



GREENRIDGE PRIMARY SCHOOL

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# Parent-Teacher Briefing

## School Leader Briefing

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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
  - Subject-based Banding
  - PSLE Scoring
  - Positive Home-School Partnership



## 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 and Sec 1 Posting
- Positive Home-School Partnership



**GREENRIDGE PRIMARY SCHOOL**

# **Positive Education 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





## 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:

- 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



- 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<sup>3</sup>) 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

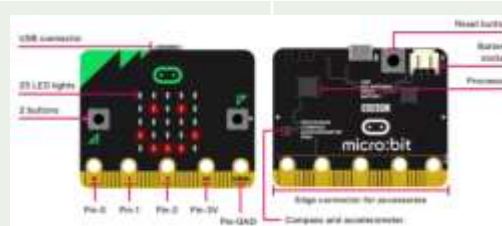
P2 Scratch Junior



P3 Scratch

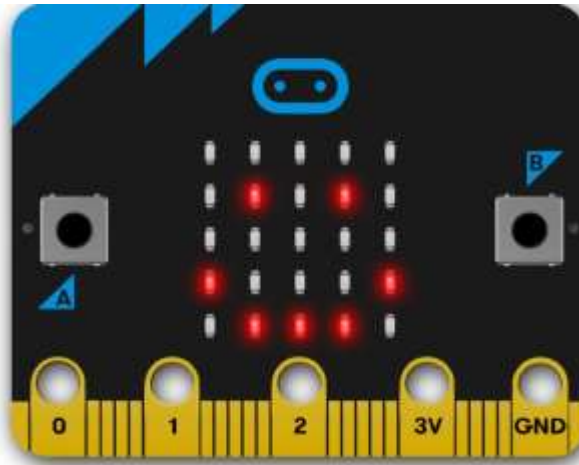
P4 and P5 Microbits

P6 Code for Fun





## 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</p> <p><b>Free Creation</b></p> <p><i>What would you like to make?</i></p>	<p>6</p>  <p><i>Make a friendship band.</i></p>
<p>7</p> <p><i>Make a</i></p>  <p><b>Waterwheel</b></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 **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*



# 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/N	Activity	Values	No. of hearts	Signature
1	<b>Sign the Internet Acceptable Use Policy</b> Understand and agree to abide by the provisions and conditions in the policies. Acknowledge the policy posted in the library's handbooks.	Integrity, Respect, Responsibility	1	(Date: _____)
2	<b>Observe Lunch Chalking</b> Observe lunch chalking for the week during the Chalking Week.	Caring, Respectfulness, Responsibility	1	(Date: _____)
3	<b>Observe Food Waste</b> Observe food waste for the week during the Food Waste Week.	Caring, Respectfulness, Responsibility	1	(Date: _____)
4	<b>Make a Positive Card</b> Make a card using one of the ten attributes and give it to a friend, classmate or teacher.	Caring, Respectfulness, Responsibility	1	(Date: _____)
5	<b>Write a Reflection Journal (for Primary 3 &amp; 4)</b> Write a reflective journal based on the NE2+ activities organized for your level.	Caring, Respectfulness, Responsibility	1	(Date: _____)
6	<b>Write a Reflection Journal (for Primary 3 &amp; 4)</b> Write a reflective journal based on the NE2+ activities organized for your level.	Caring, Respectfulness, Responsibility	1	(Date: _____)
7	<b>Make a Reflection Journal (for Primary 3 &amp; 4)</b> Make a reflective journal based on the NE2+ activities organized for your level.	Caring, Respectfulness, Responsibility	1	(Date: _____)
8	<b>Design a Leadership (for Primary 3 &amp; 4)</b> Design a leadership using something to show the sustainability of food use.	Caring, Respectfulness, Responsibility	1	(Date: _____)
9	<b>Observe a Living Plan</b> Observe your own regular living plan with your parent/teacher.	Integrity, Respectfulness, Responsibility	1	(Date: _____)
10	<b>Remembering Challenges in Mathematics</b> Remember challenges faced when solving math problems and remember by making reflective journals.	Respectfulness, Responsibility	1	(Date: _____)
11	<b>Make a Reflection Journal (for Primary 3 &amp; 4)</b> Make a reflective journal using NE2+ words to promote the conservation of water.	Caring, Respectfulness, Responsibility	1	(Date: _____)
12	<b>Design a Reflection Journal (for Primary 3 &amp; 4)</b> Design a reflective journal using NE2+ words to promote the conservation of water.	Caring, Respectfulness, Responsibility	1	(Date: _____)
13	<b>Make a Reflection Journal (for Primary 3 &amp; 4)</b> Make a reflective journal using NE2+ words to promote the conservation of water.	Caring, Respectfulness, Responsibility	1	(Date: _____)
14	<b>Make a Reflection Journal (for Primary 3 &amp; 4)</b> Make a reflective journal using NE2+ words to promote the conservation of water.	Caring, Respectfulness, Responsibility	1	(Date: _____)
15	<b>Complete the "Good Deeds with Gratitude" Card</b> Reflect on good deeds (at school, home or in the community) and write them down in the journal provided.	Integrity, Respectfulness, Responsibility	1	(Date: _____)
16	<b>Write a Reflection Journal (for Primary 3 &amp; 4)</b> Write a reflective journal using NE2+ words to promote the conservation of water.	Caring, Respectfulness, Responsibility	1	(Date: _____)
17	<b>Participate in a School-based NE2+ Programme</b> Participate actively in the school-based NE2+ programme.	Caring, Respectfulness, Responsibility	1	(Date: _____)
18	<b>Participate in a School-based NE2+ Programme</b> Participate actively in the school-based NE2+ programme.	Caring, Respectfulness, Responsibility	1	(Date: _____)
19	<b>Participate in a School-based NE2+ Programme</b> Participate actively in the school-based NE2+ programme.	Caring, Respectfulness, Responsibility	1	(Date: _____)
TOTAL NO. OF HEARTS				

