

Welcome to Punggol View Zoom session...

It is nice to have you with us today



Happy & Healthy 2022— 21 Jan 2022

Programme Outline...

6 to 6.15 pm Registration

6.15 to 6.20 pm Admin Matters

6.20 to 6.50 pm Principal's Talk

6.50 to 7.20 pm Briefing on Curriculum & Holistic Assessment
(Part 1: EL and Math)

7.20 to 7.30 pm Break

7.30 to 7.45 pm Briefing on Curriculum & Holistic Assessment
(Part 2: Mother Tongue Language)

7.45 to 8.15 pm Form Teacher's Sharing

Sharing on

- ☐ Curricular Goal
- ☐ Focus for P1
- ☐ Provide greater insights of what your child will be learning





Care & Concern ■ Commitment ■ Communication ■ Courtesy

Parents as co-partners of education



**What we
have
shared on
4 Jan (1st
day of
school) ...**

**B
with
4**

**Welcome
Safe,**

Communication.....

- ❖ PGVP Quarterly by SLs
- ❖ School website/[facebook](#)
- ❖ To
- ❖ S
- be
- ❖ E

**Remember to log into the
Parents Gateway for PGVP
Quarterly and all the
notifications.....**

**Quick Check: 90% with Read
Status...**

**Need the 10% to keep yourself
updated...**

**We want you to be part of
our Family ... to grow
your child....**

**so that your child will grow to become a
person of character who is also
a good and useful citizen of tomorrow**

**A Confident Learner,
An Active Citizen**



Our Philosophy

Values-based, Holistic Education

Do the Right Thing
And
Give of Your Best



How can Parents support ?

Character Development is most effective when there is partnership between home, school and community...

- As parents we can reinforce our children's learning and values

- Parents can extend from school at home

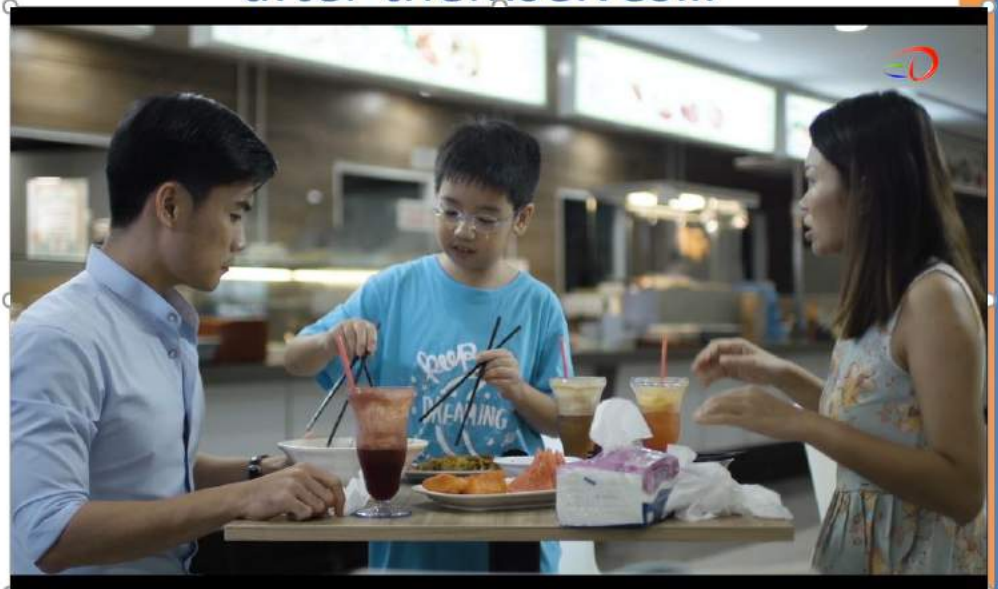
- R³ICH values

Resilience, Care & Ho

- Green Environ

habit of cleaning after

Cultivating a habit of cleaning after themselves...



Let's role model for our children...



❑ I understand that the parents who drive their children to school want to ensure their children get to school safe and punctually but when this evolves into inconsiderate behaviour

❑ Are we instilling the right values in our young ones especially when they see their parents displaying inconsiderate behaviour without sparing a thought for others?

How can you help if you send your child to school by car every morning?

- ❖ **Train your child** to be independent...
- ❖ Ask your child to get ready to alight the moment you enter the school gate...
- ❖ This will speed up the movement of the car...
- ❖ DO not ask your child to alight from the drive side- **DANGER....**
- ❖ Let's help your child to do the right thing and give of his/her best....

