



GREENRIDGE PRIMARY SCHOOL

Parent-Teacher Briefing

School Leader Briefing

27 January 2022

OFFICIAL (CLOSED) / NON-SENSITIVE

Vision: Engaged Learners, Caring Leaders



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:
 - School-based Assessment
 - PSLE Scoring and Sec 1 Posting
 - Learning Disposition and Edusave Award
- Positive Home-School Partnership



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GREENRIDGE PRIMARY SCHOOL

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)**





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





Inclusive Classroom

Inclusive Form classes:

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





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**



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

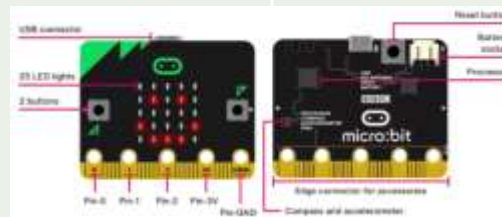
P2 Scratch Junior



P3 Scratch

P4 and P5 Microbits

P6 Code for Fun





P3 Learn to Code with Scratch



P3 Maker Activities



P3 Share/ Introduce a hobby to my classmates

June Makers@Home

1



Make a paper aeroplane that can fly in a straight line.

2



Make a musical instrument out of materials from your home.

3



Make something useful from a cereal box.

4



Make a bookmark.

5

Free Creation

What would you like to make?

6



Make a friendship band.

7

Make a



Waterwheel

8



Make a paper racing caterpillar.

9



Make a flower using coffee filter.

Maker Choice Board

June Makers@Home

1 interesting discovery I made is **most toys can be made by yourself. Anyone can invent their own toy.** 1 of the most difficult parts I faced was **taping the cups and straw to the water wheel** because the water made it heavy to hold everything in place. 1 of the challenges I had was **folding the paper plane** because I had to be precise otherwise the paper plane will not fly in a straight line. I would like to make a/ an small **slingshot catapult**.

NURYN EILYAH BINTE AHMAD AS'AD
3 Courage





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

P3 Buddy Clean Programme





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/N	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 located in the library's handbook.	Integrity, Respect, Responsibility	1	(Date: _____)
2	Observe Lunch Cleanliness Observe lunch cleaning for the weekly during the Cleaning Week.	Care, Neatness, Responsibility	1	(Date: _____)
3	Observe Food Hygiene Observe food rules for the weekly during the Food Week.	Care, Neatness, Responsibility	1	(Date: _____)
4	Make a Positive Card Write a card expressing one of the student's observations and give it to a friend, classmate or teacher.	Care, Neatness, Responsibility	1	(Date: _____)
5	Write a Reflection Journal after Primary 3 & 4 Write a reflective journal based on the P3 & 4 activity organized for your class.	Care, Neatness, Responsibility	1	(Date: _____)
6	Write a Reflection Journal after Primary 3 & 4 Write a reflective journal based on the P3 & 4 activity organized for your class.	Care, Neatness, Responsibility	1	(Date: _____)
7	Make a Reflection Journal after Primary 3 & 4 Write a reflective journal based on the P3 & 4 activity organized for your class.	Care, Neatness, Responsibility	1	(Date: _____)
8	Design a Leadership (for Primary 3 & 4) Design a leadership using something to show the sustainability of food use.	Care, Neatness, Responsibility	1	(Date: _____)
9	Observe a Living Plan Observe your own regular living plan with your parent's help.	Integrity, Respect, Responsibility	1	(Date: _____)
10	Overcoming Challenges in Mathematics Overcome challenges faced when solving math problems and persistence by seeking alternative solutions.	Perseverance, Responsibility	1	(Date: _____)
11	Write a Reflection Journal after Primary 3 & 4 Write a reflective journal based on the P3 & 4 activity organized for your class.	Care, Neatness, Responsibility	1	(Date: _____)
12	Design a Reflection Journal after Primary 3 & 4 Write a reflective journal based on the P3 & 4 activity organized for your class.	Care, Neatness, Responsibility	1	(Date: _____)
13	Write a Reflection Journal after Primary 3 & 4 Write a reflective journal based on the P3 & 4 activity organized for your class.	Care, Neatness, Responsibility	1	(Date: _____)
14	Write a Reflection Journal after Primary 3 & 4 Write a reflective journal based on the P3 & 4 activity organized for your class.	Care, Neatness, Responsibility	1	(Date: _____)
15	Complete the "Good Deeds with Gratitude" Card Reflect on good deeds (not at school, but in school and out of school) and write them down in the journal provided.	Integrity, Respect, Responsibility	1	(Date: _____)
16	Write a Reflection Journal after Primary 3 & 4 Write a reflective journal based on the P3 & 4 activity organized for your class.	Care, Neatness, Responsibility	1	(Date: _____)
17	Write a Reflection Journal after Primary 3 & 4 Write a reflective journal based on the P3 & 4 activity organized for your class.	Care, Neatness, Responsibility	1	(Date: _____)
18	Write a Reflection Journal after Primary 3 & 4 Write a reflective journal based on the P3 & 4 activity organized for your class.	Care, Neatness, Responsibility	1	(Date: _____)
19	Write a Reflection Journal after Primary 3 & 4 Write a reflective journal based on the P3 & 4 activity organized for your class.	Care, Neatness, Responsibility	1	(Date: _____)
		TOTAL NO. OF HEARTS	19	

