



GREENRIDGE PRIMARY SCHOOL

Parent-Teacher Briefing

School Leader Briefing

Primary 3 and 4

Friday 27 January 2023

10.20 a.m. to 11.35 a.m.

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Vision: Engaged Learners, Caring Leaders



Overview

- Focus for 2023
 - Positive Education, Growth Mindset and Well-Being experiences
 - Blended Learning as part of schooling experiences
 - Key Programmes
- School Updates:
 - School-based Assessment
 - Subject-based Banding
 - PSLE Scoring
 - Positive Home-School Partnership



GREENRIDGE PRIMARY SCHOOL

Positive Education, Growth Mindset and Well-Being Experiences

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Vision: Engaged Learners, Caring Leaders



- Strengthen Resilience and develop **Growth Mindset**

- Recognise and Affirm individual's **Character Strengths**



- Develop sense of gratitude
- Foster positive and supportive relationship **(TSR)**



2 form teachers for each class

- **Foster positive education** through a positive climate and tone of learning in form class, and **guide students to develop socio-emotional competencies**
- **Build Teacher-student relationship and class spirit**, develop positive discipline & routine and provide leadership opportunities

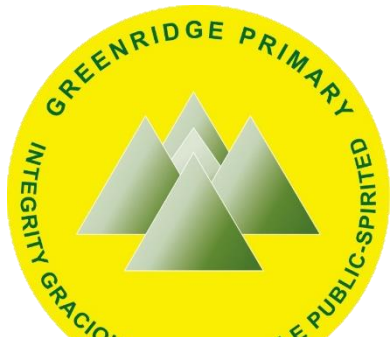




2 form teachers for each class

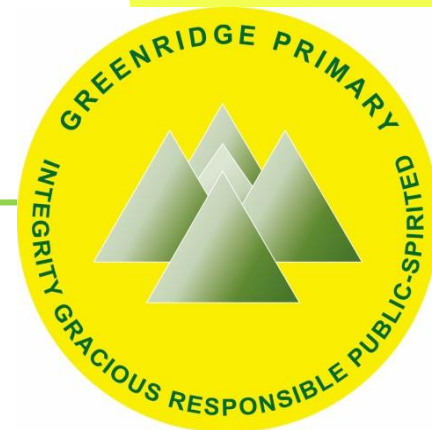
- Monitor class attendance & **demonstrate duty of care** and **engage parents** in supporting the child
- Use form class data for **design of learning activities and student intervention** and recognize students for awards
- Inculcate **values and skills, and character and citizenship education (CCE)**





GREENRIDGE PRIMARY SCHOOL

GRPS TEACHER



SUBJECT TEACHER
CCE TEACHER

CCA TEACHER
CCE TEACHER

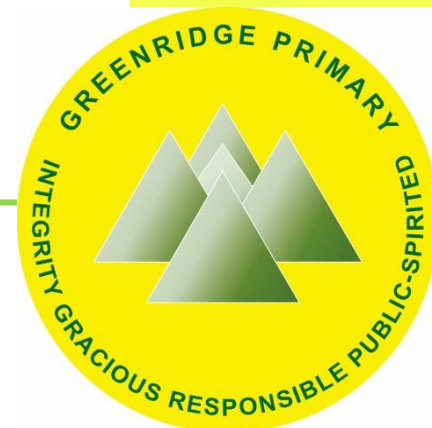


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GRPS TEACHER



FORM TEACHER
CCE TEACHER

FORM TEACHER
IS NOT THE SAME AS
A PARENT



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Embracing All Students In Each Classroom

Each Form Class:

- Embracing all students (gender, additional needs and racial mix)
- Recognise different strengths of the students
- Support learning, well-being and morale of students, and students with learning and behavioural needs





Subject classes:

- FTGP, SS, PE, Art and Music
 - same as form classes
 - use of differentiated instructions and strategies to cater to different learning profile, readiness and interest of students
- EL, Math, Mother Tongue Languages, Science, CCE
 - use of differentiated instructions and strategies to cater to different learning profile, readiness and interest of students
 - subject-based banding



Blended Learning as part of schooling experiences



- COVID had thrust us into leveraging on technology and home-based learning for developing in students:
- Self-directedness and independence
- Self-discipline and self-management



What do we hope to achieve?

Blended Learning builds on our continual education reform – “Learn for Life” movement – to:

- equip students with stronger abilities, skills and habits for independent and lifelong learning; and
- to strengthen our students’ future readiness.

