



GREENRIDGE PRIMARY SCHOOL

Parent-Teacher Briefing

School Leader Briefing

27 January 2022

OFFICIAL (CLOSED) / NON-SENSITIVE

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:
 - School-Based Assessment
 - PSLE Scoring and Sec 1 Posting
 - Direct-School Admission (DSA)
 - PSLE and P6 Key Dates
- 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





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; Home-based Learning (HBL) day
3. **Technology to support the delivery and monitoring** of students' learning.





P5 & P6 1:1 Computing

- 1:1 Computing Learning Experience
 - for selected classes using **ipads** in Jan 2018
 - P5 cohort using **chromebooks** in Jan 2021
 - P6 cohorts using touchscreen **chromebooks** in Jan 2022





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Google Classroom



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Key Programmes

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Applied Learning Programme (ALP)

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

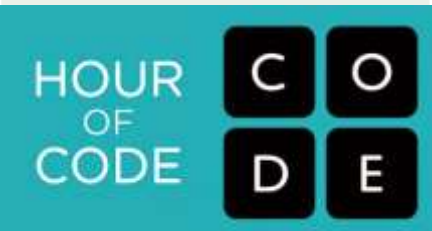
School based programme

P1 to P6

Maker Activities@home
via SLS

P1 Kubo

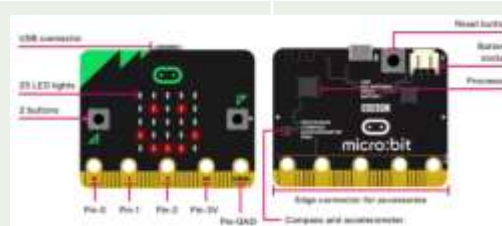
P2 Scratch Junior



P3 Scratch

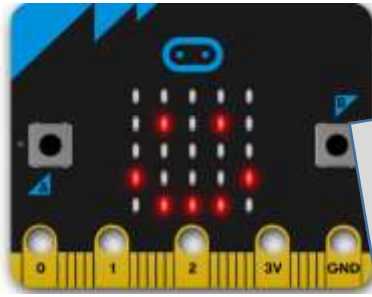
P4 and P5 Microbits

P6 Code for Fun





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



**P5 Learn to Code
with Microbits**



P6 Code for Fun Programme



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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 that I am a very **crafty** person. 1 of the most **difficult** parts I faced was **making the rose**. 1 of the **challenges** I had was making the **waterwheel**. I would like to make an **art work**.

KRUTHIKA D/O THEVATHAS
5 Loyalty



P6 Maker Activities



**P6 Make a
toy car or
something
that can
move**





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

P5 VIA with Design Thinking



P6 Student-Initiated VIA





Student Leadership (Kouzes and Posner Leadership Model)





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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.



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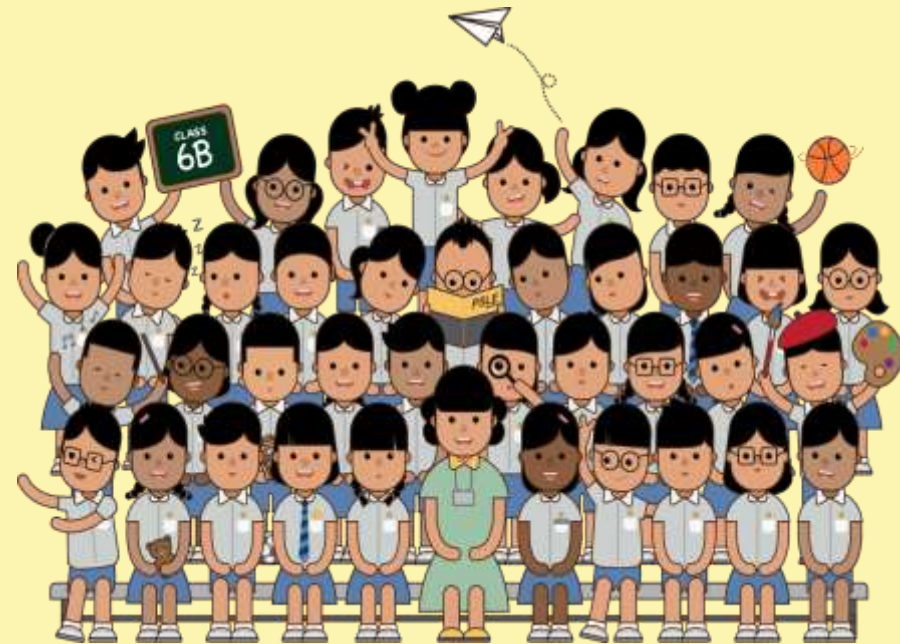
PSLE Scoring and Sec 1 Posting