Award recognition: Heart - 10 to 14, 15 to 19, 20 to 24, 25 to 29, 30 to 34, 35 to 39, 40 to 44, 45 to 49, 50 to 54, 55 to 59, 60 to 64, 65 to 69, 70 to 74, 75 to 79, 80 to 84, 85 to 89, 90 to 94, 95 to 99, 100 to 104, 105 to 109, 110 to 114, 115 to 119, 120 to 124, 125 to 129, 130 to 134, 135 to 139, 140 to 144, 145 to 149, 150 to 154, 155 to 159, 160 to 164, 165 to 169, 170 to 174, 175 to 179, 180 to 184, 185 to 189, 190 to 194, 195 to 199, 200 to 204, 205 to 209, 210 to 214, 215 to 219, 220 to 224, 225 to 229, 230 to 234, 235 to 239, 240 to 244, 245 to 249, 250 to 254, 255 to 259, 260 to 264, 265 to 269, 270 to 274, 275 to 279, 280 to 284, 285 to 289, 290 to 294, 295 to 299, 300 to 304, 305 to 309, 310 to 314, 315 to 319, 320 to 324, 325 to 329, 330 to 334, 335 to 339, 340 to 344, 345 to 349, 350 to 354, 355 to 359, 360 to 364, 365 to 369, 370 to 374, 375 to 379, 380 to 384, 385 to 389, 390 to 394, 395 to 399, 400 to 404, 405 to 409, 410 to 414, 415 to 419, 420 to 424, 425 to 429, 430 to 434, 435 to 439, 440 to 444, 445 to 449, 450 to 454, 455 to 459, 460 to 464, 465 to 469, 470 to 474, 475 to 479, 480 to 484, 485 to 489, 490 to 494, 495 to 499, 500 to 504, 505 to 509, 510 to 514, 515 to 519, 520 to 524, 525 to 529, 530 to 534, 535 to 539, 540 to 544, 545 to 549, 550 to 554, 555 to 559, 560 to 564, 565 to 569, 570 to 574, 575 to 579, 580 to 584, 585 to 589, 590 to 594, 595 to 599, 600 to 604, 605 to 609, 610 to 614, 615 to 619, 620 to 624, 625 to 629, 630 to 634, 635 to 639, 640 to 644, 645 to 649, 650 to 654, 655 to 659, 660 to 664, 665 to 669, 670 to 674, 675 to 679, 680 to 684, 685 to 689, 690 to 694, 695 to 699, 700 to 704, 705 to 709, 710 to 714, 715 to 719, 720 to 724, 725 to 729, 730 to 734, 735 to 739, 740 to 744, 745 to 749, 750 to 754, 755 to 759, 760 to 764, 765 to 769, 770 to 774, 775 to 779, 780 to 784, 785 to 789, 790 to 794, 795 to 799, 800 to 804, 805 to 809, 810 to 814, 815 to 819, 820 to 824, 825 to 829, 830 to 834, 835 to 839, 840 to 844, 845 to 849, 850 to 854, 855 to 859, 860 to 864, 865 to 869, 870 to 874, 875 to 879, 880 to 884, 885 to 889, 890 to 894, 895 to 899, 900 to 904, 905 to 909, 910 to 914, 915 to 919, 920 to 924, 925 to 929, 930 to 934, 935 to 939, 940 to 944, 945 to 949, 950 to 954, 955 to 959, 960 to 964, 965 to 969, 970 to 974, 975 to 979, 980 to 984, 985 to 989, 990 to 994, 995 to 999, 1000 to 1004, 1005 to 1009, 1010 to 1014, 1015 to 1019, 1020 to 1024, 1025 to 1029, 1030 to 1034, 1035 to 1039, 1040 to 1044, 1045 to 1049, 1050 to 1054, 1055 to 1059, 1060 to 1064, 1065 to 1069, 1070 to 1074, 1075 to 1079, 1080 to 1084, 1085 to 1089, 1090 to 1094, 1095 to 1099, 1100 to 1104, 1105 to 1109, 1110 to 1114, 1115 to 1119, 1120 to 1124, 1125 to 1129, 1130 to 1134, 1135 to 1139, 1140 to 1144, 1145 to 1149, 1150 to 1154, 1155 to 1159, 1160 to 1164, 1165 to 1169, 1170 to 1174, 1175 to 1179, 1180 to 1184, 1185 to 1189, 1190 to 1194, 1195 to 1199, 1200 to 1204, 1205 to 1209, 