Parent-Teacher Briefing

School Leader Briefing

27 January 2022

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Mdm Flora Ong

Principal

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
  - Subject-based Banding
  - PSLE Scoring
  - 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

GRPS TEACHER

FORM TEACHER
CCE TEACHER

FORM TEACHER
IS NOT THE SAME AS
A PARENT

Inclusive Classroom

Inclusive Form classes:

- 6 mixed P4 form classes

- 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

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- 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 (E^3) Day; Home-based Learning (HBL) day

3. **Technology to support the delivery and monitoring** of students' learning.

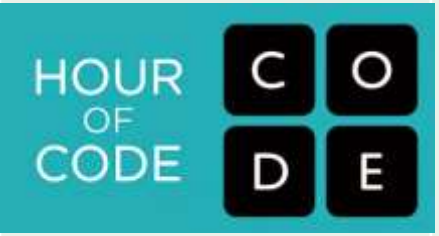
Key Programmes

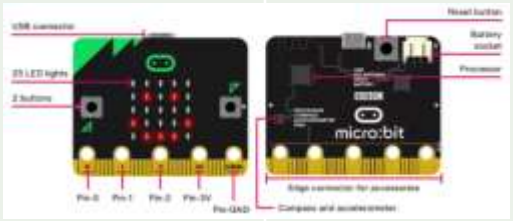
2021!

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
		

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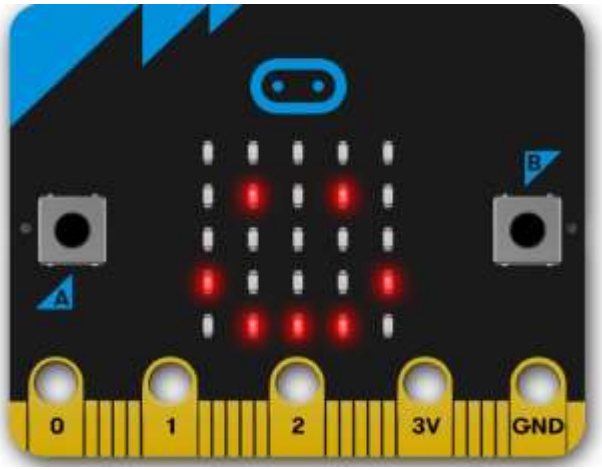
Applied Learning Programme (ALP): Computational Thinking to Develop Empathetic, Resilient Solvers (CO.D.E.R.S)



P4 Learn to Code with Microbits

June Makers@Home

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 **recycled materials can make into a lot of interesting items**. 1 of the most difficult parts I faced was **cutting**. 1 of the challenges I had was **how to control my breathe to control the racing caterpillar**. I would like to make a/ an a **gameboard**.

TYRA CAI RUIXUAN
4 Courage

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

P4 VIA with Design Thinking

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

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	Integrity, Respect, Responsibility	♥	
2	Donate Used Clothing	Care, Graciousness, Responsibility	♥	
3	Donate Food Items	Care, Graciousness, Responsibility	♥	
4	Make a Festive Card	Care, Harmony, Graciousness	♥♥	
5	Write a Reflective Journal (For Primary 4 Only)	Care, Graciousness, Responsibility	♥♥	
6	Write a Reflective Journal (For Primary 4 Only)	Care, Responsibility, Public-spiritedness	♥♥	
7	Make a Sculpture (For Primary 4 Only)	Care, Responsibility, Public-spiritedness	♥♥	
8	Design a Landscape (For Primary 4 Only)	Care, Responsibility, Public-spiritedness	♥♥	
9	Develop a Savings Plan	Integrity, Resilience, Responsibility	♥♥	
10	Overcoming Challenges in Mathematics	Resilience, Responsibility	♥♥	
11	Make a Bulletin Board (For Primary 4 Only)	Care, Responsibility, Public-spiritedness	♥♥	
12	Upcycle a Recyclable Product (For Primary 4 Only)	Care, Responsibility, Public-spiritedness	♥♥	
13	Be a 'Social Harmony' Ambassador (For Primary 4 Only)	Respect, Harmony, Resilience	♥♥♥	
14	Complete the 'Good Deeds with Shanty' Card	Care, Responsibility, Public-spiritedness	♥♥♥	
15	Apply the 5 Practices of Exemplary Leadership (For Primary 4 Only)	Integrity, Responsibility, Public-spiritedness	♥♥♥	
16	Reflect on Values Learnt during PE lessons	Integrity, Graciousness, Responsibility	♥♥♥	
17	Participate in a Local Based VIA Programme	Care, Responsibility, Public-spiritedness	♥♥♥	
18	Participate in a School-based VIA Programme	Care, Responsibility, Public-spiritedness	♥♥♥	
19				
		TOTAL NO. OF HEARTS		

