

# Welcome to Punggol View

**It is nice to have you with us  
this evening...**

**P's engagement for P3 parents- 6 Mar 2024**

# Programme Outline

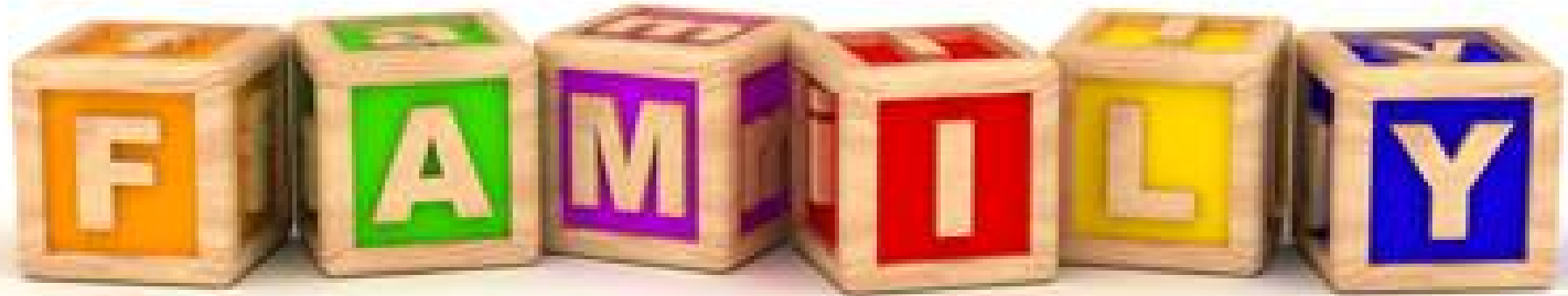
Time	Programme
6.15pm -6.30pm 6.30pm -6.35pm	<ul style="list-style-type: none"><li>• Registration/Admin Matters</li><li>• Welcome</li></ul>
6.35pm -7.30pm	<b>Principal's Address on:</b> <ul style="list-style-type: none"><li>• What's in store at P3</li><li>• Learning Dispositions/BL</li><li>• School Based Assessment changes</li><li>• Class Allocation for P4 next year</li></ul>
7.30pm – 8.15pm	<ul style="list-style-type: none"><li>•Q &amp; A</li></ul>

## Sharing on

- Sharing on what's in store for P3
- Changes for P3 School Based Assessment
- Provide greater insights of what your child will be learning



# Our



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Care & Concern ■ Commitment ■ Communication ■ Courtesy

Parents as co-partners of education



# Our Vision

Confident Learners,  
Active Citizens

# Our Mission

Touching Lives,  
Inspiring Future



# Values-based, Holistic Development

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## Punggol View defines 6 MESCAP Student Outcomes

### Morally Upright

Knows the R<sup>3</sup>ICH 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



### Socially Responsible

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

### Aesthetically Aware

Is a motivated participant and an appreciative audience of the Arts

### Cognitively Robust

Achieves academic success and is curious, confident and collaborative

# ***PGVP MESCAP Outcomes***

## **Confident Learners**

- Cognitively Robust
- Aesthetically Aware
- Physically Active



## **Active Citizens**

- Morally Upright
- Emotionally Adept
- Socially Responsible



# *PGVP MESCAP Outcomes*

## **Confident Learners      Active Citizens**



- Cognitively Robust
- Aesthetic Awareness
- Physically Active

- Morally Upright

How then can we achieve the MESCAP outcomes?

By demonstrating Positive Learning Behaviours!