1210 to 1214, 1215 to 1219, 1220 to 1224, 1225 to 1229, 1230 to 1234, 1235 to 1239, 1240 to 1244, 1245 to 1249, 1250 to 1254, 1255 to 1259, 1260 to 1264, 1265 to 1269, 1270 to 1274, 1275 to 1279, 1280 to 1284, 1285 to 1289, 1290 to 1294, 1295 to 1299, 1300 to 1304, 1305 to 1309, 1310 to 1314, 1315 to 1319, 1320 to 1324, 1325 to 1329, 1330 to 1334, 1335 to 1339, 1340 to 1344, 1345 to 1349, 1350 to 1354, 1355 to 1359, 1360 to 1364, 1365 to 1369, 1370 to 1374, 1375 to 1379, 1380 to 1384, 1385 to 1389, 1390 to 1394, 1395 to 1399, 1400 to 1404, 1405 to 1409, 1410 to 1414, 1415 to 1419, 1420 to 1424, 1425 to 1429, 1430 to 1434, 1435 to 1439, 1440 to 1444, 1445 to 1449, 1450 to 1454, 1455 to 1459, 1460 to 1464, 1465 to 1469, 1470 to 1474, 1475 to 1479, 1480 to 1484, 1485 to 1489, 1490 to 1494, 1495 to 1499, 1500 to 1504, 1505 to 1509, 1510 to 1514, 1515 to 1519, 1520 to 1524, 1525 to 1529, 1530 to 1534, 1535 to 1539, 1540 to 1544, 1545 to 1549, 1550 to 1554, 1555 to 1559, 1560 to 1564, 1565 to 1569, 1570 to 1574, 1575 to 1579, 1580 to 1584, 1585 to 1589, 1590 to 1594, 1595 to 1599, 1600 to 1604, 1605 to 1609, 1610 to 1614, 1615 to 1619, 1620 to 1624, 1625 to 1629, 1630 to 1634, 1635 to 1639, 1640 to 1644, 1645 to 1649, 1650 to 1654, 1655 to 1659, 1660 to 1664, 1665 to 1669, 1670 to 1674, 1675 to 1679, 1680 to 1684, 1685 to 1689, 1690 to 1694, 1695 to 1699, 1700 to 1704, 1705 to 1709, 1710 to 1714, 1715 to 1719, 1720 to 1724, 1725 to 1729, 1730 to 1734, 1735 to 1739, 1740 to 1744, 1745 to 1749, 1750 to 1754, 1755 to 1759, 1760 to 1764, 1765 to 1769, 1770 to 1774, 1775 to 1779, 1780 to 1784, 1785 to 1789, 1790 to 1794, 1795 to 1799, 1800 to 1804, 1805 to 1809, 1810 to 1814, 1815 to 1819, 1820 to 1824, 1825 to 1829, 1830 to 1834, 1835 to 1839, 1840 to 1844, 1845 to 1849, 1850 to 1854, 1855 to 1859, 1860 to 1864, 1865 to 1869, 1870 to 1874, 1875 to 1879, 1880 to 1884, 1885 to 1889, 1890 to 1894, 1895 to 1899, 1900 to 1904, 1905 to 1909, 1910 to 1914, 1915 to 1919, 1920 to 1924, 1925 to 1929, 1930 to 1934, 1935 to 1939, 1940 to 1944, 1945 to 1949, 1950 to 1954, 1955 to 1959, 1960 to 1964, 1965 to 1969, 1970 to 1974, 1975 to 1979, 1980 to 1984, 1985 to 1989, 1990 to 1994, 1995 to 1999, 2000 to 2004, 2005 to 2009, 2010 to 2014, 2015 to 2019, 2020 to 2024, 2025 to 2029, 2030 to 2034, 2035 to 2039, 2040 to 2044, 2045 to 2049, 2050 to 2054, 2055 to 2059, 2060 to 2064, 2065 to 2069, 2070 to 2074, 2075 to 2079, 2080 to 2084, 2085 to 2089, 2090 to 2094, 2095 to 2099, 2100 to 2104, 2105 to 2109, 2110 to 2114, 2115 to 2119, 2120 to 2124, 2125 to 2129, 2130 to 2134, 2135 to 2139, 2140 to 2144, 2145 to 2149, 2150 to 2154, 2155 to 2159, 2160 to 2164, 2165 to 2169, 2170 to 2174, 2175 to 2179, 2180 to 2184, 2185 to 2189, 2190 to 2194, 2195 to 2199, 2200 to 2204, 2205 to 2209, 2210 to 2214, 2215 to 2219, 2220 to 2224, 2225 to 2229, 2230 to 2234, 2235 to 2239, 2240 to 2244, 2245 to 2249, 2250 to 2254, 2255 to 2259, 2260 to 2264, 