Award recognition: Bronze - 10 to 14 ♥, Silver - 15 to 24 ♥, Gold - 25 ♥ & above

Name of Student _____ Class: Primary _____

Name of Teacher _____

Values Advocate Card

Student Leadership (Kouzes and Posner Leadership Model)

Commemoration of NE Core Events

Vision: Engaged Learners, Caring Leaders

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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

Photo credit: Singapore Polytechnic

Learn for Life

Ignite Joy of Learning

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

Revamp scoring for PSLE - Achievement Level (AL)

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

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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
P4	WA1 (10%)	MYE (20%)	WA2 (10%)	EYE (60%)

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:

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

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

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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

PSLE Scoring

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UPDATES ON PSLE SCORING 2021

IT'S PART OF A BIGGER STORY

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OVERVIEW

All students

- How PSLE Scoring Works
- Presentation of results in Achievement Levels
- Subject-based Banding (Primary Schools)
  - Scoring for Foundation Subjects

Students taking HMTL

- Eligibility for Higher Mother Tongue Language (HMTL) in Secondary Schools
- Use of Higher Chinese Language (HCL) for Admission to SAP Schools

MTL-exempt, AsL or FL students

- Scoring for Mother Tongue Language (MTL)-exempt students and students studying an Asian Language/ Foreign Language (AsL/FL) in lieu of an MTL

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:

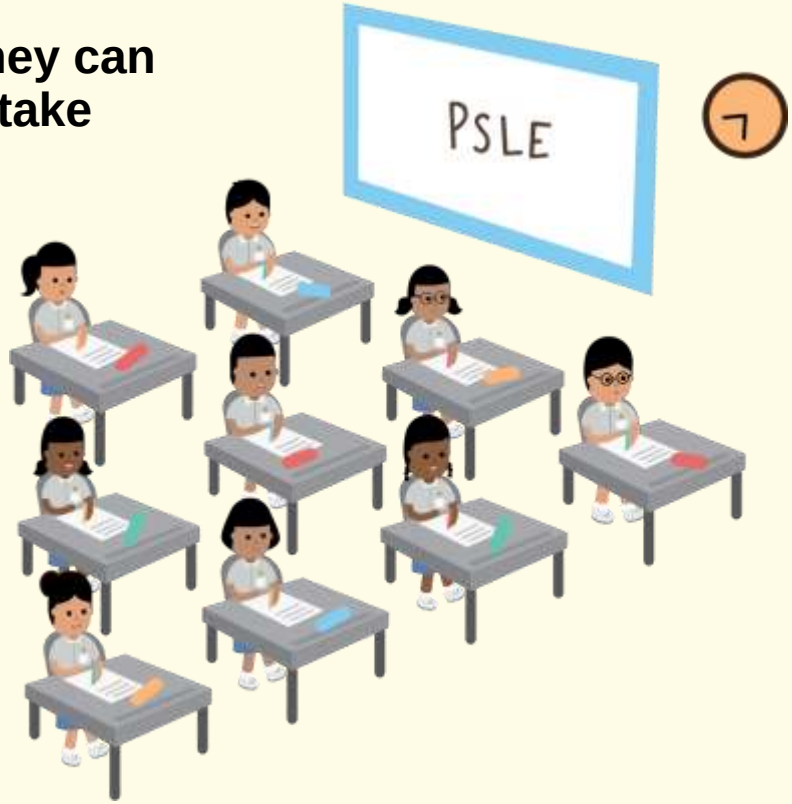
- **Reduce fine differentiation at a young age**
- **Recognise students' level of achievement, regardless of how their peers have done**

