



GREENRIDGE PRIMARY SCHOOL

Parent-Teacher Briefing

School Leader Briefing

27 January 2022

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Vision: Engaged Learners, Caring Leaders



Housekeeping Matters

- Type in your questions using the Q & A function, if any
- Do not use the chat function
- Commonly asked questions will be addressed, collated/updated and uploaded together with these slides onto the school website



GREENRIDGE PRIMARY SCHOOL



Mdm Flora Ong
Principal

Vision: Engaged Learners, Caring Leaders



Mr Leow Yen Min

*Vice-Principal
(Academic)*



Mr Andy Ang
Vice-Principal (Admin)



Overview



- Focus for 2022
 - Positive Education and Well-Being experiences
 - Blended Learning as part of schooling experiences
 - Key Programmes
- School Updates:
 - Learning outcomes and Learning Dispositions
 - Edusave Awards
- Positive Home-School Partnership



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Positive Education and Well-Being Experiences

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- Strengthen Resilience and develop Growth Mindset

- Recognise and Affirm individual's Character Strengths



- Develop sense of gratitude
- Foster positive and supportive relationship



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)**





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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





Inclusive Classroom – P1 & P2

- 8 classes of P1 and 9 classes of P2 (~ 30 students in each class)
- Facilitate inclusiveness of all students (gender and racial mix)
- Recognise different strengths of the students
- Support learning, well-being and morale of students and students with learning and behavioural needs





Inclusive Classroom – P3

Inclusive Form classes:

- P2 classes (with ~ 30 students each) are allocated to 6 mixed P3 form classes (with ~ 40 students each)

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, where relevant





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**



How can we design the Blended Learning experience to achieve these outcomes?

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**
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

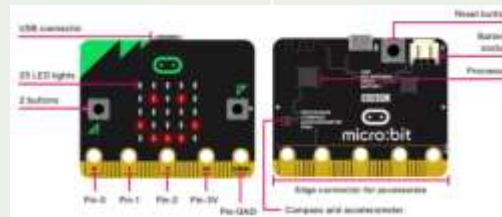
P2 Scratch Junior



P3 Scratch

P4 and P5 Microbits

P6 Code for Fun





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



P1 Learn to Code with Kubo
P2 Learn to Code with Scratch Junior

P1 and P2 Maker Activities



P1 Make a coin spinner





P2 Make a marble maze

P1 and P2 Maker Activities



Make a string puppet and a string spinner

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></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

June Makers@Home



1 interesting discovery I made is I **get my both parents involved with me**. 1 of the most difficult parts I faced was **choosing which one I want to do**. Because I like to do all. 1 of the challenges I had was **too many ideas come from ME, my mummy and my daddy**. I would like to make a/ an **Light up Robot**.

AKHIL IQFAN BIN KAHAR
1 Diligence



June Makers@Home



1 interesting discovery I made is that **all the creations use paper to make**. 1 of the most difficult parts I faced was **making them**. 1 of the challenges I had was **uploading**. I would like to make a/an **paper bowl**.

GUNASEKARAN NAVITH

YASHWAA

2 Respect





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

P1 & P2 Values-in-Action Programme



P2 VIA – Mizzie Wipeout
Ambassadors (NEW)



Do-Your-Part (DYP)



P1 VIA – Clean Hands
@ GRPS



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

Commemoration of NE Core Events



Student Leadership (Kouzes and Posner Leadership Model)



Journey to the True Heart (JTTH)





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Learning Outcomes and Learning Disposition



Learn for Life

“Let us prepare every child for the test of life, and not just a life of tests”

PM Lee, National Day Rally 2012





“Teachers can observe the demonstration of positive traits in students like diligence, curiosity, collaboration and enthusiasm through daily lessons and learning activities that demonstrate a student’s learning orientation. It is **not as quantitative and standardised as school-based examinations, but qualitative judgement is a fact of life**, and we can apply that on EMB and GPA for young students who just entered the school system.”