2265 to 2269, 2270 to 2274, 2275 to 2279, 2280 to 2284, 2285 to 2289, 2290 to 2294, 2295 to 2299, 2300 to 2304, 2305 to 2309, 2310 to 2314, 2315 to 2319, 2320 to 2324, 2325 to 2329, 2330 to 2334, 2335 to 2339, 2340 to 2344, 2345 to 2349, 2350 to 2354, 2355 to 2359, 2360 to 2364, 2365 to 2369, 2370 to 2374, 2375 to 2379, 2380 to 2384, 2385 to 2389, 2390 to 2394, 2395 to 2399, 2400 to 2404, 2405 to 2409, 2410 to 2414, 2415 to 2419, 2420 to 2424, 2425 to 2429, 2430 to 2434, 2435 to 2439, 2440 to 2444, 2445 to 2449, 2450 to 2454, 2455 to 2459, 2460 to 2464, 2465 to 2469, 2470 to 2474, 2475 to 2479, 2480 to 2484, 2485 to 2489, 2490 to 2494, 2495 to 2499, 2500 to 2504, 2505 to 2509, 2510 to 2514, 2515 to 2519, 2520 to 2524, 2525 to 2529, 2530 to 2534, 2535 to 2539, 2540 to 2544, 2545 to 2549, 2550 to 2554, 2555 to 2559, 2560 to 2564, 2565 to 2569, 2570 to 2574, 2575 to 2579, 2580 to 2584, 2585 to 2589, 2590 to 2594, 2595 to 2599, 2600 to 2604, 2605 to 2609, 2610 to 2614, 2615 to 2619, 2620 to 2624, 2625 to 2629, 2630 to 2634, 2635 to 2639, 2640 to 2644, 2645 to 2649, 2650 to 2654, 2655 to 2659, 2660 to 2664, 2665 to 2669, 2670 to 2674, 2675 to 2679, 2680 to 2684, 2685 to 2689, 2690 to 2694, 2695 to 2699, 2700 to 2704, 2705 to 2709, 2710 to 2714, 2715 to 2719, 2720 to 2724, 2725 to 2729, 2730 to 2734, 2735 to 2739, 2740 to 2744, 2745 to 2749, 2750 to 2754, 2755 to 2759, 2760 to 2764, 2765 to 2769, 2770 to 2774, 2775 to 2779, 2780 to 2784, 2785 to 2789, 2790 to 2794, 2795 to 2799, 2800 to 2804, 2805 to 2809, 2810 to 2814, 2815 to 2819, 2820 to 2824, 2825 to 2829, 2830 to 2834, 2835 to 2839, 2840 to 2844, 2845 to 2849, 2850 to 2854, 2855 to 2859, 2860 to 2864, 2865 to 2869, 2870 to 2874, 2875 to 2879, 2880 to 2884, 2885 to 2889, 2890 to 2894, 2895 to 2899, 2900 to 2904, 2905 to 2909, 2910 to 2914, 2915 to 2919, 2920 to 2924, 2925 to 2929, 2930 to 2934, 2935 to 2939, 2940 to 2944, 2945 to 2949, 2950 to 2954, 2955 to 2959, 2960 to 2964, 2965 to 2969, 2970 to 2974, 2975 to 2979, 2980 to 2984, 2985 to 2989, 2990 to 2994, 2995 to 2999, 3000 to 3004, 3005 to 3009, 3010 to 3014, 3015 to 3019, 3020 to 3024, 3025 to 3029, 3030 to 3034, 3035 to 3039, 3040 to 3044, 3045 to 3049, 3050 to 3054, 3055 to 3059, 3060 to 3064, 3065 to 3069, 3070 to 3074, 3075 to 3079, 3080 to 3084, 3085 to 3089, 3090 to 3094, 3095 to 3099, 3100 to 3104, 3105 to 3109, 3110 to 3114, 3115 to 3119, 3120 to 3124, 3125 to 3129, 3130 to 3134, 3135 to 3139, 3140 to 3144, 3145 to 3149, 3150 to 3154, 3155 to 3159, 3160 to 3164, 3165 to 3169, 3170 to 3174, 3175 to 3179, 3180 to 3184, 3185 to 3189, 3190 to 3194, 3195 to 3199, 3200 to 3204, 3205 to 3209, 3210 to 3214, 3215 to 3219, 3220 to 3224, 3225 to 3229, 3230 to 3234, 3235 to 3239, 3240 to 3244, 3245 to 3249, 3250 to 3254, 3255 to 3259, 3260 to 3264, 3265 to 3269, 3270 to 3274, 3275 to 3279, 3280 to 3284, 3285 to 3289, 3290 to 3294, 3295 to 3299, 3300 to 3304, 3305 to 3309, 3310 to 3314, 3315 to 3319, 