PSLE Microsite

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

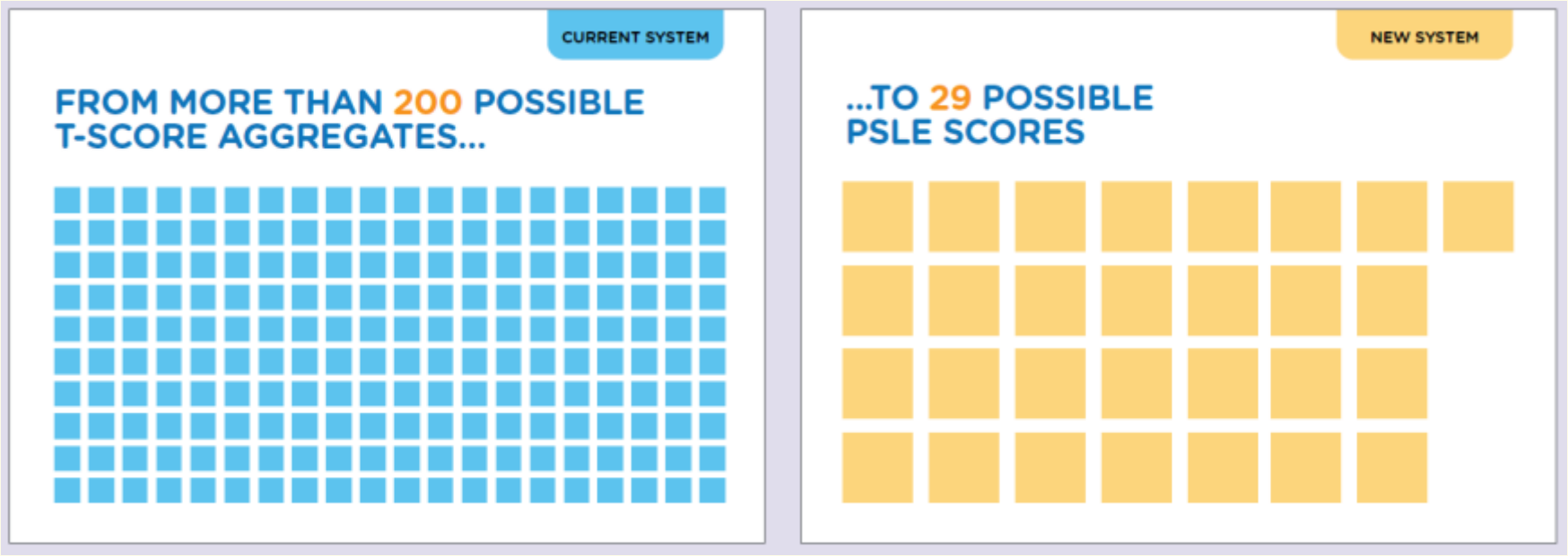
Unlike the current T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

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

Reduces fine differentiation of students

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



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**.

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.**
- **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 and 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

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

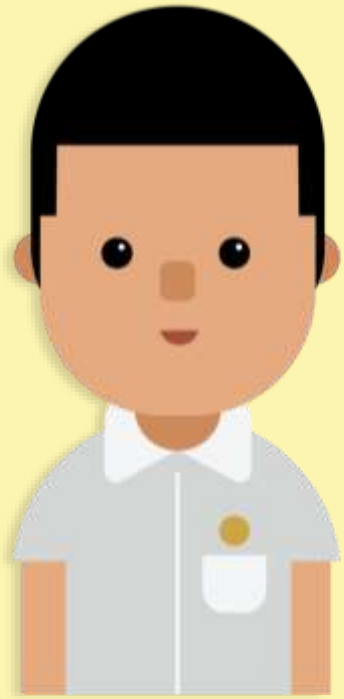
- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may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