Primary intended outcomes of Blended Learning are to develop:

**Self-Directed and
Independent
Learners**

**Passionate and
Intrinsically
Motivated
Learners**



1. **Combination of structured and less structured activities** to allow students to exercise self-directedness and self-management in learning.
2. **Dedicated time and space** to allow students to explore their interests and learn outside the curriculum. E.g. Enhanced and Enriched Experiences (E³) Day; Home-based Learning (HBL) day
3. **Technology to support the delivery and monitoring** of students' learning.





Key Programmes



Applied Learning Programme (ALP)

Computational thinking to Develop Empathetic, Resilient Solvers (CO.D.E.R.S)



School based programme

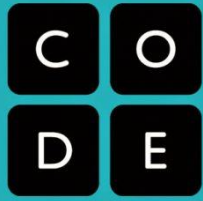
P1 to P6

Maker Activities@home
via SLS

P1 Kubo

P2 Scratch Junior

HOURL
OF
CODE



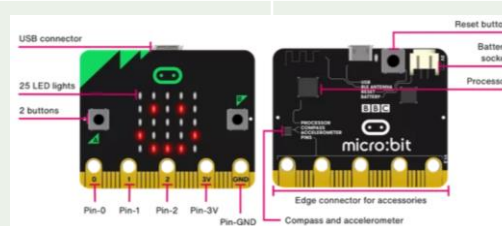
LEARN TO CODE WITH THIS
ONLINE KUBO CODING GAME.



P3 Scratch

P4 and P5 Microbits

P6 Code for Fun



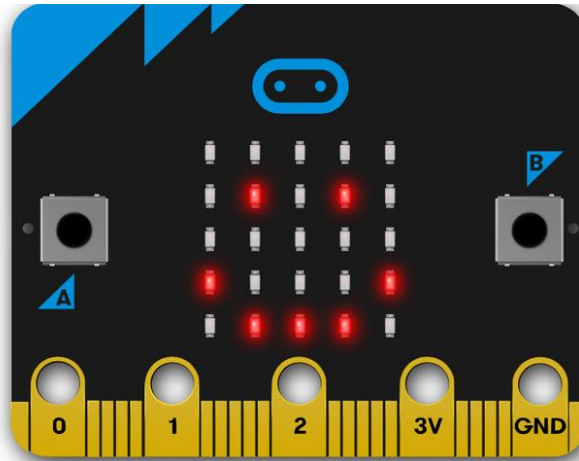


P3 Learn to Code with Scratch





Applied Learning Programme (ALP): Computational Thinking to Develop Empathetic, Resilient Solvers (CO.D.E.R.S)



P4 Learn to Code with Microbits



June Makers@Home

<p>1</p>  <p><i>Make a paper aeroplane that can fly in a straight line.</i></p>	<p>2</p>  <p><i>Make a musical instrument out of materials from your home.</i></p>	<p>3</p>  <p><i>Make something useful from a cereal box.</i></p>
<p>4</p>  <p><i>Make a bookmark.</i></p>	<p>5 Free Creation</p> <p><i>What would you like to make?</i></p>	<p>6</p>  <p><i>Make a friendship band.</i></p>
<p>7 Make a</p>  <p>Waterwheel</p>	<p>8</p>  <p><i>Make a paper racing caterpillar.</i></p>	<p>9</p>  <p><i>Make a flower using coffee filter.</i></p>

Maker Choice Board



GREENRIDGE PRIMARY SCHOOL

**Learning for Life Programme (LLP):
NE2+(positive) - Nurturing Ethical
and Effective Leaders with Positive
mind-sets**

P4 VIA with Design Thinking



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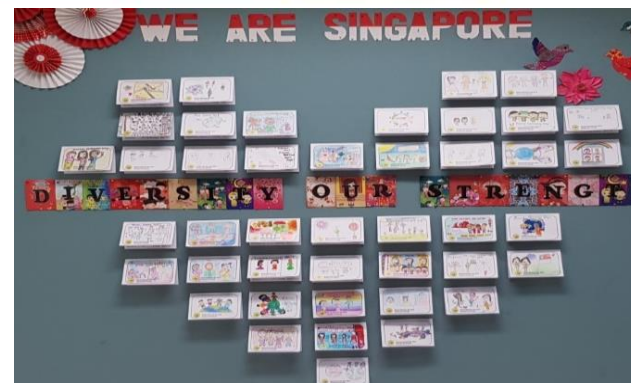