3320 to 3324, 3325 to 3329, 3330 to 3334, 3335 to 3339, 3340 to 3344, 3345 to 3349, 3350 to 3354, 3355 to 3359, 3360 to 3364, 3365 to 3369, 3370 to 3374, 3375 to 3379, 3380 to 3384, 3385 to 3389, 3390 to 3394, 3395 to 3399, 3400 to 3404, 3405 to 3409, 3410 to 3414, 3415 to 3419, 3420 to 3424, 3425 to 3429, 3430 to 3434, 3435 to 3439, 3440 to 3444, 3445 to 3449, 3450 to 3454, 3455 to 3459, 3460 to 3464, 3465 to 3469, 3470 to 3474, 3475 to 3479, 3480 to 3484, 3485 to 3489, 3490 to 3494, 3495 to 3499, 3500 to 3504, 3505 to 3509, 3510 to 3514, 3515 to 3519, 3520 to 3524, 3525 to 3529, 3530 to 3534, 3535 to 3539, 3540 to 3544, 3545 to 3549, 3550 to 3554, 3555 to 3559, 3560 to 3564, 3565 to 3569, 3570 to 3574, 3575 to 3579, 3580 to 3584, 3585 to 3589, 3590 to 3594, 3595 to 3599, 3600 to 3604, 3605 to 3609, 3610 to 3614, 3615 to 3619, 3620 to 3624, 3625 to 3629, 3630 to 3634, 3635 to 3639, 3640 to 3644, 3645 to 3649, 3650 to 3654, 3655 to 3659, 3660 to 3664, 3665 to 3669, 3670 to 3674, 3675 to 3679, 3680 to 3684, 3685 to 3689, 3690 to 3694, 3695 to 3699, 3700 to 3704, 3705 to 3709, 3710 to 3714, 3715 to 3719, 3720 to 3724, 3725 to 3729, 3730 to 3734, 3735 to 3739, 3740 to 3744, 3745 to 3749, 3750 to 3754, 3755 to 3759, 3760 to 3764, 3765 to 3769, 3770 to 3774, 3775 to 3779, 3780 to 3784, 3785 to 3789, 3790 to 3794, 3795 to 3799, 3800 to 3804, 3805 to 3809, 3810 to 3814, 3815 to 3819, 3820 to 3824, 3825 to 3829, 3830 to 3834, 3835 to 3839, 3840 to 3844, 3845 to 3849, 3850 to 3854, 3855 to 3859, 3860 to 3864, 3865 to 3869, 3870 to 3874, 3875 to 3879, 3880 to 3884, 3885 to 3889, 3890 to 3894, 3895 to 3899, 3900 to 3904, 3905 to 3909, 3910 to 3914, 3915 to 3919, 3920 to 3924, 3925 to 3929, 3930 to 3934, 3935 to 3939, 3940 to 3944, 3945 to 3949, 3950 to 3954, 3955 to 3959, 3960 to 3964, 3965 to 3969, 3970 to 3974, 3975 to 3979, 3980 to 3984, 3985 to 3989, 3990 to 3994, 3995 to 3999, 4000 to 4004, 4005 to 4009, 4010 to 4014, 4015 to 4019, 4020 to 4024, 4025 to 4029, 4030 to 4034, 4035 to 4039, 4040 to 4044, 4045 to 4049, 4050 to 4054, 4055 to 4059, 4060 to 4064, 4065 to 4069, 4070 to 4074, 4075 to 4079, 4080 to 4084, 4085 to 4089, 4090 to 4094, 4095 to 4099, 4100 to 4104, 4105 to 4109, 4110 to 4114, 4115 to 4119, 4120 to 4124, 4125 to 4129, 4130 to 4134, 4135 to 4139, 4140 to 4144, 4145 to 4149, 4150 to 4154, 4155 to 4159, 4160 to 4164, 4165 to 4169, 4170 to 4174, 4175 to 4179, 4180 to 4184, 4185 to 4189, 4190 to 4194, 4195 to 4199, 4200 to 4204, 4205 to 4209, 4210 to 4214, 4215 to 4219, 4220 to 4224, 4225 to 4229, 4230 to 4234, 4235 to 4239, 4240 to 4244, 4245 to 4249, 4250 to 4254, 4255 to 4259, 4260 to 4264, 4265 to 4269, 4270 to 4274, 4275 to 4279, 4280 to 4284, 4285 to 4289, 4290 to 4294, 4295 to 4299, 4300 to 4304, 4305 to 4309, 4310 to 4314, 4315 to 4319, 4320 to 4324, 4325 to 4329, 4330 to 4334, 4335 to 4339, 4340 to 4344, 4345 to 4349, 4350 to 4354, 4355 to 4359, 4360 to 4364, 4365 to 4369, 4370 to 4374,