ELIGIBILITY FOR SECONDARY SCHOOL HIGHER MOTHER TONGUE LANGUAGE (HMTL)



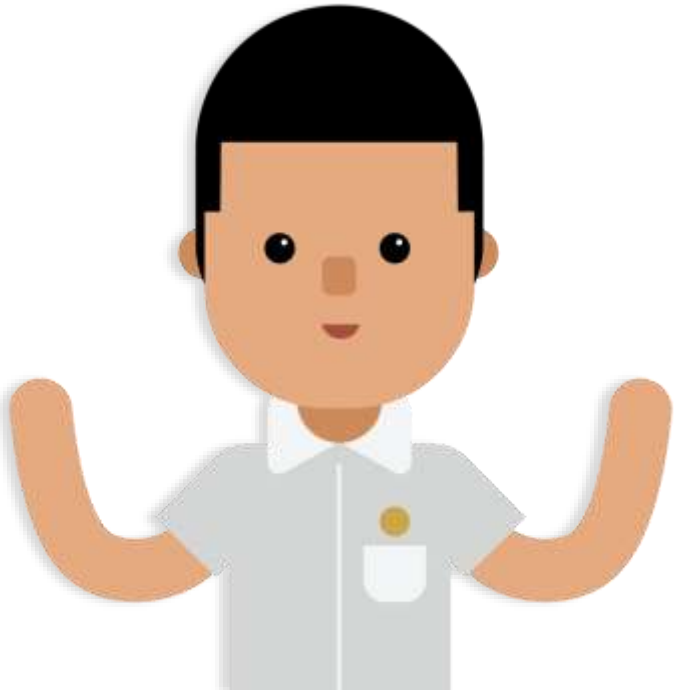
ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- **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.**

ELIGIBLITY 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.**

USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

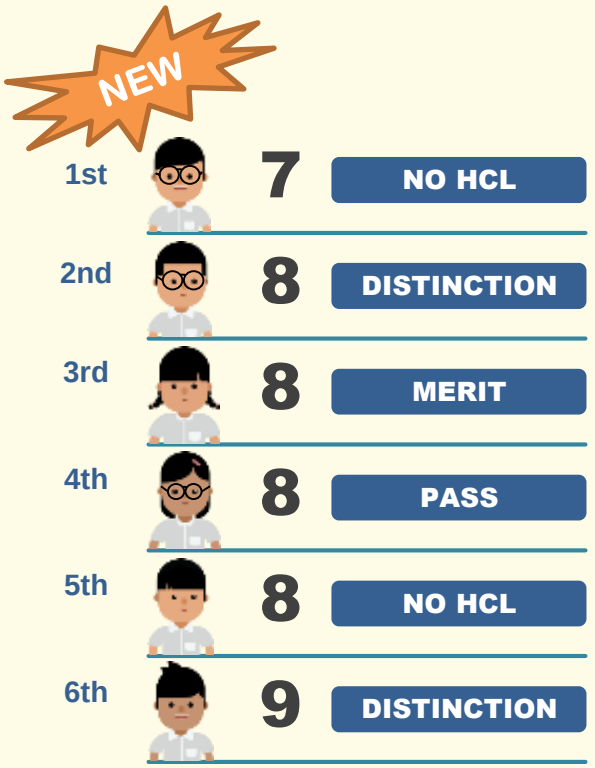


USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

New System

The HCL posting advantage for entry to SAP schools will continue

- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 posting.