Learning for Life Programme (LLP): NE2+(positive) - Nurturing Ethical and Effective Leaders with Positive mind-sets

Student Leadership (Kouzes and Posner Leadership Model)



Commemoration of NE Core Events



My Journey to a True Heart Values Advocate Card Primary 3 & 4				
S/No	Activity	Values	No. of hearts	Signature
1	Sign the Internet Acceptable Use Policy Understand and agree to abide by the provisions and conditions in the Internet Acceptable Use Policy found in the Student's Handbook.	Integrity, Respect, Responsibility	♥	(Teacher)
2	Observe Road Cleaning Observe road cleaning for the needy during the Road Drive.	Care, Graciousness, Responsibility	♥	(Teacher)
3	Donate Food Items Donate food items for the needy during the Road Drive.	Care, Graciousness, Responsibility	♥	(Teacher)
4	Make a Felted Card Make a card during one of the festive celebrations and give it to a friend, neighbour or teacher.	Care, Graciousness, Responsibility	♥♥	(Teacher)
5	Write a Reflective Journal (For Primary 3 & 4 Only) Write a reflective journal based on the P3-VIA activity organised for your level.	Care, Graciousness, Responsibility	♥♥	(Teacher)
6	Write a Reflective Journal (For Primary 4 Only) Write a reflective journal based on the P3-VIA activity organised for your level.	Care, Graciousness, Responsibility	♥♥	(Teacher)
7	Make a Sculpture (For Primary 3 Only) Make a 3D sculpture using recycled materials.	Care, Responsibility, Public-spiritedness	♥♥	(Teacher)
8	Design a Landscape (For Primary 4 Only) Design a landscape using pre-making to show the sustainability of land use.	Care, Responsibility, Public-spiritedness	♥♥	(Teacher)
9	Develop a Savings Plan Develop your own regular savings plan with your parents' help.	Integrity, Resilience, Responsibility	♥♥	(Teacher)
10	Overcoming Challenges in Mathematics Recognise challenges faced when solving math problems and persevere by exploring alternative solutions.	Resilience, Responsibility	♥♥	(Teacher)
11	Make a Bulletin Board (For Primary 3 Only) Make a Bulletin Board using MS Word to promote the conservation of rare animals that are approaching extinction. (P3 GAPS Junior Science Explorer Card Task No. 6)	Care, Responsibility, Public-spiritedness	♥♥	(Teacher)
12	Upgrade a Recyclable Product (For Primary 4 Only) Create a model of a product using recycled materials. (P4 GAPS Junior Science Explorer Card Task No. 6)	Care, Responsibility, Public-spiritedness	♥♥	(Teacher)
13	Be a 'Racial Harmony' Ambassador (For Primary 4 Only) Promote racial harmony by giving out orange ribbons and writing a personalised message to a friend or neighbour.	Respect, Harmony, Resilience	♥♥♥	(Teacher)
14	Complete the 'Good Deeds with Gratitude' Card Perform six good deeds (two at home, two in school and two at other places) and note them down in the journal provided.	Care, Responsibility, Public-spiritedness	♥♥♥	(Teacher)
15	Apply the 5 Practices of Exemplary Leadership (For Primary 4 Only) Identify the five practices of exemplary leadership model and show with examples how you can apply them during a VIA activity.	Integrity, Responsibility, Public-spiritedness	♥♥♥	(Teacher)
16	Reflect on Values Learned during P3 Lessons Reflect on a school value you have learned after peer-assessing your partner performing a task during P3 lessons.	Integrity, Graciousness, Responsibility	♥♥♥	(Teacher)
17	Participate in a Level-based VIA Programme Participate actively in a level-based VIA activity.	Care, Responsibility, Public-spiritedness	♥♥♥	(Teacher)
18	Participate in a School-based VIA Programme Participate actively in the daily routinised classroom cleaning.	Care, Responsibility, Public-spiritedness	♥♥♥	(Teacher)
19				
TOTAL NO. OF HEARTS			(Total of item 1)	(Total of item 2)
Award recognition: Bronze - 10 to 14 ♥, Silver - 15 to 24 ♥, Gold - 25 ♥ & above				
Name of Student: _____		Class/Primary: _____		
Name of Teacher: _____				

Values Advocate Card



GREENRIDGE PRIMARY SCHOOL

School-based Assessment

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Learn for Life

Ignite Joy of Learning

- ★ Develop curiosity, purposefulness and ownership of learning
- ★ Develop fulfilment from doing something challenging

Ensure Education is an Uplifting Force

- ★ Broaden meritocracy to enable social mobility
- ★ Don't cap the top, lift the bottom



UPLIFT to strengthen after school care in schools, and partner the community



Enhance support for students with different learning needs, e.g. SPED

DSA based on distinct talents and exemplary personal qualities



Smaller class sizes for students who need more learning support

Did you know?