Heavy School Bags....



Signs that child's school bag is TOO heavy if you notice any of these signs

- ❖ Hunching forward- offset the weight of the backpack
- ❖ Complaints of neck and back pain

Issue with the posture; spinal problem etc ...

How can you help them?

WHAT BAG SHOULD I GET?



Choose a size that is just right for your child

- It should be comfortable to carry and not too big
- Tall and wide enough for an A4-sized file
- Deep enough to fit:



A PLANNER



1 SET OF COLOUR PENCILS



2 TEXTBOOKS



A STORYBOOK



1 WATERBOTTLE



1 PENCIL CASE



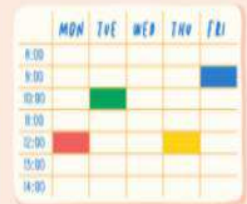
1 LUNCHBOX



1 FILE

ALL SET? LET 'EM PACK!

- Letting your child pack their own bag teaches responsibility and builds independence
- When your child gets the class timetable, teach them how to read it; use colour codes if it helps
- Show them how to pack their bag according to the timetable, removing and adding what is needed for the next day
- Do this a few times, then let them try on their own
- Arrange the books/files from the shortest to the tallest for easy retrieval
- Let them sharpen their own pencils and replenish their pencil case themselves



School Bag Policy

The Health Promotion Board has advised that students should carry a bag 10% to 15% of their body weight. The following guide can help maintain an acceptable bag weight.

Weight of the student (example)	30 kg
Acceptable Weight (10% of student's weight)	3 kg
Weight of the school bag	3.5 kg
Excess Weight	0.5 kg
What your child can do to shed the excess weight	Put the excess items into a hand-carry bag

Our Vision

Confident Learners, Active
Citizens

Our Mission

Touching Lives, Inspiring
Future



Values-based, Holistic Development

Punggol View defines 6 MESCAP Student Outcomes

Morally Upright

Knows the R³ICH values, feels the need to act and demonstrates the observable behaviours for each value

Emotionally Adept

Manages one's emotions, relates well with others and makes responsible decisions

Physically Active

Exercises regularly and eats wisely

Aesthetically Aware

Is a motivated participant and an appreciative audience of the Arts

Cognitively Robust

Achieves academic success and is curious, confident and collaborative

Socially Responsible

Contributes to the betterment of others and the environment by participating in Values in Action, and works towards becoming a good citizen



What do P1 children learn ?

- P1 Programme....

- English, Mathematics and Mother Tongue (MT)
- CCE/ FTGP values education
(R³ ICH values, life skills, National Education & Social Studies)
- Health Education & PE
- Programme for Active Learning (PAL)

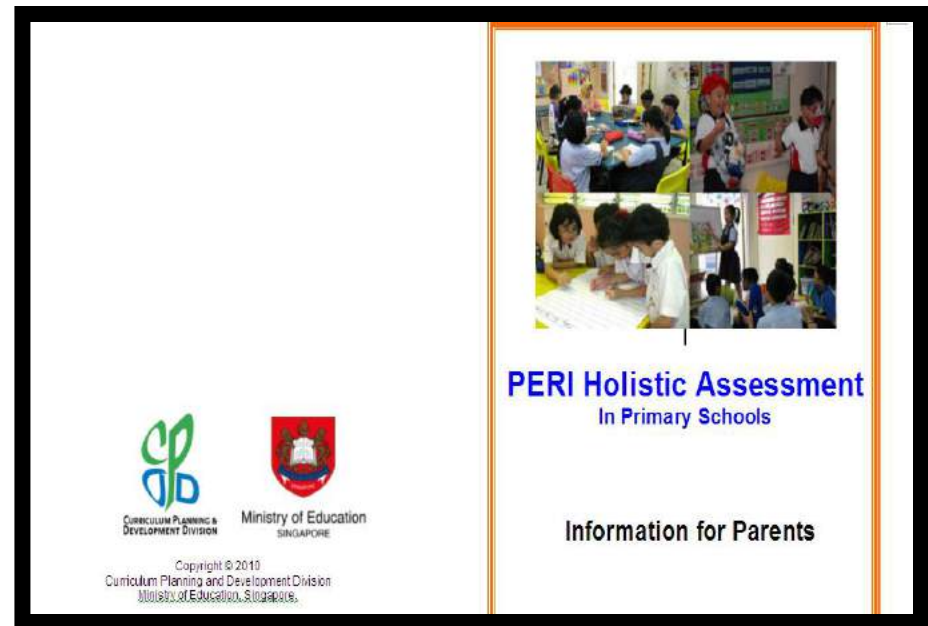


Providing a variety of learning experience
for your child to acquire knowledge, skills and
values



How do we know your children have learnt? [Holistic Assessment]

- Both formal and informal assessment
- Provide you, parents with a more comprehensive **“Holistic Development Profile”** of your child
- Captures a fuller picture of your child's progress and learning throughout the year



P1 HA in Punggol View....