-Minister Ong Ye Kung, WPS 2018

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STUDENTS AT WORK

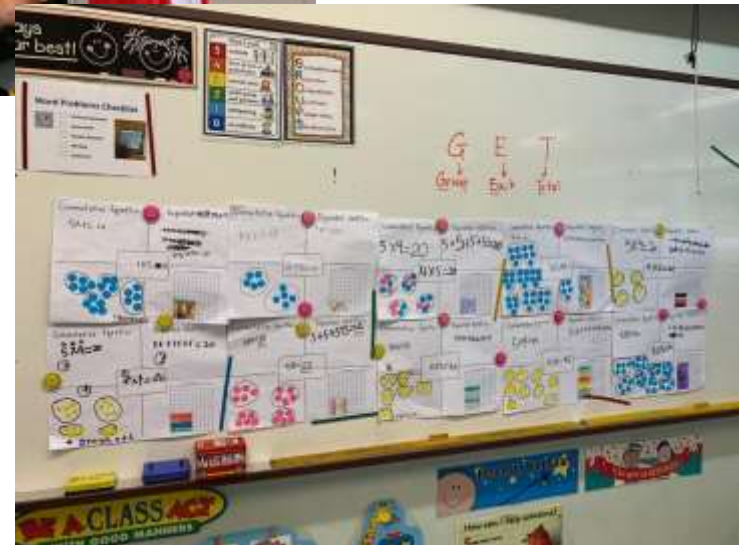


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STUDENTS' WORK



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Subject-specific Learning Outcomes (LOs) for Reporting P1 and P2 Students' Learning Progress in the Holistic Development Profile (HDP)

Since 2019, schools will use subject-specific LOs and qualitative descriptors to report P1 & P2 students' learning progress for all subjects in the HDP.

- Three to five LOs per semester to report students' learning progress in each subject.
- Three or four levels of qualitative descriptors to report students' learning progress for each LO.
(i.e. Beginning, Developing, Competent, Accomplished)



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Examples of P1 Learning Outcomes (LO) to be reported

Level	Subject	LO
P1	English	Speak clearly to express their thoughts, feelings and ideas
	Math	Understand addition and subtraction.
	Mother Tongue	Listen attentively to short, simple spoken content related to daily life.
	Social Studies	State ways to help people and care for the places around them.
	PE	Perform a sequence of two different movements with smooth transition.
	Art	Draw from their imagination and observation.
	Music	Understand musical elements and concepts.



Examples of P2 Learning Outcomes (LO) to be reported

Level	Subject	LO
	Primary 2	
P2	English	Understand Primary 2 texts and are able to identify the big ideas in the texts and recall sequence of main events
	Math	Understand numbers up to thousand.
	Mother Tongue	Speak with correct pronunciation using vocabulary and sentence structures from P2 texts. Participate in short conversations related to daily life with some guidance.
	Social Studies	Identify the different people living in Singapore
	PE	Demonstrate a range of motor skills in catching, dribbling and striking a variety of objects.
	Art	Draw from their imagination and observation.
	Music	Sing a song as a group with accurate pitch, tempo, varied dynamics and with confidence and



Overview of Learning Dispositions



Learning dispositions

- **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





Considerations when determining the Learning Dispositions:

- **Aligned to DOE, school's vision and values**
- **Traits related to performance character and intellectual character** as Learning Dispositions are used to select students for EMB and GPA where academic performance was used previously
- **Teachers are able to nurture these LDs** in our students by creating a conducive learning environment, planning meaningful learning experiences, and modelling through appropriate behaviour and language
- Learning Dispositions can be easily observed by teachers during lessons, group work and learning journeys, and when students interact with their classmates



OUR SCHOOL CUSTOMISED LEARNING DISPOSITIONS

- Engagement
- Graciousness
- Responsibility





Our school customised learning dispositions

Engagement

- *Engaged learners* enjoy learning and actively want to learn. They are independent and self-directed learners (shows interest in learning new things).