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PSLE SCORING & S1 POSTING FROM 2021

IT'S PART OF A BIGGER STORY

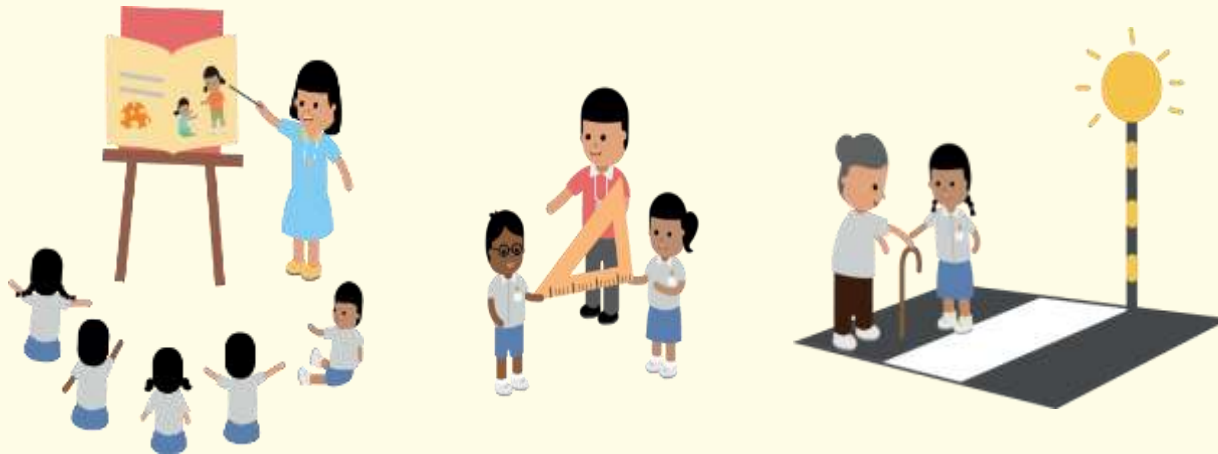


THE PSLE CHANGES ARE PART OF A BIGGER STORY

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
- Gauge their learning needs so that they can progress to a secondary school and take subjects at a suitable level



HOW PSLE SCORING WORKS



FROM T-SCORE TO WIDER SCORING BANDS

Reflects a student's individual level of achievement

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

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

FROM T-SCORE TO WIDER SCORING BANDS

- The PSLE Score replaces the T-score aggregate.
- It is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best.
- 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



WHY ARE THE AL BANDS NOT EVEN?

AL bands and mark ranges are set based on the **learning objectives of the curriculum, and mirror the way we learn:**

- When we learn something new, after some initial practice, we often find ourselves improving significantly.
- But as we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know **how ready students are to access the curriculum at the next level.**

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



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.

SUBJECT-BASED BANDING (PRIMARY)

OFFERING DIFFERENT SUBJECT COMBINATIONS



SUBJECT-BASED BANDING (PRIMARY)

- Offers students the option of Standard and Foundation Subjects, depending on their strengths.
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- The new PSLE scoring system will not change the considerations for deciding on a student's subject combination.



SUBJECT-BASED BANDING (PRIMARY)

- Schools will continue to recommend based on the following:
 - Student's aptitude, motivation and performance in each subject;
 - Student's ability to cope with a particular subject combination; and
 - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
- 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.