# What's in store for your child at P3?

## Transition from P2 to P3.

- P3- Foundation Stage; Moving from Lower Primary to Mid Primary

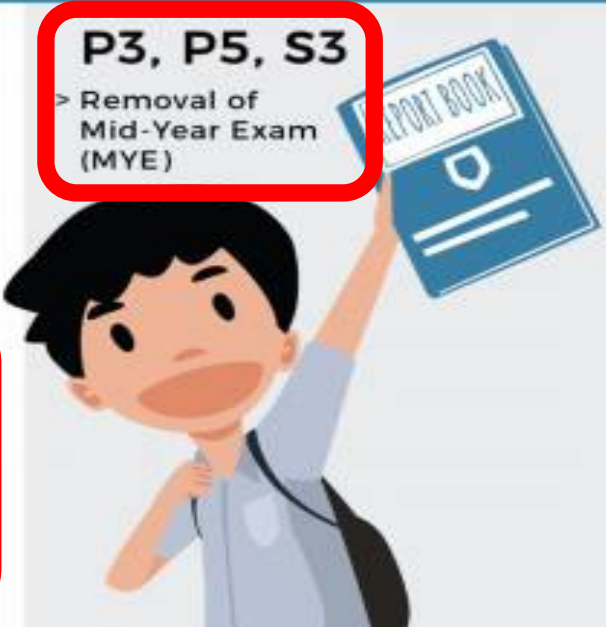


- First time studying a new subject : **SCIENCE**....
- Involvement in CCA – P3 CCA Open House [23 & 30 April ]; CCA starts in Sem 2
- Unlike P1/P2 – Your child will experience formal exams. there is **WA in Term 2/3 and EoYE exam** at the end of the year (Refer to Pg 26 of Student Handbook ). **However, there is no SA1.**
- As mentioned in the Handbook, we want to provide adequate runway for students to learn while adjusting to their new subject content and expectations.
- With the removal of SA1, teachers continue to track the learning progress of students through FA strategies which will also provide rich feedback to students to better scaffold their learning. This AfL is embedded into the daily lessons.





# Assessment Matter: Adjustment to School-Based Assessment structures- Removal of SA1 for P3 and P5

Currently	From 2019	From 2020 or 2021
<b>Adjusting School-based Assessment Structures</b>		
<p><b>P1</b></p> <ul style="list-style-type: none"> <li>&gt; No examination, but weighted assessments are conducted throughout the year</li> </ul> <p><b>P2</b></p> <ul style="list-style-type: none"> <li>&gt; Weighted assessments throughout the year and year-end exam</li> </ul> <p><b>P3-P6</b></p> <ul style="list-style-type: none"> <li>&gt; Mid-Year Exam (MYE) and year-end exam, in addition to weighted assessments throughout the year</li> </ul> <p><b>Secondary level</b></p> <ul style="list-style-type: none"> <li>&gt; Most schools conduct a Mid-Year Exam (MYE) and a year-end exam, in addition to weighted assessments throughout the year</li> </ul>	<p><b>P1 &amp; P2</b></p> <ul style="list-style-type: none"> <li>&gt; Removal of all weighted assessments (including P2 year-end exam)</li> </ul> <p><b>S1</b></p> <ul style="list-style-type: none"> <li>&gt; Removal of Mid-Year Exam (MYE)</li> </ul> <p><b>From P3 to S4/5</b></p> <ul style="list-style-type: none"> <li>&gt; Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to Mid-Year Exam (MYE) and year-end exam at levels where this is applicable</li> </ul>	<p><b>P3, P5, S3</b></p> <ul style="list-style-type: none"> <li>&gt; Removal of Mid-Year Exam (MYE)</li> </ul> 

## Purpose and intent of removing SA1 and replacing it with WA

- Have more time and space to deepen your learning, especially in the transition years (i.e. P3, P5).
- Better enjoy the process of learning and develop dispositions for lifelong learning.

# Assessment Matter: Letter to Parents on WA....



## PUNGGOL VIEW PRIMARY SCHOOL

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Website: <http://www.punggolviewpri.moe.edu.sg>  
Email Address: [punggolview\\_ps@moe.edu.sg](mailto:punggolview_ps@moe.edu.sg)

Ref: PGVP/093/2024

21 February 2024

Dear Parents,

### **Learning for Life: School-based Assessment for P3 (2024)**

In line with MOE's direction **to reduce over-emphasis on academic results and nurture lifelong learners**, our school has made adjustments to our assessment schedule progressively for P3 and P5 since 2020. Changes in the assessment system build on the efforts to inculcate joy of learning and nurture in students a stronger intrinsic motivation to learn. More recently, the removal of SA1 for **all levels** enables teachers to fully employ engaging pedagogy and formative assessment techniques to deepen learning and support our students in these 'transition years' that typically see them being exposed to higher demands in subject mastery and content rigour.