Graciousness

- *Gracious learners* learn well with others. They listen to and take account of different viewpoints. They form collaborative relationships and can resolve issues to be amicably.

Responsibility

- *Responsible learners* organize themselves, take responsibility for their own learning and are committed to improving themselves despite challenges.



Engagement

The student

- has a positive learning attitude
- is motivated to learn





Engagement



Listen attentively during lessons



Participate actively in lessons



Like learning new things



Put in best effort at all times



Graciousness

The student

- is respectful
- collaborates well with others
- values the ideas/opinions of others





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Graciousness



Respect the
teacher
during lessons



Work well with others



Take feedback positively



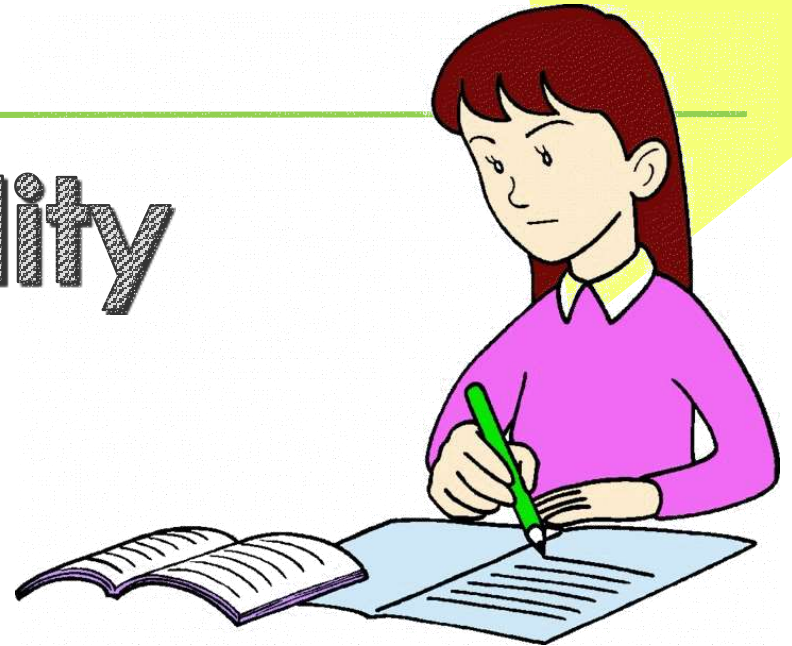
Wait for your turn patiently



Responsibility

The student

- **is responsible**
- **takes pride in his/her work**
- **perseveres in spite of challenges**





Responsibility



Do not give up easily



Set and work towards your goals



Take pride in your work



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Edusave Awards

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Why change the selection criteria for Edusave Academic Awards ?

- From 2019, selection of Edusave awards based on demonstration of learning dispositions
- No exams for P1 and P2 thus the Edusave Academic Awards can no longer be based on academic results
- Important to retain such awards, as they celebrate a child's learning milestones

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 Citizen
- > Top 25% of school's level and course in terms of academic performance.
- > Good conduct
- > Monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)

GPA for P2 & P3

- > Singapore Citizen
- > Top 10% of school's level and course in terms of improvement in academic performance
- > Good conduct

EMB for P1 & P2

- > Singapore Citizen
- > EMB will be adjusted to award students who consistently demonstrate good learning dispositions
- > Good conduct will continue to be a criterion
- > Monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)

GPA for P2

- > Singapore Citizen
- > 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

- > Singapore Citizen
- > 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

Currently

From 2019

From 2020



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Positive Home – School Partnership