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

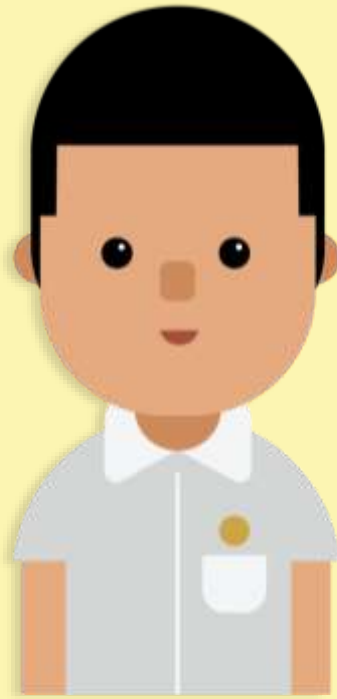
FOUNDATION MATHEMATICS ALB

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

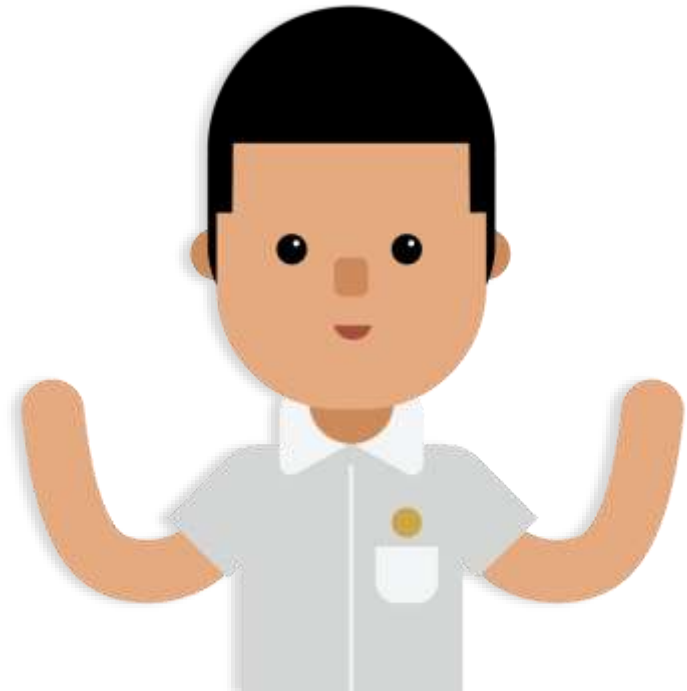
OR

(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

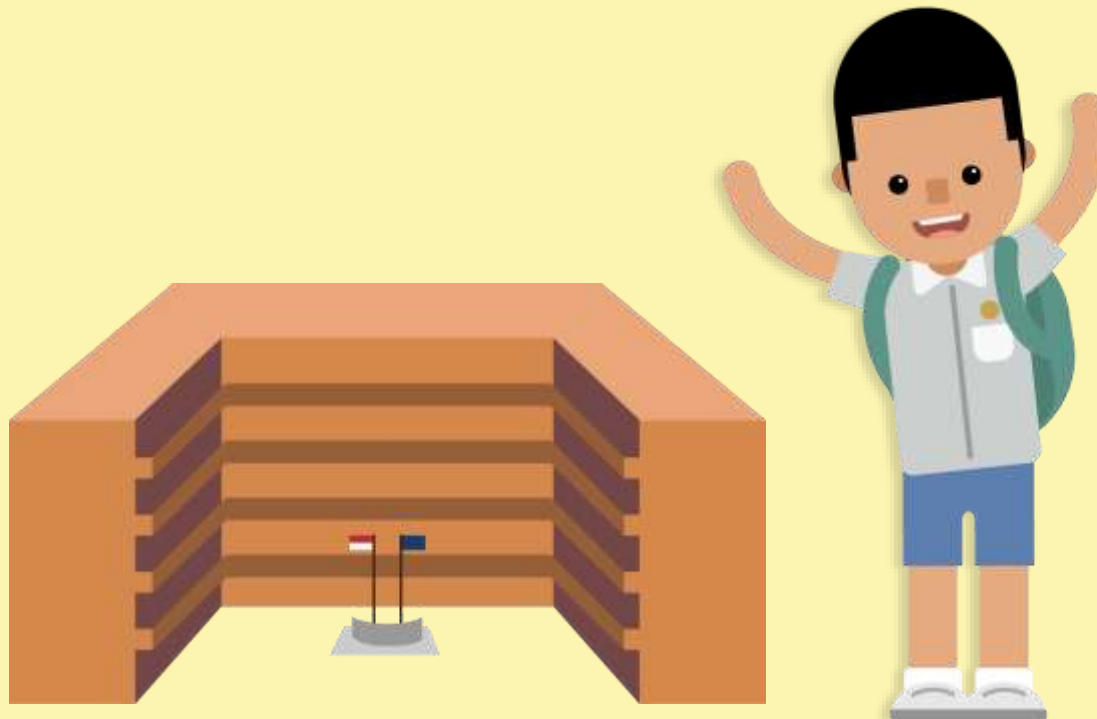
- In reviewing the score assignment for these students under the new PSLE scoring system, we needed to strike a balance between:
 - Acknowledging that students have valid reasons for seeking MTL exemption or taking an AsL/FL, and
 - Ensuring some parity between scoring for exemption, Foundation and Standard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



HOW S1 POSTING WORKS



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 **(NEW)**
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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Direct School Admission (DSA)

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P6: Direct school admission (DSA)

Entering a secondary school



PSLE/S1 Posting Process

- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**



DSA-Sec

- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**

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Is the DSA-Sec right for my child?

If your child has specific **talents** which a school offers the DSA-Sec in

And is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area.



Talent

Commit-
ment

Passion

What are schools looking for?

- The selection process differs across schools, and across different DSA-Sec categories.
- Generally, schools are looking for candidates with:

Talent, passion, commitment

- Schools may look at **achievements and participation** (e.g. in Junior Sports Academy).
- Schools may also conduct tests, trials or selection camps to identify students with **strengths, or sound fundamentals and potential**, in particular areas.