**Review Tests
(Pen & Paper)**

**Parent-Teacher-
Child Conference**

**Progress
Report**

Portfolio

**Self- and Peer-
Assessment**

**Performance
Tasks**

Show & Tell

**Speech
& Drama**

**Station-
based
Assessment**

**Teachers'
Questioning &
Feedback**



Changes since 2019...

Education Change in Singapore ... Learn for Life

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

PM Lee Hsien Loong



**Learn for Life' is a value, an attitude
and a skill that our students need
to possess.....**

Photo credit: Singapore Polytechnic

What are the changes for P1...

Changes at a Glance

- ❖ Since 2019 : No more SA2 exam for P2
- ❖ No weighted assessment or exam for P1 and P2
- ❖ Schools to continue to use assessments

formatively forward (B

- ❖ Use qualitative mastery of Learning O

Purpose and Intent:

To encourage students at such a young age to focus on growth and mastery as opposed to grades and performance

Possible Concerns of the Parents....

- ☐ How will I know about my child's progress?
- ☐ How will my child's academic progress be measured if there are completely no examinations and weighted assessments at P1 and P2?
- ☐ How will my child be selected for Edusave Academic Awards?



How will you know about your child's progress?

- Even with the removal of examinations for some levels, teachers will continue to assess their students.
- Parents will be kept informed of the child's progress.



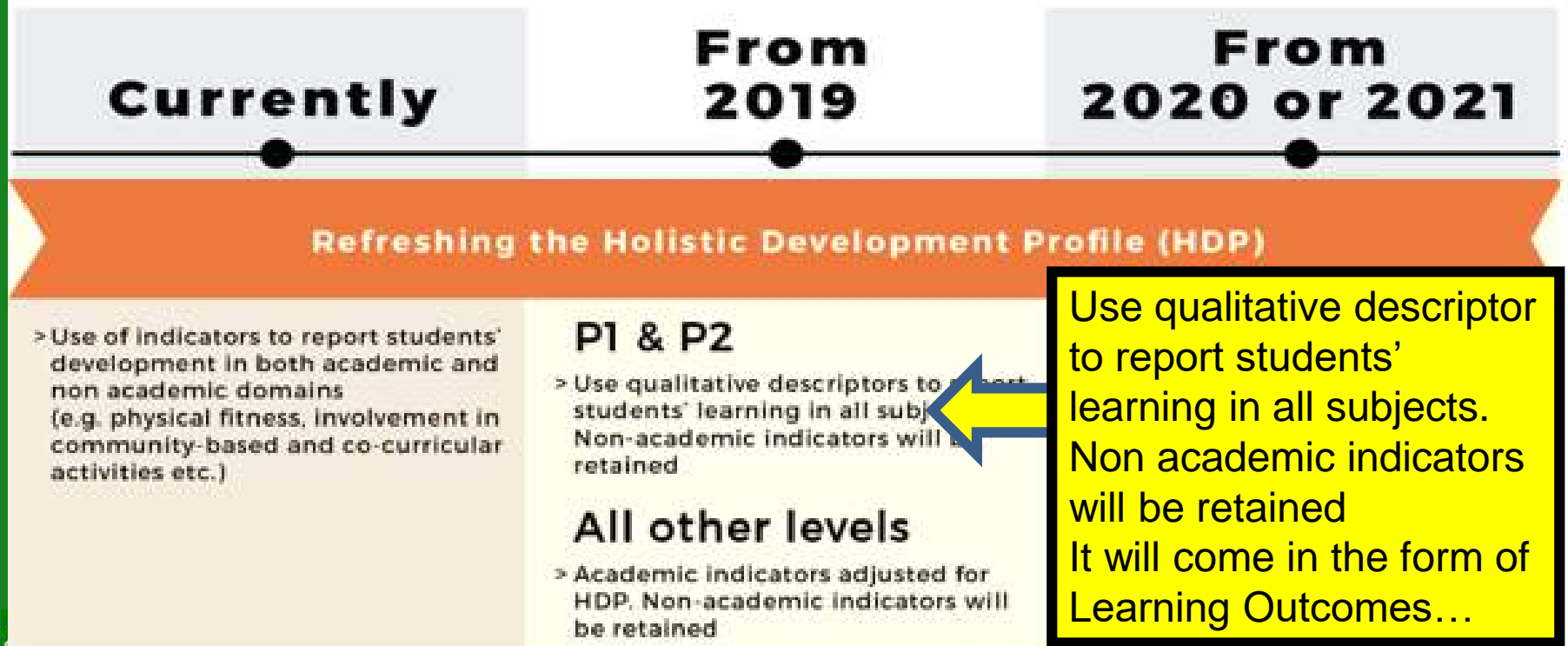
How will your child's academic progress be measured if there are completely no examinations and weighted assessments at P1 and P2?