Help your child
succeed in life



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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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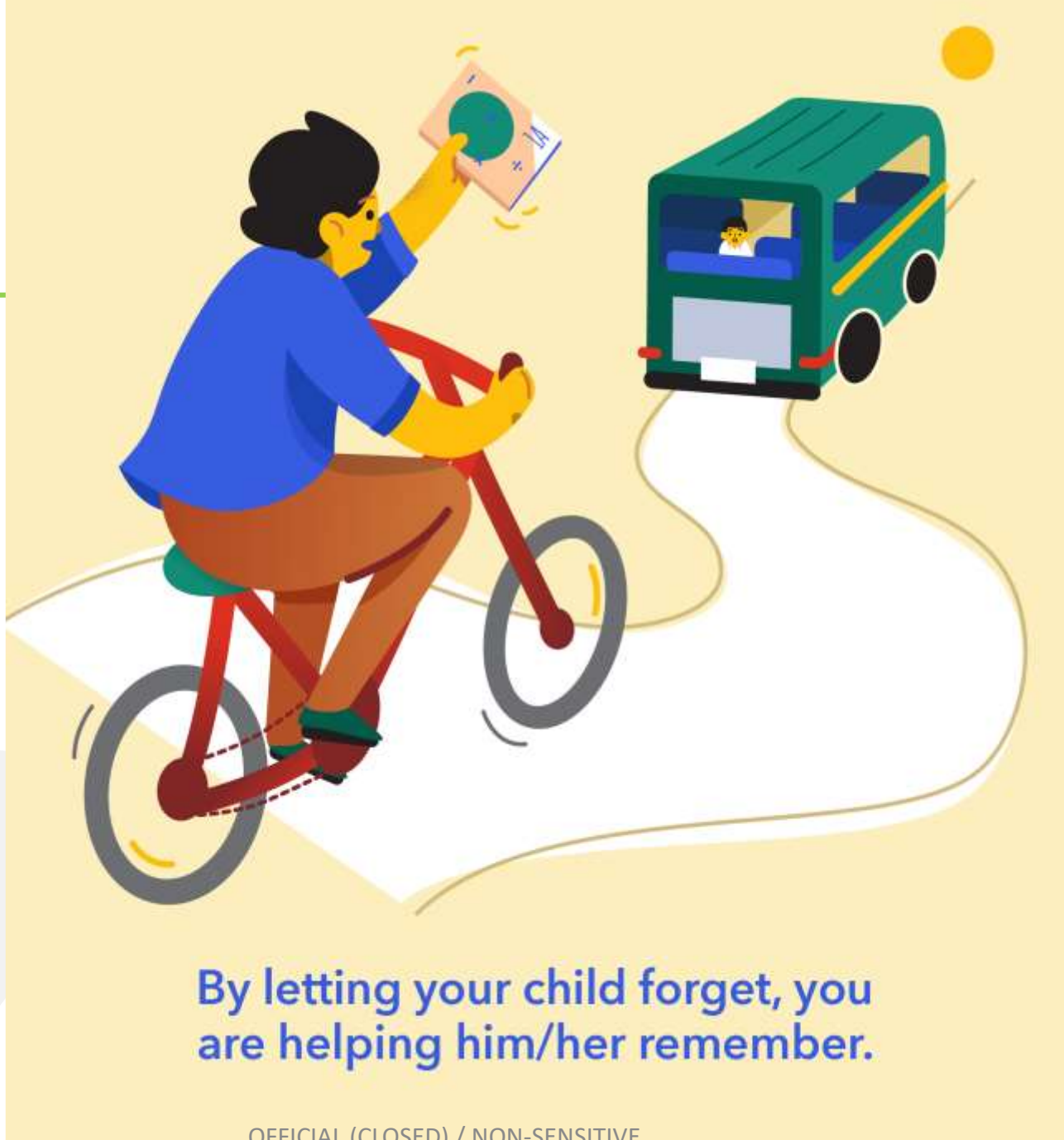
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If you keep going to the teacher for daily updates, your child will miss the chance to learn about responsibility.