### Weighted Assessments (WA)

Schools will continue to conduct assessments to gauge the learning progress of students and balance the weighting for the end-of-year examinations. Our teachers will continue to provide students with feedback and guidance on their learning through their regular assignments.

WA are conducted to check for understanding and to sieve out information to support students in achieving their intended learning outcomes. Teachers conduct these assessments to find out what students have learnt, their mastery of concepts, provide them with feedback on their learning gaps, and to improve teaching and learning. Information from these assessments also serves to provide a gauge of students' academic competencies and readiness for the next level of education.



# Assessment Matter: Letter to Parents on WA....



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Ref: PGVP/093/2024

21 February 2024

### Features:

1. WA is not a common test hence there is no fixed date for the WA.
2. Only a common week is given. To be conducted during lesson time (with the exception of EL/MTL Oral- after school).
3. 1 WA per subject per semester as well as the EoYE
4. WA provides info on students' mastery of knowledge and skills through the assignment of grades- can be topical test/alternative modes of assessments
5. Marks/Grades given serve as checkpoints for students/teachers/parents to gauge the extent students have learnt and how to close the learning gaps. **Focus is the child's learning; Not the marks.**

## Assessment Weighting for P3...



# Assessment Policy and Guidelines

## From Student Handbook p.26

3. To better calibrate students' assessment load in a year, the school will conduct 1 Weighted Assessment (WA) per subject per semester. WA provides information on students' mastery of knowledge and skills through the assignment of grades. The WA activity could be in the form of topical tests or alternative modes of assessment.

### Assessment Weighting

P3	T1/T2 (WA)	T3 (WA)	EoYE
	15%	15%	70%


### Promotion from Primary 3 to Primary 4

- As far as possible, Primary 3 students should be promoted to Primary 4 as a class in the following year. Other non-academic factors will also be taken into consideration when regrouping students.

	Term 1	Term 2	Term 3	Term 4
	Non-weighted assessment	15% Weighted assessment	15% Weighted assessment	70% End-of-Year Semestral Assessment

## Grading for P3 is different...

### Grading for P1 and P2

	Starting Out
	Getting There
	Got it
	Achieved Maste

Instead of attainment on each Learning Outcome , you have marks....

### Grading for P3 and P4

Achievement Band	Mark Range	Brief Description
1	85 and above	Refer to 29-30 on Assessment Grading of other levels Importance of going through the Student Handbook/ PGVP Quarterly- impt info is available there.
2	70 - 84	
3	50 -69	
4	49 and below	

# Revised Progress Booklet

## Our Focus:

- To develop students to be self-directed learners who shows great responsibility for their work
  - To take ownership of their learning
- Revised progress booklets – more intentional in bringing out key 21CC and learning outcomes
- We want to engage parents in this partnership and thus the revised progress booklets aim to help parents to interpret, understand and use assessment information to support their child's learning.

## How? Through . . .

- Daily work
- Artefacts
- Conferencing
- Daily Interactions



# Revised Progress Booklet

What it currently looks like...