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, 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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, 4375 to 4379, 4380 to 4384, 4385 to 4389, 4390 to 4394, 4395 to 4399, 4400 to 4404, 4405 to 4409, 4410 to 4414, 4415 to 4419, 4420 to 4424, 4425 to 4429, 4430 to 4434, 4435 to 4439, 4440 to 4444,



## Overview

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  - Positive Education and Well-Being experiences
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  - School-based Assessment
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  - Positive Home-School Partnership



**GREENRIDGE PRIMARY SCHOOL**

# **School-based Assessment**

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*Vision: Engaged Learners, Caring Leaders*



## 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

# 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%)



**GREENRIDGE PRIMARY SCHOOL**

# Subject-based Banding

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## 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, 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**



P5

Student takes subject combination  
*chosen by parents*



## End of P5

<b>Student has difficulty coping with the combination chosen and the standard subject(s)</b>	<b>All Other Students</b>
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**



**GREENRIDGE PRIMARY SCHOOL**

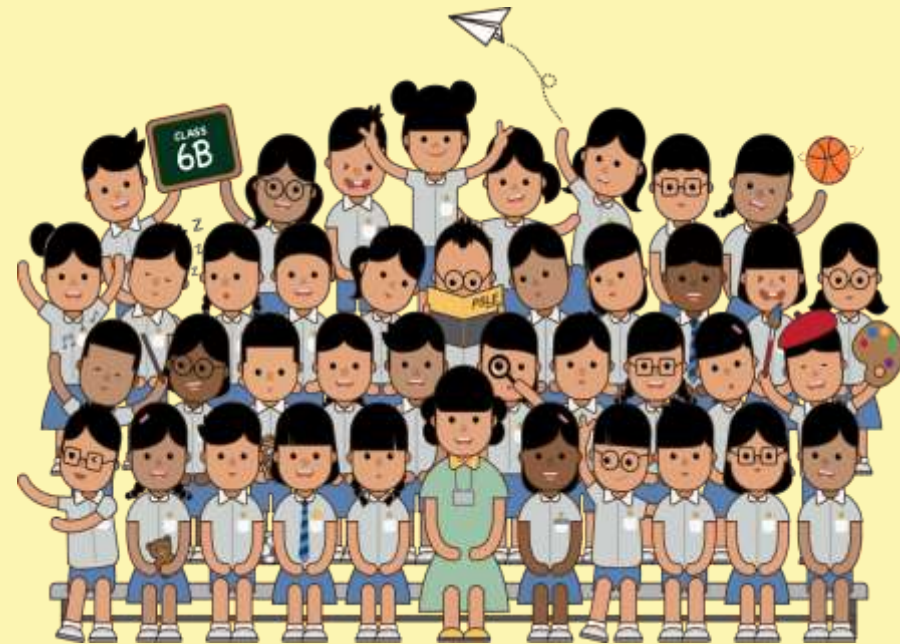
# PSLE Scoring

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# UPDATES ON PSLE SCORING 2021