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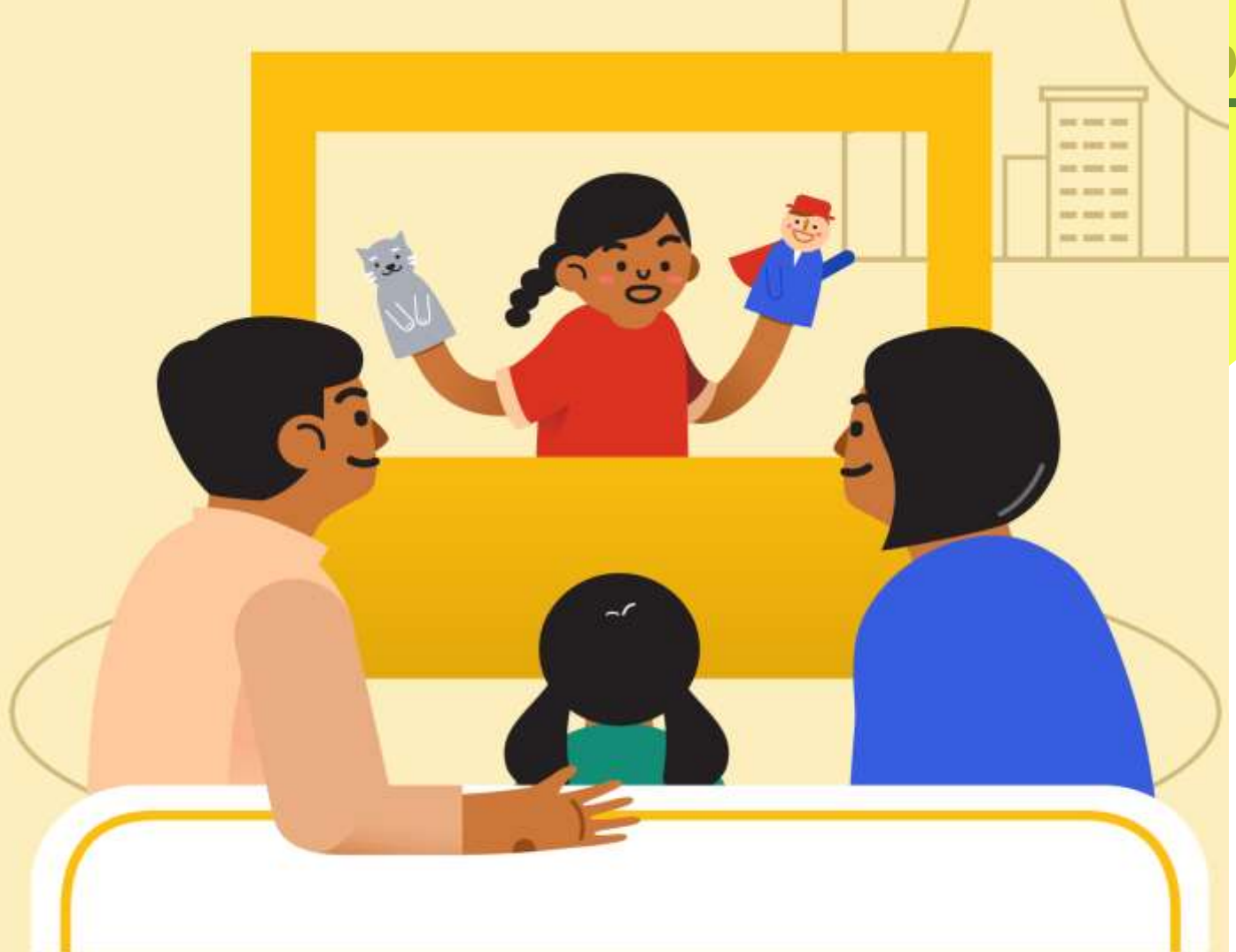
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**Be open to the teacher's feedback
and observations, and you may learn
something new about your child.**

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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. 😊