Mathematics	Meeting the Learning Outcomes	Term 1	Confident, Empathetic and Effective Communicator	A Reflective Science Inquirer - The Critical Thinker	Semester 1
Understand numbers up to thousand.			<b>English Language (P3)</b>	<b>SCIENCE (P3)</b>	
Solve mathematical problems involving addition and subtraction.			<b>Listening</b>	<b>Learning Outcomes</b>	
Multiply and divide numbers within multiplication table.			Listen and view actively to identify, recall and organise key concepts in texts	... am able to...	
Compare and order objects by length, mass or volume.			Listen and view (respect) to participate effectively in a variety of contexts	describe the characteristics of living things.	
Understand fractions.			<b>Speaking</b>	<ul style="list-style-type: none"> <li>Need water, food and air to <u>survive</u></li> <li>Grow, <u>respond</u> and reproduce</li> </ul>	
Read and interpret picture graphs with scales			Elaborate on ideas on a given topic and prompts	recognise some broad groups of living things based on similarities and differences.	
Identify, name, describe and sort shapes and objects.			Use appropriate vocabulary to communicate ideas	<ul style="list-style-type: none"> <li>Plants (flowering, non-flowering)</li> <li>Animals (amphibians, birds, fish, insects, mammals, reptiles)</li> <li>Fungi (mould, mushroom, yeast) and bacteria</li> </ul>	
Tell time to the minute			Plan and generate ideas in an organised way	compare physical properties of materials.	
* Learning Outcomes will be reflected in the HDP report book			<b>Reading</b>	<ul style="list-style-type: none"> <li>Strength</li> <li>Flexibility</li> <li>Ability to float or sink in <u>water</u></li> <li>Waterproof</li> <li>Transparency</li> </ul>	
Descriptors on Students' learning progress:			Read aloud with accuracy, speed and expression	relate the use of various types of <u>materials</u> (wood, metal, ceramic, rubber, glass, plastic, fabric) to their physical properties	
Level 1: Starting out			Use annotations to enhance understanding of a text	<b>Skills and Processes</b>	
Level 2: Getting there			<b>Writing and Representing</b>	use senses ( <u>observe</u> ) to gather data	
Level 3: Got it			Develop, organise and express ideas to produce a text	compare observations or data	
Level 4: Achieved mastery			Revise ideas to improve writing based on feedback		
Form Teacher's Signature	Term 1	Term 2	Vary sentence structures to convey ideas (e.g. starting with adjectives)		
Parent's / Guardian's Signature	Term 1	Term 2	Use rich and appropriate vocabulary to enhance meaning in writing		
			<b>Descriptors on Students' learning progress:</b>		
			Level 1: Starting out		
			Level 2: Getting there		

2024 Revised progress booklets



# Class Allocation for 2025...

Our class allocation guidelines are aligned to MOE's adjustments to school based

Transition Levels	Criteria
P1 to P2	En-bloc promotion with minimal movement.
P2 to P3	<p>Class allocation is based on Learning Outcomes attainment for English and Math and the assessment of Learning Dispositions.</p> <p>Based on the above, students are then divided into 3 broad groups of similar learner profiles</p> <p>Students are then allocated to their classes <u>within the broad group</u> factoring in gender and ethnic grouping mix.</p>
P3 to P4	En-bloc promotion with minimal movement.
P4 to P5	<p>Class allocation is based on English, Math results as well as choices made through (SBB) Exercise. Students are divided</p> <p>Based on the above, students are then divided into 3 broad groups of similar learner profiles</p> <p>Students are then allocated to their classes factoring in gender and ethnic grouping mix.</p>
P5 to P6	En-bloc promotion with minimal movement.

## Promotion to P4

- En-bloc promotion with **adjustments to be made** whenever necessary when re-grouping students



# About CCA @ PGVP

- ❑ Intent : To spark passion and interests, and develop knowledge and skills in areas beyond the academic & non academic curriculum
- ❑ Natural platform for students to form their character by learning and practicing the school's values and developing Social Emotional Competencies e.g. manage one's feelings and working well with others. [ In P1/P2 – PAL to achieve this purpose]
- ❑ 3 Areas:
  1. Sports/Fitness – Badminton/Floorball/Rugby/Sports & Adventure Club/Wushu
  2. Visual & Performing Arts: Choir/Contemporary Dance/ Speech & Drama/Malay Dance/Young Artiste Club
  3. Clubs & Societies: IT Club/Scouts/ Service and Interact Club (service/environmental)
- ❑ P3 level and their CCA to
- ❑ CCA Day- M [CCA]