Strong personal qualities

- Schools may look at CCA records and VIA participation.
- Schools may also conduct interviews.

Good academic fit

- Schools may look at primary school results to ensure students can benefit from the school's pace of learning.

Students, be sincere, be genuine, and be yourself – if you are a good fit for the school, it will show.

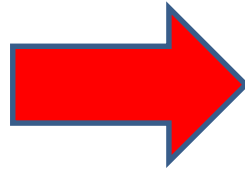
Choose the **RIGHT school** – *go to* Greenridge Pri website 'Publication' **WE Stories**

greenridgepri.moe.edu.sg/about-us/publication

Edun  Work

P6 parents and students eager to find out more about the secondary schools in the west zone may want to access the WE STORIES publication. This booklet provides fresh insights on the endeavours of each west zone secondary school and its teachers in delivering "student-centric, values-driven education", and how the school partners the community to create authentic learning experiences for its students.

WE Stories 2021



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PSLE & P6 Key Dates



SEAB website: <https://www.seab.gov.sg/>

2022 PSLE EXAMINATION CALENDAR (TENTATIVE)

Registration	Mon, 07 Mar – Wed, 23 Mar
Oral	Thu, 11 Aug – Fri, 12 Aug
Listening Comprehension	Fri, 16 Sep
Written Examination	Thu, 29 Sep – Wed, 05 Oct
Marking Exercise	Mon, 17 Oct – Thu, 20 Oct

Note: The examination timetable will be made available by 4 March 2022



- P5 & P6 Weekly remediation (on needs basis)
- P6 Supplementary Lessons
 - 14 and 15 March
 - 20 to 22 June
 - 5 and 6 September



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Positive Home – School Partnership

*Help your child
succeed in life*



**Set up a conducive home environment
for your child to learn effectively.**



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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OOL