- Current practices to gather information about students' learning through checkpoints (e.g. class discussions, in-class work, homework, and bite-sized tests) will continue.
- **The change is that these checkpoints will no longer count towards an overall result.**
- Use of qualitative descriptors instead of marks and grades to report students' learning progress in the report book (**Holistic Development Profile**).



Refreshing the Holistic Development Profile.....

Changes at a Glance



Learning Outcomes...

- Every subject has decided to focus on 3 to 5 Learning Outcomes(LO) per semester to report students' learning progress
- In PGVP, we have 4 Levels of qualitative descriptors to report students' learning progress for each LO
- **Level 1: Starting out;**
- **Level 2: Getting there;**
- **Level 3: Got it;**
- **Level 4: Achieved Mastery**



Subject	Primary 1			
	Term 1	Term 2	Term 3	Term 4
English Language	<u>Listening & Viewing</u> <ul style="list-style-type: none"> Listen attentively and follow simple instructions <u>Speaking</u> <ul style="list-style-type: none"> Speak clearly and fluently to express opinions, feelings and thoughts on a given topic Speak in complete sentences with the correct language structures <u>Reading</u> <ul style="list-style-type: none"> Demonstrate basic word recognition skills (ability to pronounce words accurately) Read aloud Primary 1 texts with accuracy, fluency and expression 	<u>Listening & Viewing</u> <ul style="list-style-type: none"> Listen attentively and follow simple instructions <u>Speaking</u> <ul style="list-style-type: none"> Speak clearly and fluently to express opinions, feelings and thoughts on a given topic Speak in complete sentences with the correct language structures <u>Reading</u> <ul style="list-style-type: none"> Demonstrate basic word recognition skills (ability to pronounce words accurately) Read aloud Primary 1 texts with accuracy, fluency and expression <u>Language Use</u> <ul style="list-style-type: none"> Apply knowledge of grammatical structures at word, phrase and sentence level 	<u>Listening & Viewing</u> <ul style="list-style-type: none"> Listen attentively and follow simple instructions <u>Speaking</u> <ul style="list-style-type: none"> Speak clearly and fluently to express opinions, feelings and thoughts on a given topic Speak in complete sentences with the correct language structures <u>Reading</u> <ul style="list-style-type: none"> Demonstrate basic word recognition skills (ability to pronounce words accurately) 	

Example:

- LO for Term 1: Listening & Viewing; Speaking; Reading ; Expectation is progressive over the year...
- Term 2: Added another LO- Language use....
- Respective Heads will show you the details of the LO for each term for their subject...

Holistic Development Profile

How you can use it...

- A report card to update you on how your child has developed in both academic and non academic areas and how you can work with teachers to support your child in his growth
- Consists of Academic/ Non academic Learning Progress (Learning Outcomes); Conduct, comments and personal qualities for Lower Primary



Sample of HDP...

Holistic Development Profile For Year 2020

Page: 1 of 5

Name
Age on 1st Jan
Class
Form Teacher
Co-Form Teacher

SUBJECT

SEMESTER 1

ENGLISH LANGUAGE

Listening: Listen attentively and follow simple instructions.

Speaking: Speak clearly to express their thoughts, feelings and ideas.

Speaking: Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.

Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).

MALAY LANGUAGE

Listening: Listen attentively to short, simple spoken content related to daily life.

Speaking: Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.

Speaking: Ask and/or respond to simple questions related to daily life.