Current System

Students' HCL grades give posting advantage for SAP schools

- Currently, for admission to SAP schools, students are awarded bonus T-score points based on their HCL grade:

  3 points for Distinction

  2 points for Merit

  1 point for Pass

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

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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Positive Home – School Partnership

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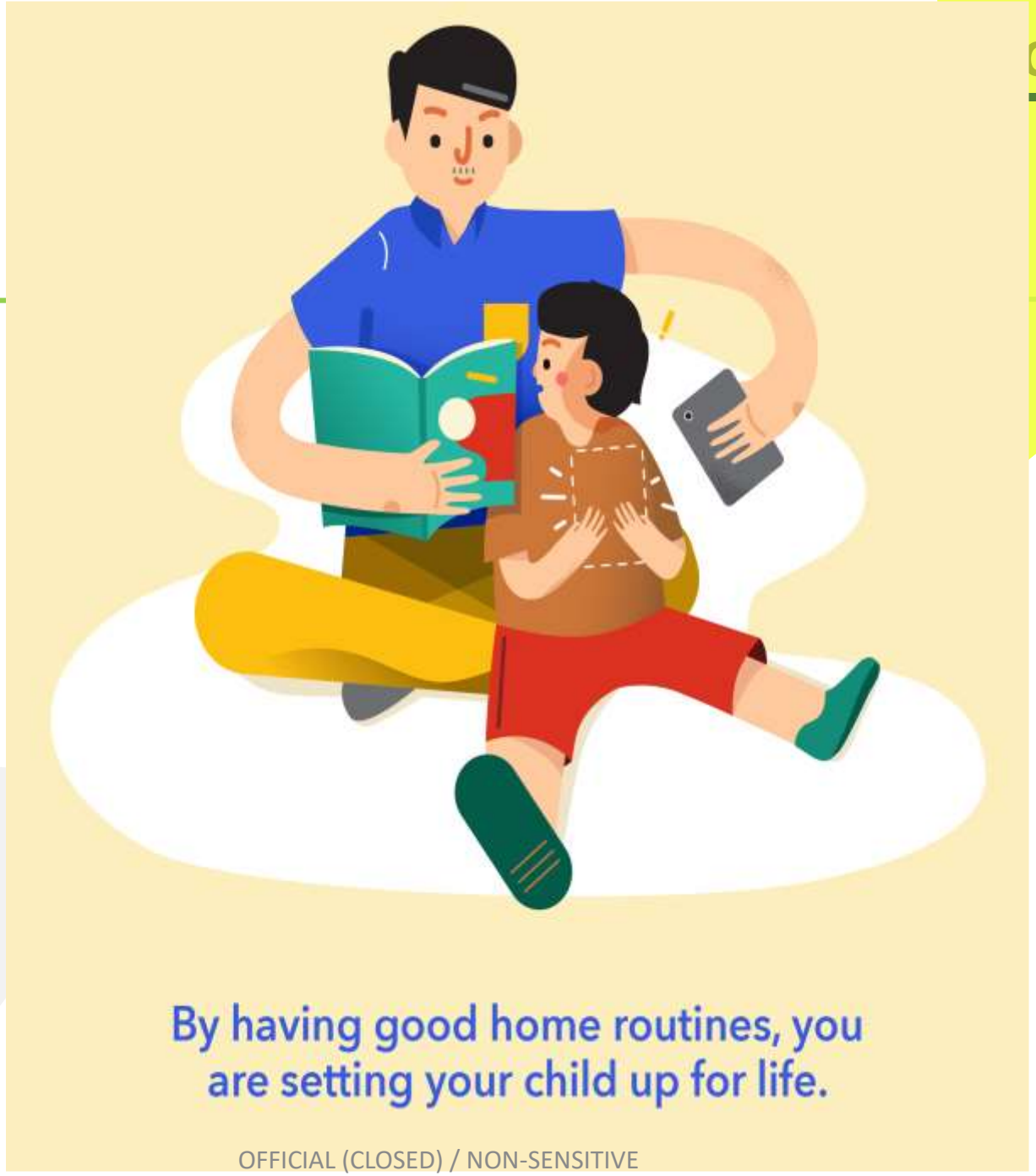

By having good home routines, you are setting your child up for life.