## Note:

1. CCA Fair- 23 & 30 April [2-4pm]
2. Choices of CCA starts after that
3. P3 CCA will start in Term 3.
4. Refer to Pg 15 & 16 of Student Handbook



# Gifted Education Programme (MOE)

**P3 GEP Screening Exercise  
(During School hours)**

**15 Aug 2024**

**P3 GEP Selection Exercise  
(PSLE Marking Days)**

**15 & 16 Oct 2024**

For more info: <https://www.moe.gov.sg/programmes/gifted-education>



# Offering of Higher MTL at P3



培景小学

**PUNGGOL VIEW PRIMARY SCHOOL**

9, Punggol Place Singapore 828845

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Our Ref: PGVP/269/2023

9 Nov

Dear

Letter

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**P3 HM**

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- Letter were sent out to parents of students selected for higher MTL in Nov 2023.
- Briefing was conducted in Term 4 Wk 10
- HML/HCL offering at P3. Not exam based. Purely to expose students who are better in their MTL.
- Moving on, parents will be informed about HMTL offering in the T4 PGVP Quarterly in 2024



# 5 Learning Dispositions



## 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.

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

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

Learning Dispositions	Primary 1	Primary 2	Primary 3
<p><b>Joy of Learning</b></p> <p>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</p>	<ul style="list-style-type: none"> <li>• Listens actively in class</li> <li>• Submits work timely and is always neat and presentable</li> <li>• Displays willingness to learn new things</li> </ul>	<ul style="list-style-type: none"> <li>• Listens and participates actively in class</li> <li>• Submits work timely and is always neat and presentable</li> <li>• Shows initiative to look for new information</li> <li>• Shows positive attitude towards solving problems</li> </ul>	<ul style="list-style-type: none"> <li>• Listens and participates actively in class</li> <li>• Submits work timely and is always neat and presentable</li> <li>• Shows initiative to look for new information</li> <li>• Shows positive attitude towards solving problems</li> <li>• Shows initiative to learn beyond the classroom</li> </ul>



# 4 levels Qualitative Descriptors

Level 1	Starting Out	<b><u>Beginning</u></b> to demonstrate positive learning dispositions
Level 2	Getting There	Demonstrates positive learning dispositions <b><u>some</u></b> of the time
Level 3	Got it	Demonstrates positive learning dispositions <b><u>most</u></b> of the time
Level 4	Achieved Mastery	Demonstrates positive learning dispositions <b><u>all</u></b> the time



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- ❖ Personal Qualities of your child
- ❖ Reflected in the Holistic Development Profile



# Sample of HDP.....



## Punggol View Primary School

### Holistic Development Profile For Year 2021

Name :

Identification No.

#### Personal Qualities

#### Assessments

#### Rating

Collaboration

OVERALL

☆☆☆☆

Curiosity

OVERALL

☆☆☆☆

Joy of learning

OVERALL

☆☆☆☆

Open-mindedness

OVERALL

☆☆☆☆

Resilience

OVERALL

☆☆☆☆

#### Physical Fitness

#### BMI Weight Indicator:

Severely Overweight [ ]

Overweight [ ]

Acceptable [ ✓ ]

Underweight [ ]

Severely Underweight [ ]

Others [ ]





# How do teachers track LD of students?

## Teachers' Observation Checklist of Students' Learning Dispositions Primary 1

Name: \_\_\_\_\_

Class : \_\_\_\_\_

Learning Disposition / Behavioural Indicators	Frequency				Remarks / Reflection	
	Not at all		All the time		Evidence of lack of learning opportunities	Strategies to provide learning opportunities
<b>Learning Disposition 1: Joy of Learning</b>						
• Listens actively in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
• Submits work timely and is always neat and presentable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
• Displays willingness to learn new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<b>Learning Disposition 2: Curiosity</b>						
• Asks questions to clarify understanding (e.g. always asking the "why" questions)	<input type="radio"/>	<input type="radio"/>				
<b>Learning Disposition 3: Open-Mindedness</b>						
• Is willing to listen and try out ideas suggested by teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

**Working document for teachers to record observations (ongoing)**

# How can Parents help nurture their child's learning Dispositions?



## 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.

### See Think Wonder

- What do you see?
- What do you think about that?
- What does it make you wonder?