Got It

Getting There

Getting There

Starting Out

Achieved Mastery

Achieved Mastery

Achieved Mastery

Subject:
Stating clearly the Learning Outcomes

Level Attained:
Level 1 Starting Out
Level 2: Getting there
Level 3: Got it
Level 4: Achieved Mastery



How can you support your child in these areas using the data in HDP?

- Encourage and affirm your child on the progress made
- Learning from various school activities and experiences, discuss with your child his strengths and interests
- Discuss with your child his plans in developing in both academic and non-academic domains

Focus on your child's **HOLISTIC DEVELOPMENT**

During Parent-Teacher Meetings (PTMs), you can ask

- A Is my child coping well in class?
- B Is my child adopting healthy (mental and physical) habits in school?
- C How is my child interacting with others?
- D How can I grow my child's interests and strengths?
- E How can we work together to help him?



How will your child be selected for Edusave Academic Awards?

*See the selection
process for PGVP....*



- Considers positive learning dispositions instead of academic performance.
- Edusave Merit Bursary: P1 and P2 students who display positive learning dispositions consistently.
- Good Progress Award: P2 and P3 students who have made significant improvement in learning dispositions.



Revising Criteria for EMB and GPA...

Changes at a Glance	
Currently	From 2019
Revising criteria for the Edusave Merit Bursary and Edusave Good Progress Award (GPA)	
EMB for P1 & P2 <ul style="list-style-type: none">> 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)	EMB for P1 & P2 <ul style="list-style-type: none">> Singapore Citizen> EMB will be adjusted to award students who consistently demonstrate good learning dispositions> Good conduct will continue to be a criterion> Monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)
GPA for P2 & P3 <ul style="list-style-type: none">> Singapore Citizen> Top 10% of school's level and course in terms of improvement in academic performance> Good conduct	GPA for P2 <ul style="list-style-type: none">> 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

- ❑ Spore Citizen for Both EMB and GPA..
- ❑ To award students who consistently demonstrate good learning dispositions
- ❑ Good conduct will continue to be a criteria
- ❑ **EMB:** Monthly Household income does not exceed \$6900
- ❑ **GPA for P2** – only for students who do not qualify for EMB but shows improvements in learning dispositions...

Learning Dispositions

- ❖ Criteria to use to identify students with positive learning dispositions
- ❖ In PGVP, we want our children to better enjoy the process of learning and develop dispositions for life long learning.
- ❖ For PGVP, we have decided on 5 Learning Dispositions to help our students to Learn for Life:
 - J**oy of Learning
 - R**esilience
 - O**pen-mindedness
 - C**uriosity
 - C**ollaboration



PGVP Learning Dispositions since 2019...



Punggol View Primary School Learning Dispositions (P1 – P2)

In Punggol View Primary School, we want our children to better enjoy the process of learning and develop dispositions for lifelong learning. Learning dispositions are positive behaviours and attitudes that help our students lay a strong foundation for learning for life. These learning dispositions will put our students in good stead as they become confident learners and active citizens.

PGVP has identified 5 learning dispositions:

Students who show joy of learning are motivated to learn and do their best.

They derive satisfaction from learning new skills or discovering new ideas.

They are also enthusiastic and show great interest in learning new things.



JOY OF LEARNING

Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things.

RESILIENCE

Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.

OPEN-MINDEDNESS

Students who are open-minded are willing to try out ideas or solutions offered by peers, willing to explore possibilities and consider other viewpoints and approach challenges in creative ways.

CURIOSITY

Students with a natural curiosity will show interest in the world they live in. Students who are curious are eager to ask questions to develop deeper understanding and explore and learn about the things around them.

COLLABORATION

Collaborative learners are students who can cooperate well with others in a group learning setting, respect ideas shared by peers and value contribution of others. They work well as a team and learn from one another.



Our Learning Dispositions



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Students with a natural curiosity will show interest in the world they live in. Students who are curious are eager to ask questions to develop deeper understanding and explore and learn about the things around them.

OPEN-MINDEDNESS

Students who are open-minded are willing to try out ideas or solutions offered by peers, willing to explore possibilities and consider other viewpoints and approach challenges in creative ways.



What criteria will PGVP use to identify students with positive learning dispositions?