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

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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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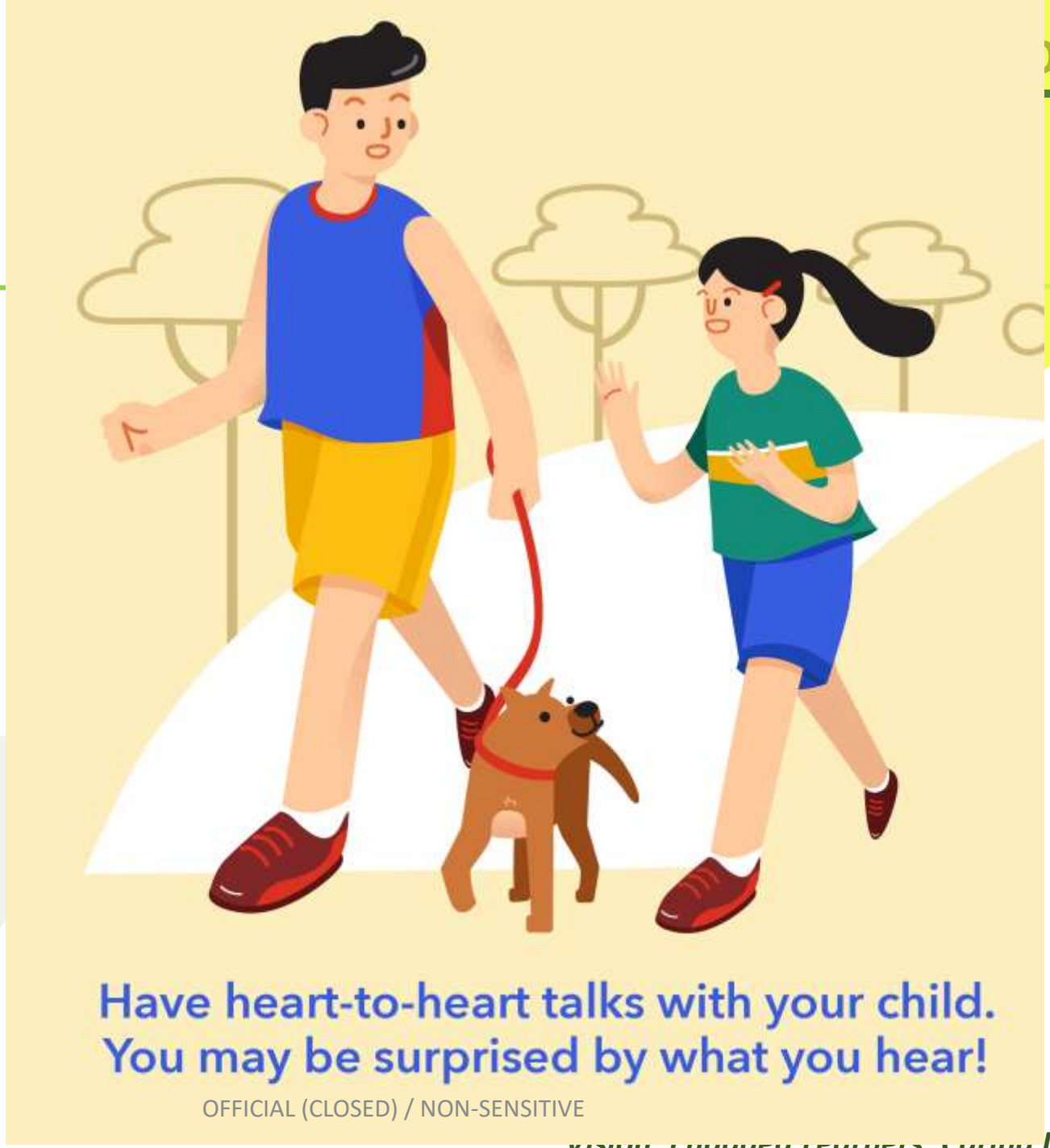

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Be open to the teacher's feedback and observations, and you may learn something new about your child.