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School-based Assessment

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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



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 leap 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 MFLs 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

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Together, these will transform our education system to become state-of-the-art, uniquely Singapore and ready for the future.

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**

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- Notification of School-based Assessment given on 21 January
 - Weighting, Schedule, Topics for Assessment

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

- No Mid-year examination at P3
- 1 Weighted Assessment (WA) of 10% - 15% given for each subject from Term 1 – Term 3



PSLE Scoring and Sec 1 Posting (Brief Overview)

- More detailed sharing will be done from P4**



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



PSLE Microsite



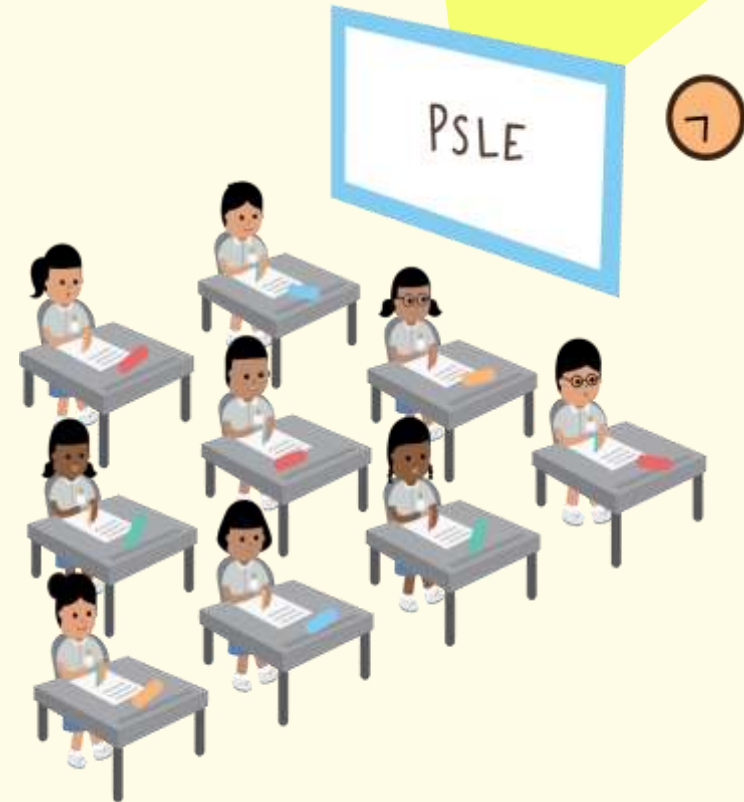
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THE PSLE REMAINS A USEFUL CHECKPOINT

- 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





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HOW PSLE SCORING WORKS



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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



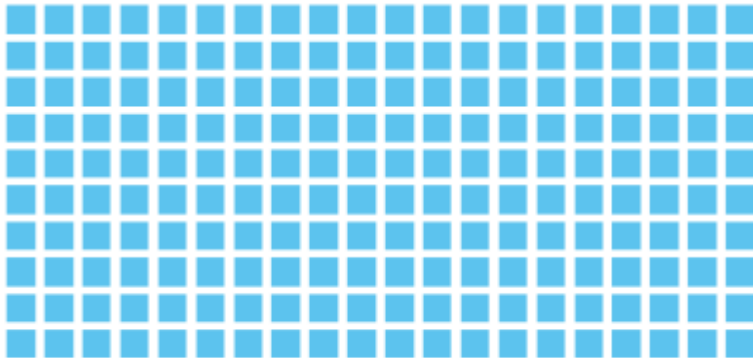
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Reduces fine differentiation of students

Students with similar scores in each subject will be grouped into wider bands measured in Achievement Levels (ALs).

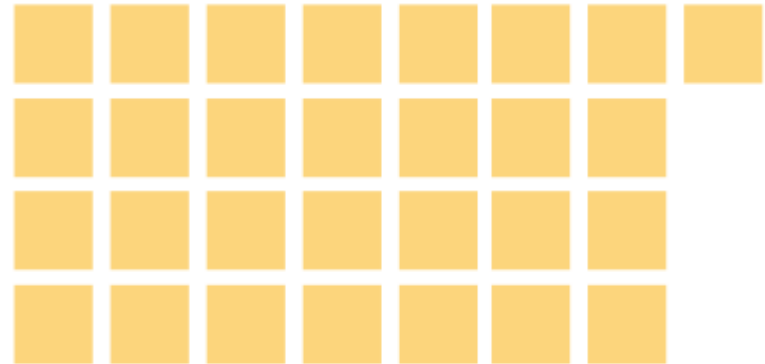
CURRENT SYSTEM

FROM MORE THAN **200** POSSIBLE
T-SCORE AGGREGATES...



NEW SYSTEM

...TO **29** POSSIBLE
PSLE SCORES



Students' scores are differentiated finely. Students can have a T-score aggregate of less than 80 to more than 280, which gives **more than 200 possible different T-score aggregates**.

Students will be placed in fewer groups of PSLE Scores. Students' PSLE scores (the sum of the AL for each subject) will range from **4 to 32**, which gives **29 possible different scores**.



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- 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.
- Students will be placed in secondary school courses based on their PSLE score – Express, Normal (Academic) or Normal (Technical).