Joy of Learning ■ **R**esilience ■ **O**pen-mindedness ■ **C**uriosity ■ **C**ollaboration (JROCC)

Learning Dispositions	Primary 1	Primary 2	Primary 3
Joy of Learning Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things	<ul style="list-style-type: none"> • Listens actively in class • Submits work timely and is always neat and presentable • Displays willingness to learn new things 	<ul style="list-style-type: none"> • Listens and participates actively in class • Submits work timely and is always neat and presentable • Shows initiative to look for new information • Shows positive attitude towards solving problems 	<ul style="list-style-type: none"> • Listens and participates actively in class • Submits work timely and is always neat and presentable • Shows initiative to look for new information • Shows positive attitude towards solving problems • Shows initiative to learn beyond the classroom
Resilience Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.	<ul style="list-style-type: none"> • Tries his/her best to complete every question given • Does not give up easily even if the task is difficult • Seeks the help of teachers in overcoming the difficult challenges/tasks 	<ul style="list-style-type: none"> • Tries his/her best to complete every question given • Does not give up easily even if the task is difficult • When faced with a difficult task, is resourceful enough to ask for help (approach teachers, refer to books, etc) 	<ul style="list-style-type: none"> • Strives to achieve goals set for any given task regardless of its difficulty • Goes to multiple sources to find solutions to challenging problems. • Views setback as learning opportunities.

Implications of SBA Changes for PGVP...

Guidelines on Class Allocation

Class Allocation Policy for 2022

Our class:
to MOE's
allocation

- st
- be
- in
- fo
- st
- pr
- er

The class:
well as r
academic
authentic
students
the dive
meaningf
child to 1

Transition Levels	Procedure
P1 to P2	<ul style="list-style-type: none">• En-bloc promotion with minimal movement.
P2 to P3	<ul style="list-style-type: none">• Class allocation is based on students' English and Mathematics readiness which is determined by the Learning Outcomes attainment and Learning Dispositions.• Based on the above, students are then divided into 3 broad groups of similar learner profiles.• Students of each group are then allocated to their classes <u>within the broad group</u> factoring in gender and ethnic grouping mix.
P3 to P4	En-bloc promotion with minimal movement.
P4 to P5	<ul style="list-style-type: none">• Class allocation is based on English, Mathematics and Science SA2 results as well as choices made through the Subject-Based Banding (SBB) Exercise.• Based on the above, students are then divided into 3 broad groups of similar learner profiles.

In PGVP, how will you receive feedback?

1) Termly reports

- Brief comments on child's performance in EL, Maths and MTL subjects (Terms 1, 2, 3 & 4)- **Since 2019, recorded in Holistic Development Profile based on Learning Outcomes (LO) based on the 4 Levels: Starting Out; Get there; Got it; Achieved Mastery**
- Brief comments on child's performance in all subject (Terms 2 & 4)
- Overall feedback on child's Learning Outcomes and
- Learning Dispositions (Terms 2 & 4)



How will you receive feedback on your child's progress?

2) Holistic Assessment Portfolio

To be shown to parents at our Parent-Teacher Conferencing

- Term 1: Wednesday 9 Mar 2022 to Friday 11 Mar 2022
- Term 4: Wednesday 16 Nov 2022 Thursday 17 Nov 2022

Prize Presentation Day Friday 18 Nov 2022



How will you receive feedback on your child's progress?

3) PTC for Term 1 (Wed 9 - 11 Mar 2022)

- 15 to 20-min session
- Teacher-Student-Parent Interaction (3-D Dialogue)
- Sharing by teachers on students' learning, development and achievement from Week 1 to Week 8
- Sharing by student on his / her learning



How will this benefit your child?

- More opportunities to show learning
- Caters to wider range of learning styles
- Regular and timely feedback

- More confident
- Motivated to learn
- Less stressed
- Enjoys learning



Will my child be prepared for exams?

My child will be prepared to take exams as well as gain...

- ✓ a strong foundation in EL, MTL, Maths and Science
- ✓ confidence
- ✓ a desire to learn
- ✓ enjoyment of learning
- ✓ steady progress



As parents, how can I help my child?

Don't ...

- ☒ put too much emphasis on marks and grades
- ☒ compare your child's performance with that of others
- ☒ give more homework than necessary, or as punishment

Do...

- ☒ monitor your child's daily work
- ☒ give encouragement and support in areas for improvement
- ☒ praise your child for any progress made

Parents' Workshops & Events 2022

- 4 Feb: EL Workshop
- 18 Feb: MTL Workshop
- 4 Mar: Math Workshop



Together, let's prepare our
children for the test of life and
not a life of tests – essence of
Learn for Life movement....



Thank You!