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

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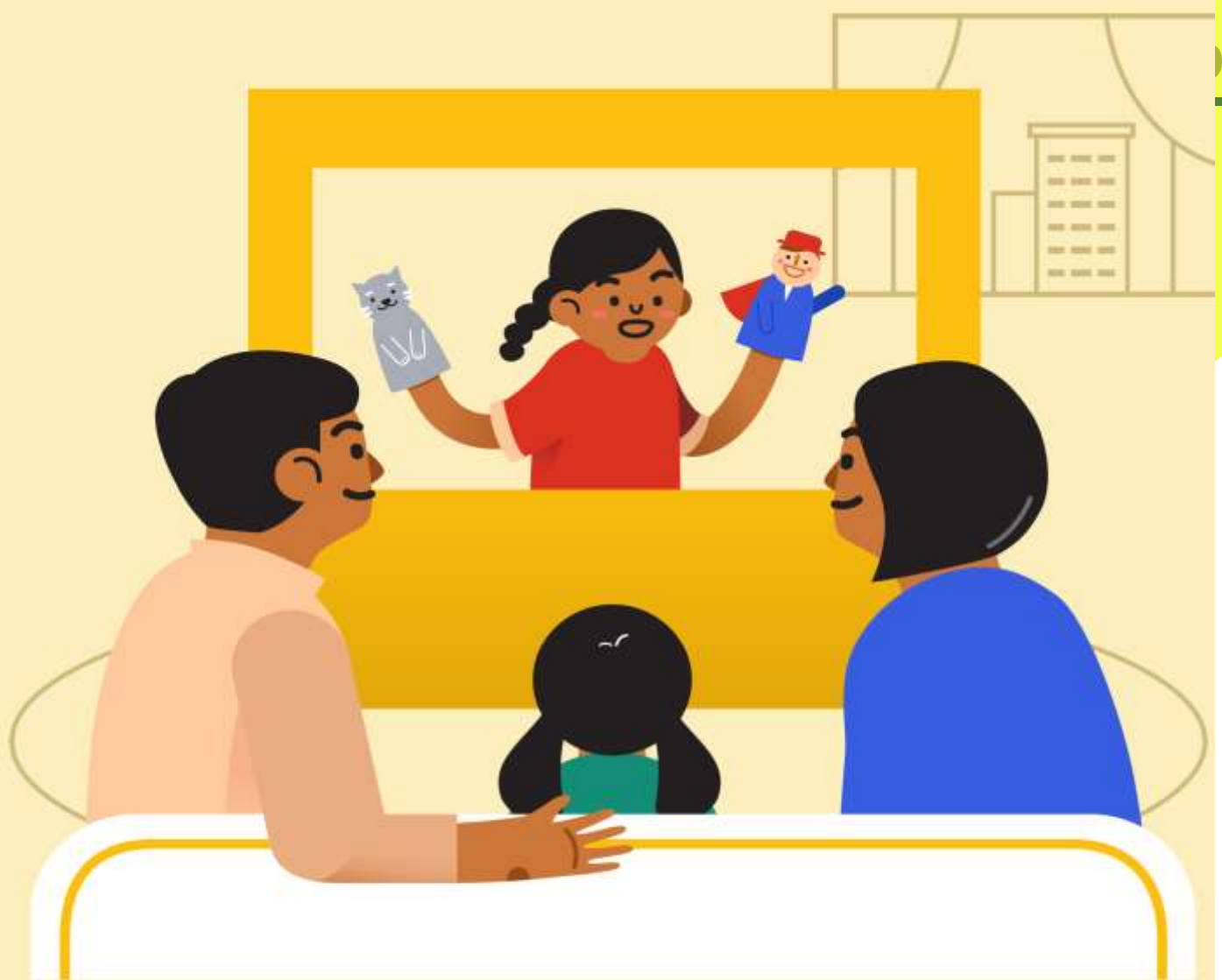
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**Be open to the teacher's feedback
and observations, and you may learn
something new about your child.**

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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