ENGLISH AL3

MOTHER TONGUE AL2

MATHEMATICS AL1

SCIENCE AL2

PSLE SCORE: 8



PLACEMENT OUTCOME	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

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HOW S1 POSTING WORKS



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CHOICE ORDER OF SCHOOLS WILL MATTER MORE

- **Academic merit**, i.e. the PSLE Score, remains the first criterion for secondary school posting.
- **If two students with the same PSLE Score** vie for a place in a school, the following **tie-breakers** will be used:
 1. **CITIZENSHIP**
 2. **CHOICE ORDER OF SCHOOLS**
 3. **COMPUTERISED BALLOTING**





CHOOSING SECONDARY SCHOOLS

- Consider your child's strengths and interests when making school choices in order to find a school that would help your child learn and thrive best.
- Each school has its own distinctive programmes, culture and niche areas. There are many ways to find out more about secondary schools' distinctive programmes such as:-
 - i. MOE's SchoolFinder tool;
 - ii. secondary schools' websites;
 - iii. school open houses.

MOE SchoolFinder
Tool





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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



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 awarded to students who demonstrate good academic performance and good conduct
- > 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 & 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

GPA for P3

GPA will be award 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**

Currently

From 2019

From 2020

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Overview

- Focus for 2021
 - Positive Education and Well-Being experiences
 - Blended Learning as part of schooling experiences
 - Key Programmes
- School Updates:
 - School-based Assessment
 - PSLE Scoring and Sec 1 Posting
 - Learning Disposition and Edusave Award
- Positive Home-School Partnership



Positive Home – School Partnership

*Help your child
succeed in life*



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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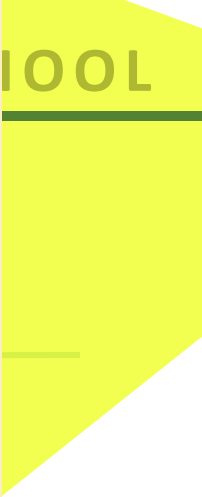
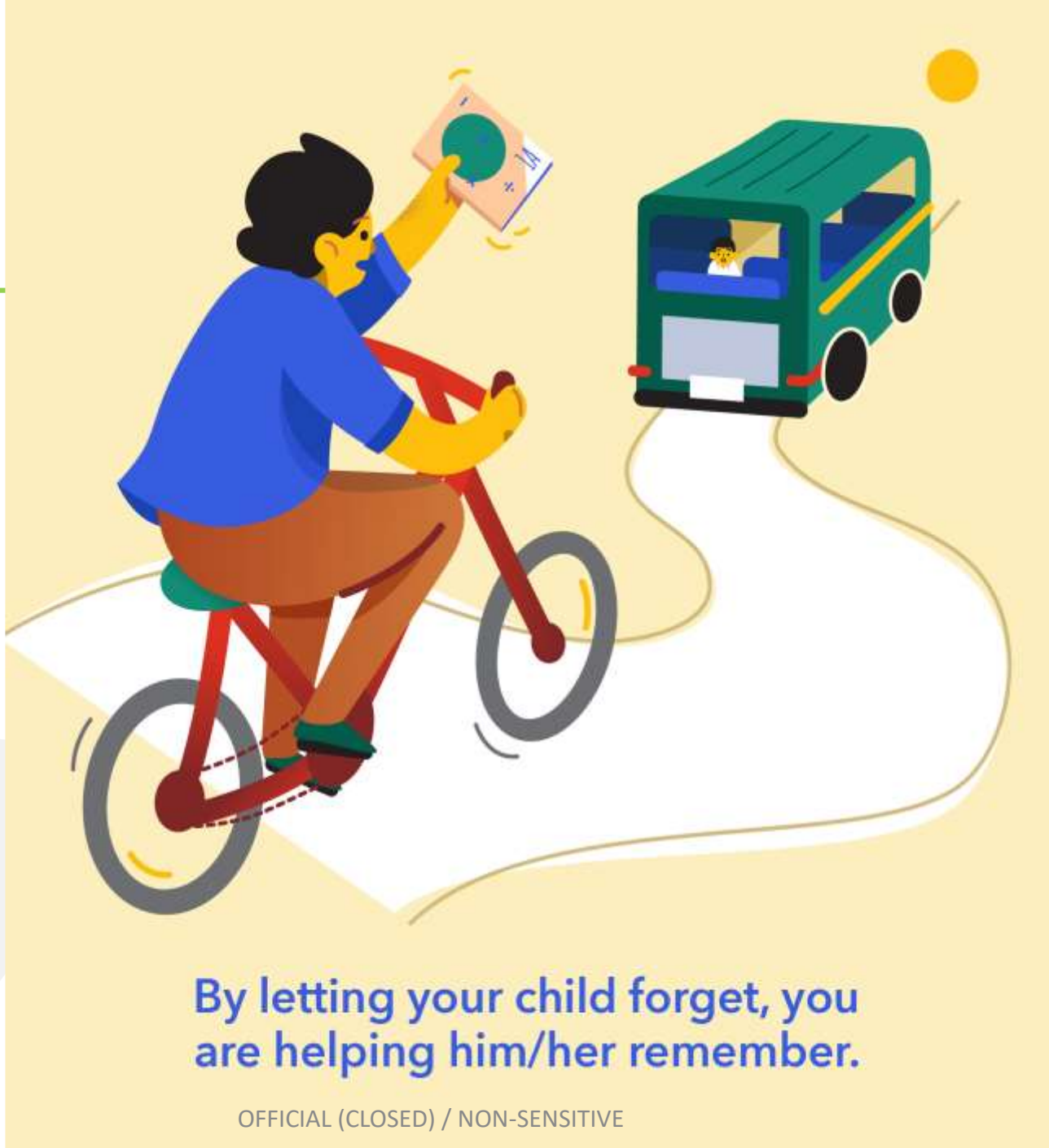
SCHOOL