The UPLIFT Programme Office (UPO) was set up this year to strengthen partnership between schools and community partners, to provide better support for disadvantaged students.

Watch Second Minister Indraneel Rajah share about initiatives under UPLIFT at Schools WPS 2019.

Learn Languages for Life

- ★ Strengthen our cultural identity, improve cognitive ability, and open up economic opportunities

Focus on language-learning in MSE Kindergartens



Expand Language Elective Programmes (LEP) for MTLs in JCs and secondary schools

Ignite Joy of Learning

- ★ Develop curiosity, purposefulness and ownership of learning

One Secondary Education, Many Subject Bands

- ★ Recognise individual strengths of students and reduce labelling associated with streaming



Greater flexibility to recognise each student's strengths with Full Subject-based Banding



New ways to organise students from different courses for greater mingling

Revamp scoring for PSLE
- Achievement Level (AL)

Reduce school-based assessment to free up time for teaching and learning

MOE policy - Revision of the structure of weighted assessment (bite-sized) implementation for P3 to P5; Removal of MYE at P3 and P5

Free up to about three weeks of curriculum time for enhanced and deepened teaching and learning

- leverage engaging and effective teaching pedagogies for **deeper learning**, and for students to acquire 21st CC
- design **learning experiences that cater to the needs** of the pupils
- use of **Differentiated instruction** to address the varied learning profile and needs of the students

Our students will experience **joy of learning** and acquire **deep skills and knowledge for life**



- Notification of School-based Assessment to be given on 30 January
 - Weighting, Schedule, Topics for Assessment

	Term 1	Term 2	Term 3	Term 4
P3 & P4	WA1 (10%)	WA2 (15%)	WA3 (15%)	EYE (60%)

- No Mid-year examination
- 1 Weighted Assessment (WA) of 10% - 15% given for each subject from Term 1 – Term 3



Subject-based Banding



SUBJECT-BASED BANDING (PRIMARY)

- SBB provides greater flexibility by offering option of **Standard and Foundation Subjects**, depending on their strengths.
- Allow students to focus on and **stretch potential in subjects they are strong in while building up the fundamentals in the subject they need more support in.**
- **Combination recommended based on the following:**
 - Aptitude, motivation and performance in each subject
 - Ability to cope with a particular subject combination
 - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.



STANDARD VS FOUNDATION SUBJECTS (THE DIFFERENCE)

- Foundation level subject is a subset of the Standard level subject and has a different curriculum load and assessment demand.
- Foundation level subjects support the learning needs of students who require additional help to build strong fundamentals, and give them confidence to pursue learning at a pace and level suited to them.
- 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.

Example of subject combination offered:

- 3 Standard EL, SC, MTL, Foundation MA
- 4 Standard EL, SC, MTL, MA, 1 HMTL



How does Subject-Banding Works?

P4

Student sits for school-based End-of-year examinations



Based on results, school recommends a subject combination



Parents fill up option form indicating preferred combination

PARENTS' CHOICE



P5

Student takes subject combination
chosen by parents



End of P5

Student has difficulty coping with the combination chosen and the standard subject(s)	All Other Students
School may recommend a different subject combination to get the student to take the subject(s) at foundation Level	School will allow them to continue in same subject combination