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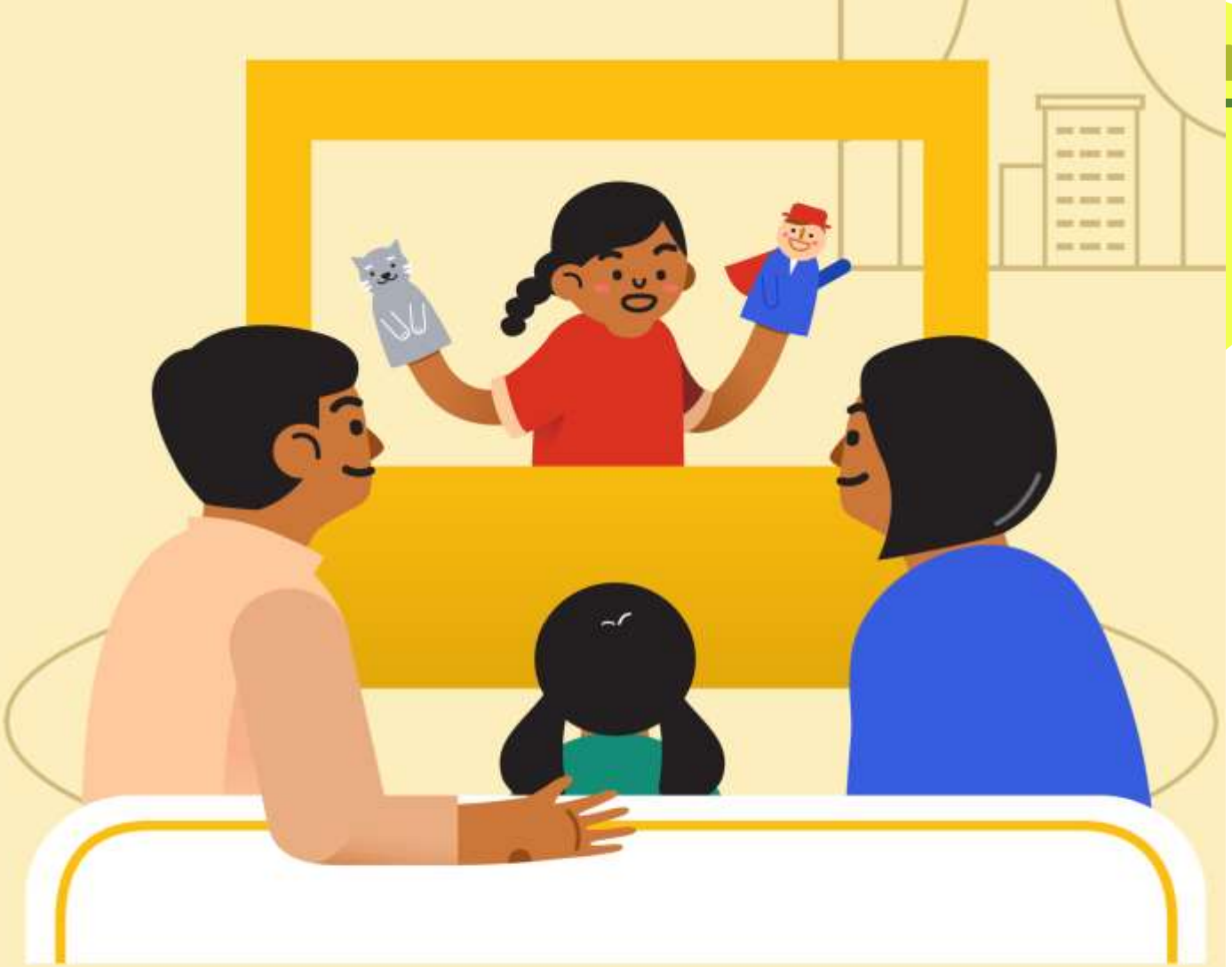

By building on your child's strengths and interests, you are helping him/her find his/her place in the world.

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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