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

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By letting your child forget, you
are helping him/her remember.

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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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SCHOOL



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

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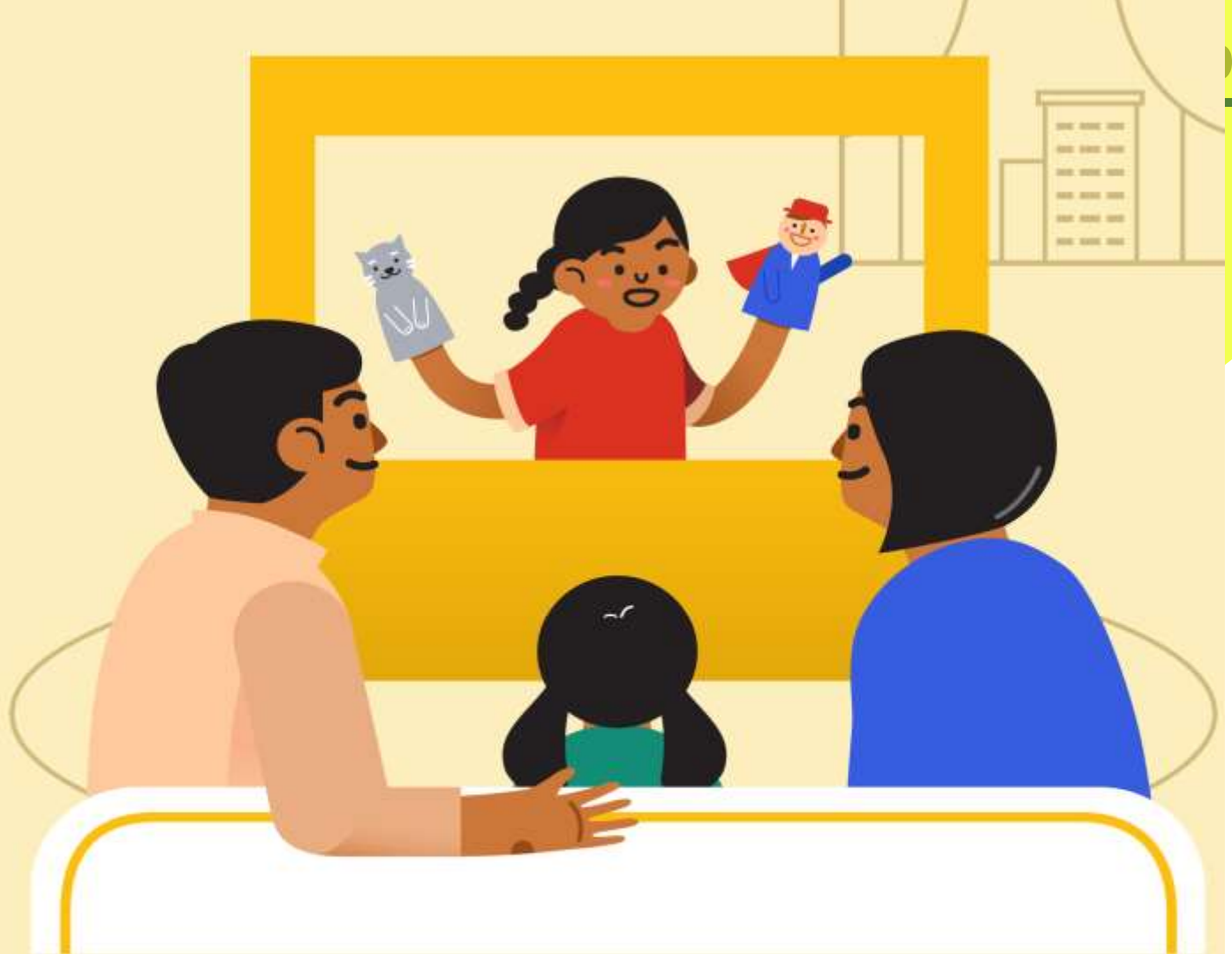
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**Be open to the teacher's feedback
and observations, and you may learn
something new about your child.**

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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