See what captivates your child's interest and suggest,  
*Let's learn about this together!*

Find ways to connect with your child's "inner scientist": plant seeds with your child to discover **where** flowers come from; fill glasses with different amount of water, and wonder with your child **why** they sound different when you tap the glass.





## 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.

Resist the Urge to Fix It and Ask Questions Instead

Try using language such as  
*I can see that you're having some difficulty with ... would you like to try doing it again?*

Think Back - Learn from it - Do it better

- What happened?
- What was the first thing you did?
- What have you learnt from...?
- What could you have done?
- Do you like to...? Why?
- If you are asked to... again, what else would you do?
- What would you do if this happens again?



# Our Philosophy

## Values-based, Holistic Education

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We believe in **nurturing the whole child** by guiding our students to develop their **moral, emotional, social, cognitive, aesthetic and physical (MESCAP) domains**

to the fullest so that they will become **good and useful citizens of tomorrow**



# Our Philosophy

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by guiding  
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**good**

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Knows the R<sup>2</sup>ICH values, feels the need to act and demonstrates the observable behaviours for each value

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Is a motivated participant and an appreciative audience of the Arts

#### Cognitively Robust

Achieves academic success and is curious, confident and collaborative



# Blended Learning @ PGVP.....

- 2024- to continue with the BL efforts for P2-P5 [e-learning]. Evolving into Edtech Masterplan 2030. As part of the initiative for Future of Learning.
- What do we hope to achieve through BL?
- Blended Learning builds on our continual education reform – “Learn for Life” movement – to:
  1. equip students with stronger abilities, skills and habits for independent and lifelong learning; and
  2. to strengthen our students’ future readiness.

**Key focus: to develop your child in the following areas:**



# Blended Learning @ PGVP.....

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Key f  
follow

**Self-Directed and  
Independent  
Learners**

**Passionate and  
Intrinsically  
Motivated  
Learners**



# Blended Learning @ PGVP.....

- 2024- to continue with the BL efforts for P2-P5 [e-learning]. Evolving into Edtech Masterplan 2030. As part of the

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• Through Blended Learning, we hope to:

- Nurture self-directed and independent learners who are able to -

- Take ownership over learning
- Plan, monitor and regulate learning
- Search, access, acquire information
- Extract and evaluate information, and continually refine understanding

- Develop passionate and intrinsically motivated learners – learners who possess the desire and passion to learn for life

- Curious and eager for new knowledge
- Open and willing to embrace challenges
- Pursue and sustain areas of passion

Learners

Learners



**As parents.....  
what can you  
do to support your child?**

*Parents as co-partners in education*



**This starts with  
cultivating the right  
habits ...**

**Do the Right Thing  
And  
Give of Your Best**



Part of the preparation for P4 (SBB)  
and hence PSLE depends on  
building the right habits starting from P3.....

4As to Success~~~~~



# Do the Right Thing ; Give of Your Best

## Need to have Right Routines

**4As:** Attendance ; Appearance; Attitude; Assignment

### Attendance/ Punctuality

- Shows your readiness to learn
- Be in school everyday
- Be Punctual (7.25)
- Tr want to help you - you must be present for tr to help you

### Appearance

- You represent the school; Looking smart is imp
- When you are neat, you will look good, feel good and you will be confident...

### Attitude

- Your attitude affect what you do and will determine your success
- Orderliness- PQR
- Right attitude to learn
- Pay attention in class; Take part actively in class discussion
- Don't know - ask
- Caring attitude- care for each other

### Assignment

- Put in your best effort to do your work
- Hand in your work on time
- Don't know - ask
- Mistake - do correction



***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 nurtured in schools**

**Parents can extend what children have  
learnt from school at home**

**☐ R3I CH values (Respect,  
Responsibility, Resilience, Integrity,  
Care & Harmony)**

**For parents who send their children to school by car....  
Let's role model for our children...  
Let's be considerate.....**



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.....