IT'S PART OF  
A BIGGER STORY



# 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

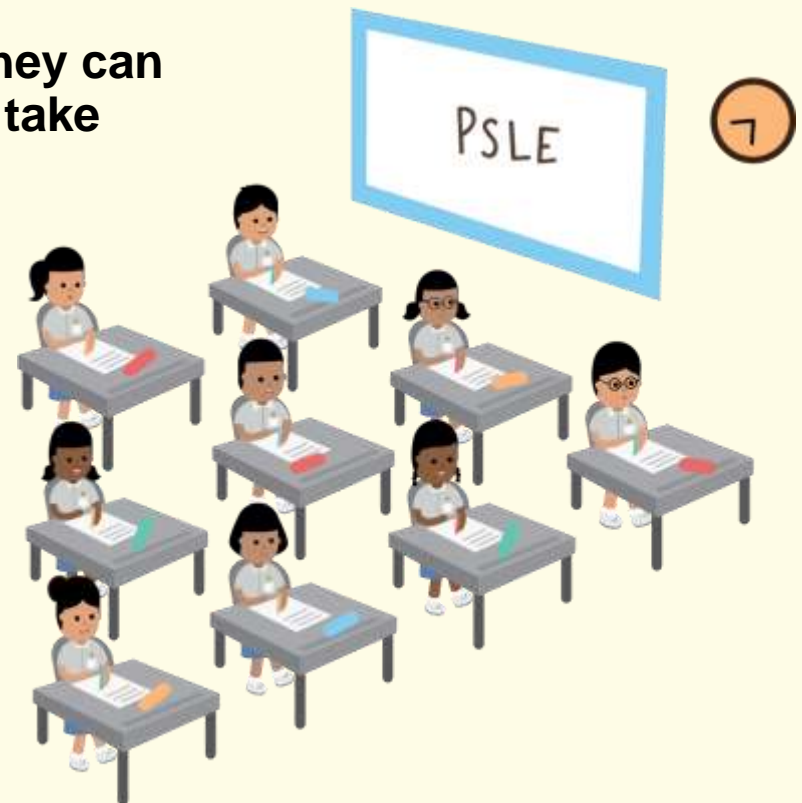


PSLE Microsite



# 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

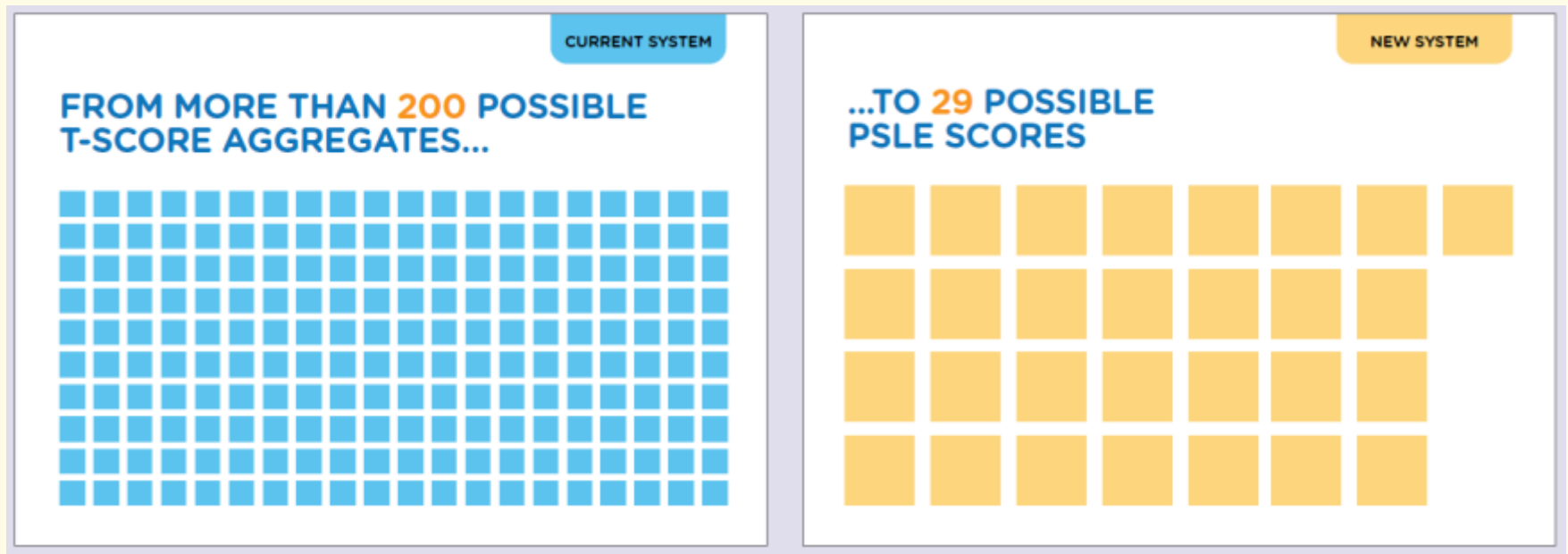
Unlike the current T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	RAW MARK RANGE
1	$\geq 90$
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 <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



