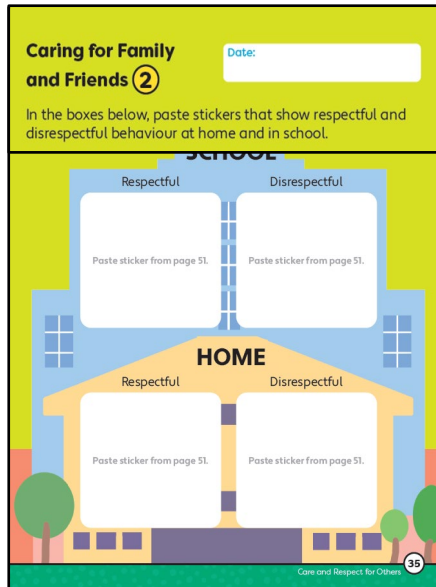
Family Education

Explicit content in CCE lessons

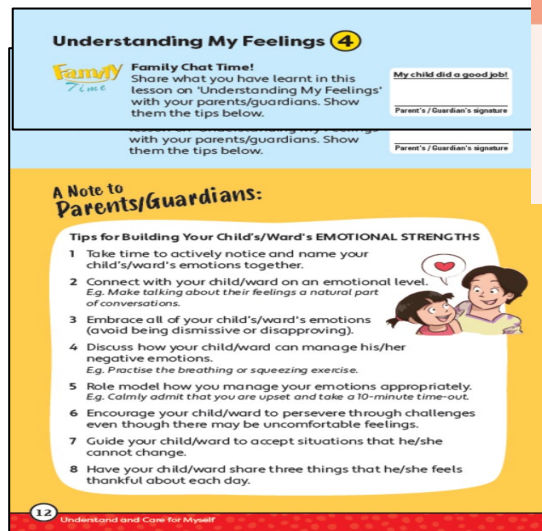
Family Time Activities



CCE (MTL)



CCE (FTGP)



CCE (FTGP)



Kindsville Times Jr. 2022
Issue 1

CCE (FTGP) will include topics related to National Education



- Lessons for the four National Education commemorative Days:
 - Total Defence Day
 - International Friendship Day
 - Racial Harmony Day
 - National Day
- Lessons for Values in Action



CCE (MTL) and MTL Lessons

Language

Values

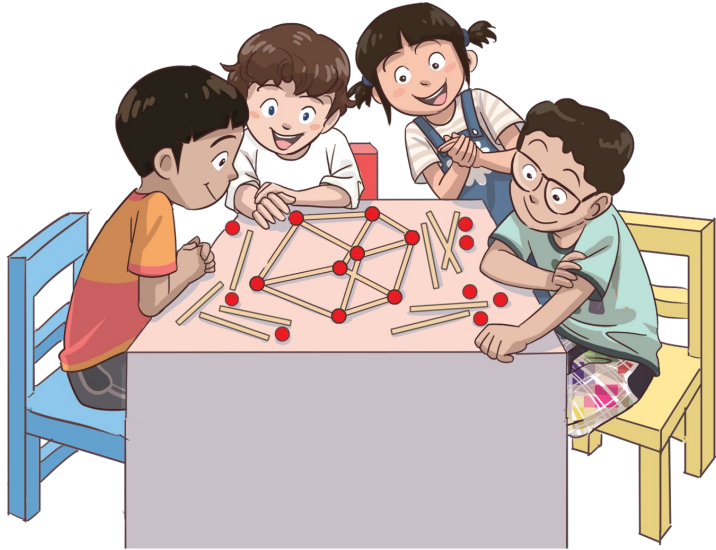
Culture

Cultural stories, practices, songs, idioms and proverbs **unique to each MTL** will be featured in the lessons for values and social-emotional learning.



Including More Cultural Content in CCE (MTL)

Coherence between CCE (FTGP) and CCE (MTL)



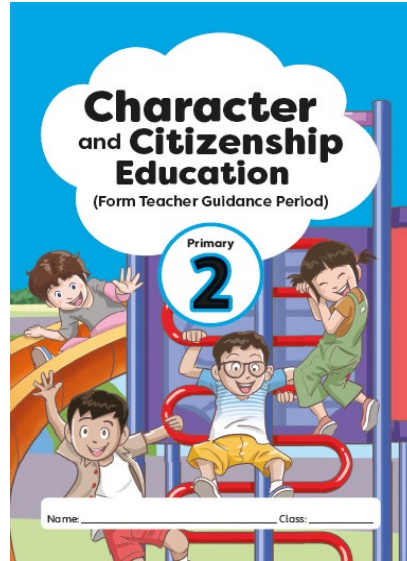
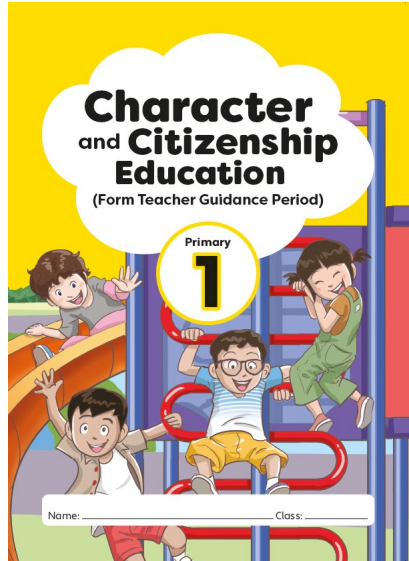
CCE (FTGP) lessons:

- Explicit teaching and learning of **fundamental social-emotional skills, values** and citizenship dispositions

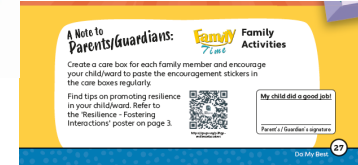
CCE (MTL) lessons:

- Deepens the learning of **values** through cultural stories, songs, proverbs, practices unique to each MTL
- Reinforces the teaching and learning of **fundamental social-emotional skills**

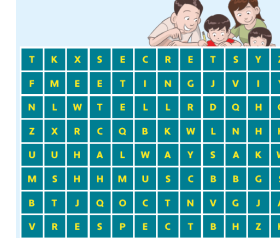
CCE (FTGP) Journal



Family Time



Word Search



Family Chat Time
Have a conversation with your parents/guardians about keeping safe.

We did this together!
Parent / Guardian's signature



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Monitoring and Supporting Students' Well-being

All schools will dedicate time to check-in on students' well-being at the start of each term.

Termly Check-in Activities

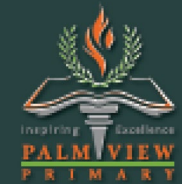
Lesson activities to help teachers kick-start conversations with students to:

- Share and discuss well-being issues and concerns
- Reinforce class commitment to look out for and support one another.





Programme for Active Learning (PAL)



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PAL is ...

- an **integral part** of the curriculum for all **Primary 1 and 2** students





PAL offers...

- hands-on and
- experiential learning

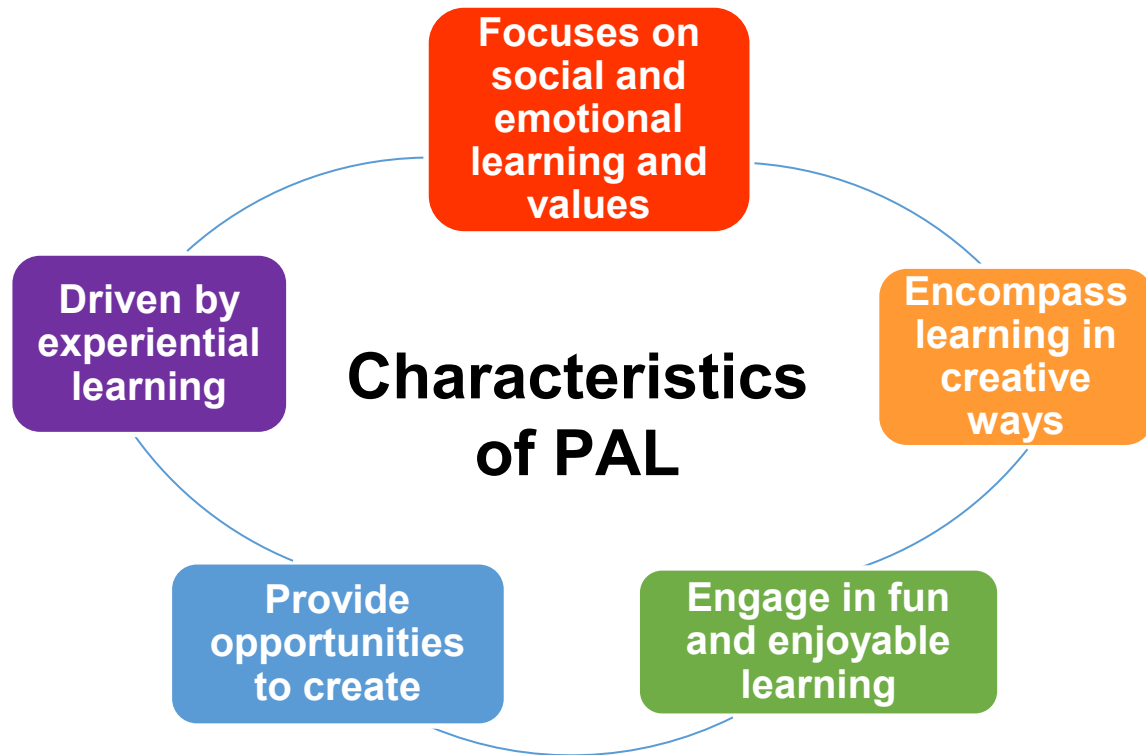




PAL provides opportunities for students to ...

- ✓ discover new interests
- ✓ develop character
- ✓ learn social effectiveness skills
- ✓ develop social-emotional competencies







1

Demonstrate a lively curiosity and find joy in the people and things around us

2

Work in a respectful manner with others



P1

Drama

Visual Arts

Outdoor
Education

P2

Drama

Sports
and
Games

Outdoor
Education



P1

Enrichment
Programmes

- Creative Dance
- Clay Modelling

P2

Enrichment
Programmes

- Cajon
- Hip Hop

Q & A



Mosquito bites : Actions taken

- Intensified the weekly checks by the pest control contractor;
- Oiling, search and destroy checks by the pest control contractor twice a week;
- UV light mosquito killer lamp in every classroom;
- Biogents mosquito traps placed along the corridor; and.
- Fogging / Misting the school premises