SCHOOL'S PROFESSIONAL JUDGEMENT



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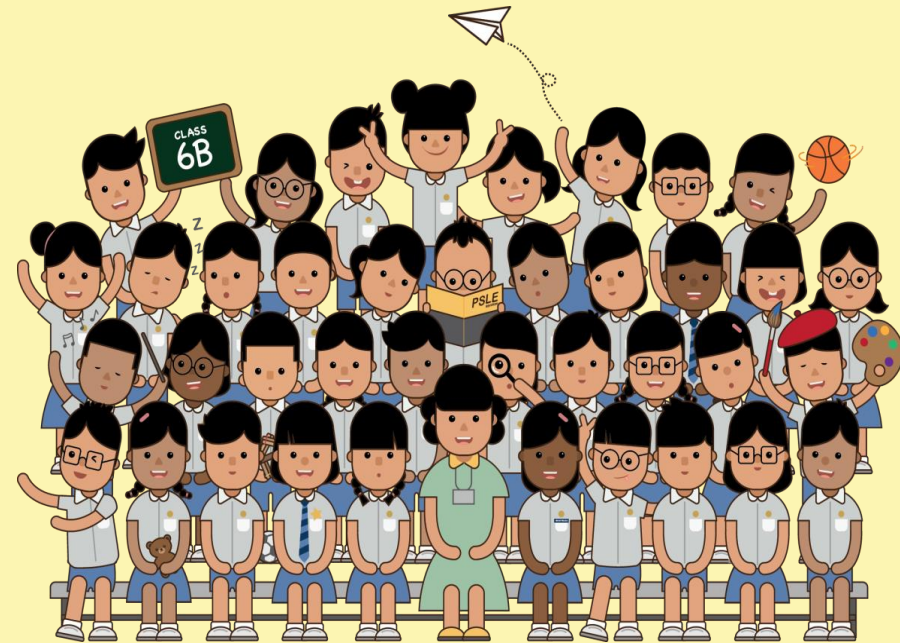
PSLE Scoring

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UPDATES ON PSLE SCORING 2021

IT'S PART OF A BIGGER STORY



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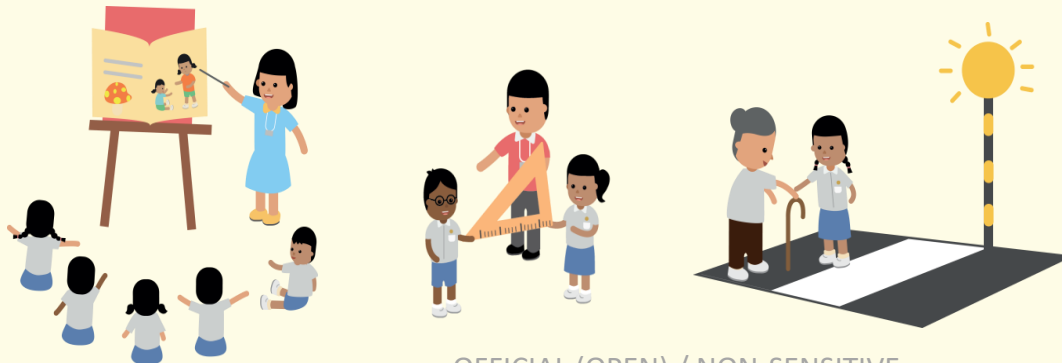
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GROUP, 2019

THE PSLE CHANGES ARE PART OF A BIGGER STORY

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.

Our PSLE scoring changes aim to:

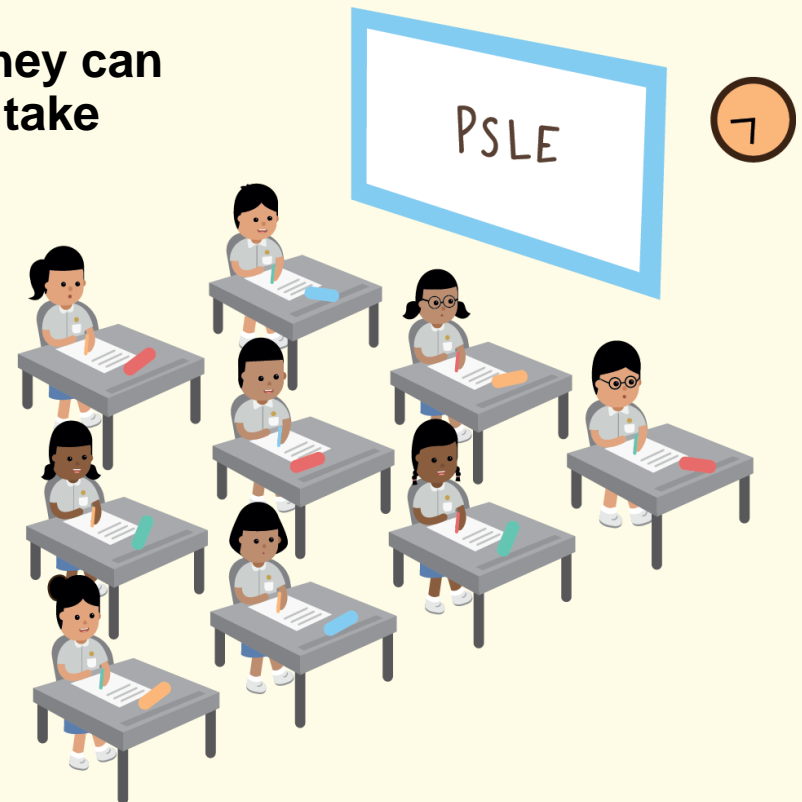
- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done