# 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

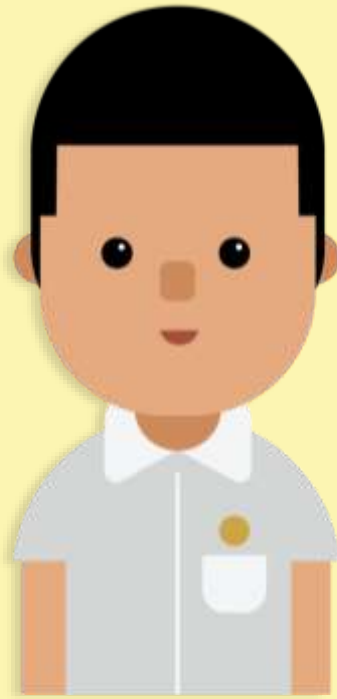
SCIENCE AL5

**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 <u>and</u> 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.

## ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

(i) PSLE Score of 8 or better

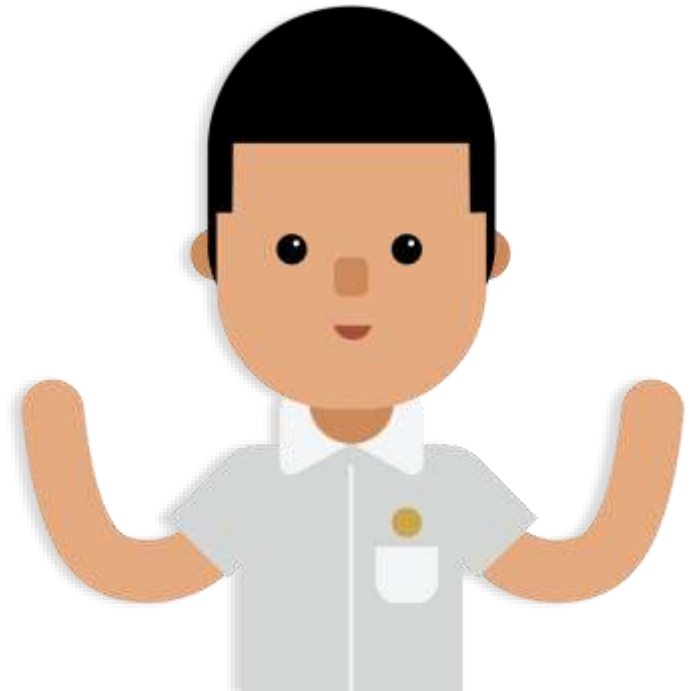
OR

(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.

# 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



1st



7

NO HCL

2nd



8

DISTINCTION

3rd



8

MERIT

4th



8

PASS

5th



8

NO HCL

6th



9

DISTINCTION

# 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.





## 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 and Sec 1 Posting
- 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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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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**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**