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THE PSLE REMAINS A USEFUL CHECKPOINT

- To understand where our children are at in their learning after six years of primary school
- Gauge their learning needs so that they can progress to a secondary school and take subjects at a suitable level



HOW PSLE SCORING WORKS



FROM T-SCORE TO WIDER SCORING BANDS

Reflects a student's individual level of achievement

Unlike the current T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

FROM T-SCORE TO WIDER SCORING BANDS

- The PSLE Score replaces the T-score aggregate.
- It is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best.
- From 2024 onwards, MOE will remove secondary school streaming into Express, Normal (Acad) and Normal (Tech) classes.



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8

PLACEMENT OUTCOME (APPLIES TILL 2023)	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26-30, with AL7 or better in both EL <u>and</u> MA

IN SUMMARY...

WHAT REMAINS

- Same 4 subjects are tested, and scores are awarded to guide students' choices for the next stage of their education journey
- Curriculum is continually updated. This is not related to the PSLE scoring and S1 posting changes.

WHAT CHANGES

- The T-score Aggregate will be replaced by the PSLE Score, to reduce the fine differentiation of our students at a young age based on exam scores.
- Students will be assessed based on their own achievement, instead of comparing them to their peers.

SCORING FOR FOUNDATION LEVEL SUBJECTS



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FOUNDATION SUBJECTS GRADED IN 5 BANDS TODAY

- Under the current PSLE grading system, Foundation subjects are graded in 5 scoring bands from Grade 1 to U.

Current System	
Grade	Raw Mark Range
1	85 – 100
2	70 – 84
3	50 – 69
4	30 – 49
U	< 30

FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Under the new AL system, to reduce fine differentiation among students, Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30

FOUNDATION LEVEL SUBJECT GRADES

- For the purpose of S1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.
- Similar to the current PSLE scoring system, this mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.



ENGLISH AL3

FOUNDATION
MOTHER TONGUE ALB

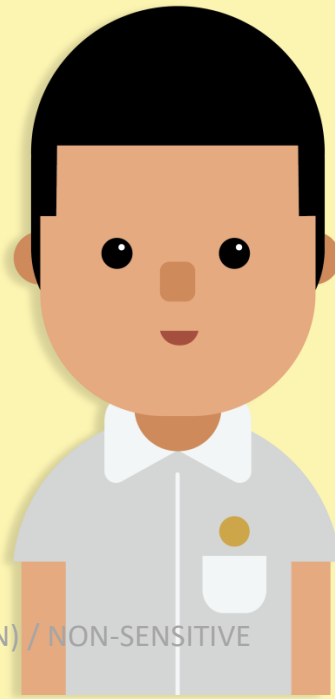
FOUNDATION
MATHEMATICS ALB

SCIENCE AL5

PSLE SCORE: 22

PLACEMENT OUTCOME (APPLIES TILL 2023)	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL <u>and</u> MA

ELIGIBILITY FOR SECONDARY SCHOOL HIGHER MOTHER TONGUE LANGUAGE (HMTL)



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ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

(i) PSLE Score of 8 or better

OR

(ii) PSLE Score of 9 to 14 inclusive; and attain

- AL1 / AL2 in MTL or
- Distinction / Merit in HMTL

- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.

SCORING FOR MTL-EXEMPT AND STUDENTS STUDYING AN ASIAN LANGUAGE/ FOREIGN LANGUAGE (AsL/FL) IN LIEU OF AN MTL



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SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- For students who are exempted from MTL or take an AsL/FL in lieu of an official MTL, their PSLE result slip will only reflect the three subjects they have taken.
- However, for the purposes of Secondary 1 posting, these students will need an assigned MTL score so that they have a PSLE score comprising four subjects
 - To determine the assigned MTL score, reference is made to MTL scores of other students who have achieved similar scores in English, Mathematics, and Science.
 - This is the same approach taken in today's T-score system.



SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- In reviewing the score assignment for these students under the new PSLE scoring system, we needed to strike a balance between:
 - Acknowledging that students have valid reasons for seeking MTL exemption or taking an AsL/FL, and
 - Ensuring some parity between scoring for exemption, Foundation and Standard MTL.

SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- Under the new scoring system, the assigned MTL score will :
 - Take reference from peers with similar scores for English, Mathematics and Science;
 - While maintaining parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8).
- Hence, students will receive an assigned MTL score between AL 6 to 8 in PSLE.





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Learning Dispositions and Edusave Award

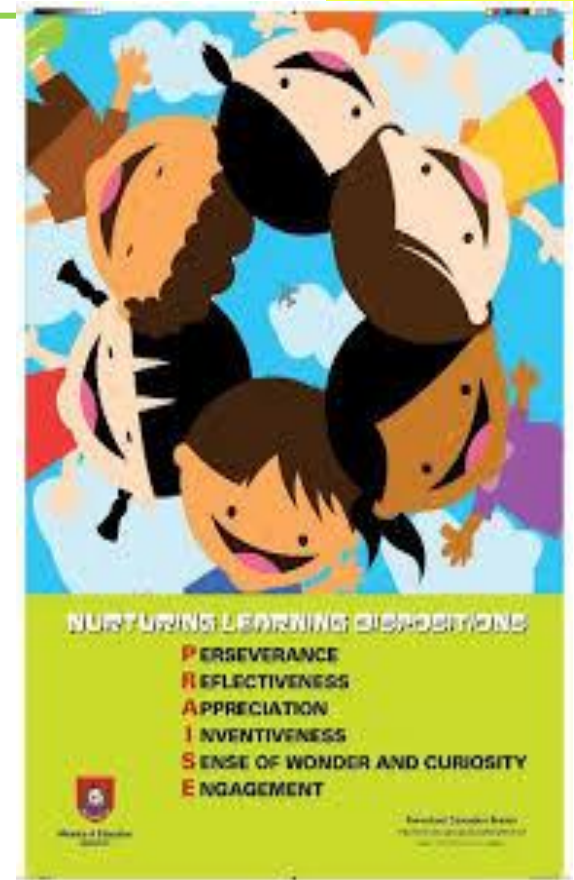
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Learning Disposition

- **characteristics or attitudes** to learning that are **life skills**
- For example, “taking **responsibility**”, “**persistence**” when faced with problems, and “coping with change”, are all learning dispositions





Learning Disposition

- Engagement
- Graciousness
- Responsibility



Our Mission
To nurture Lifelong
Learners; Gracious,
Responsible and
Public-Spirited in
thoughts and deeds

Revising criteria for the Edusave Merit Bursary (EMB) for P1 and P2 and Edusave Good Progress Award (GPA) for P2 and P3

EMB for P1 & P2

- > Singapore Citizenship
- > EMB will be awarded to students who demonstrate good learning dispositions
- > Good conduct will continue to be a criterion
- > Monthly household income not exceed S\$10,000

GPA for P2 & P3

- > Singapore Citizenship
- > GPA will be awarded to students who do not qualify for EMB, but have shown improvement in learning dispositions within the year
- > Good conduct will continue to be a criterion

GPA for P3



GPA will be awarded for students who do not qualify for EMB (top 25% in academic performance, subject to household income criteria) but **have shown improvement in learning dispositions within the year**

From 2019

From 2020

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Positive Home – School Partnership

*Help your child
succeed in life*

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SCHOOL



By having good home routines, you
are setting your child up for life.

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If you do your child's homework, he/she
will lose the opportunity to learn.

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Do ask the teacher for the best way to contact him/her.



Respect the teacher's time, contact the teacher during school operating hours only.

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**Have heart-to-heart talks with your child.
You may be surprised by what you hear!**

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vision. Engaged Learners, Caring Leaders



Be open to the teacher's feedback
and observations, and you may learn
something new about your child.

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**By building on your child's strengths
and interests, you are helping him/her
find his/her place in the world.**

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Thank you for taking time to attend the session
and we look forward to **working in partnership** to
develop your children as
Engaged Learners and Caring Leaders