# Lost and Found....



## Responsibility :

- Cultivating the habit to take responsibility of his/her belongings
- Let's work together to reinforce this sense of responsibility in our children....
- Making an effort to make them look for it; Not too quick to replace it...

Reinforce some of these useful habits as a daily routine .....



*Good Morning*

**A**-Always greet your teachers and friends.

**B**-Be ready to wash your hands and **take your temperature.**



**C**-Continue to wipe-down when needed.

**D**-Do record your temperature in your handbook.

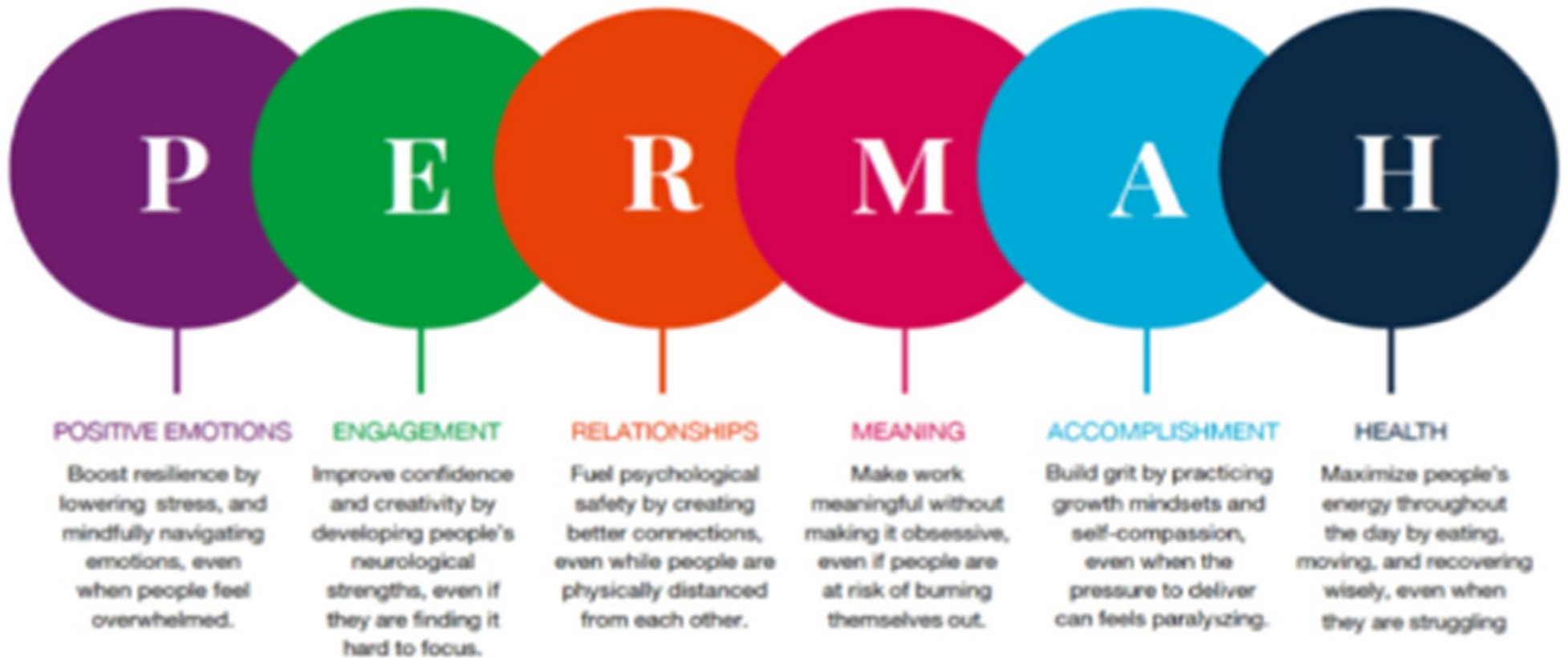
Bring your own rag  to do wipe-down.





# Positive Education...

## WELL-BEING THEORY



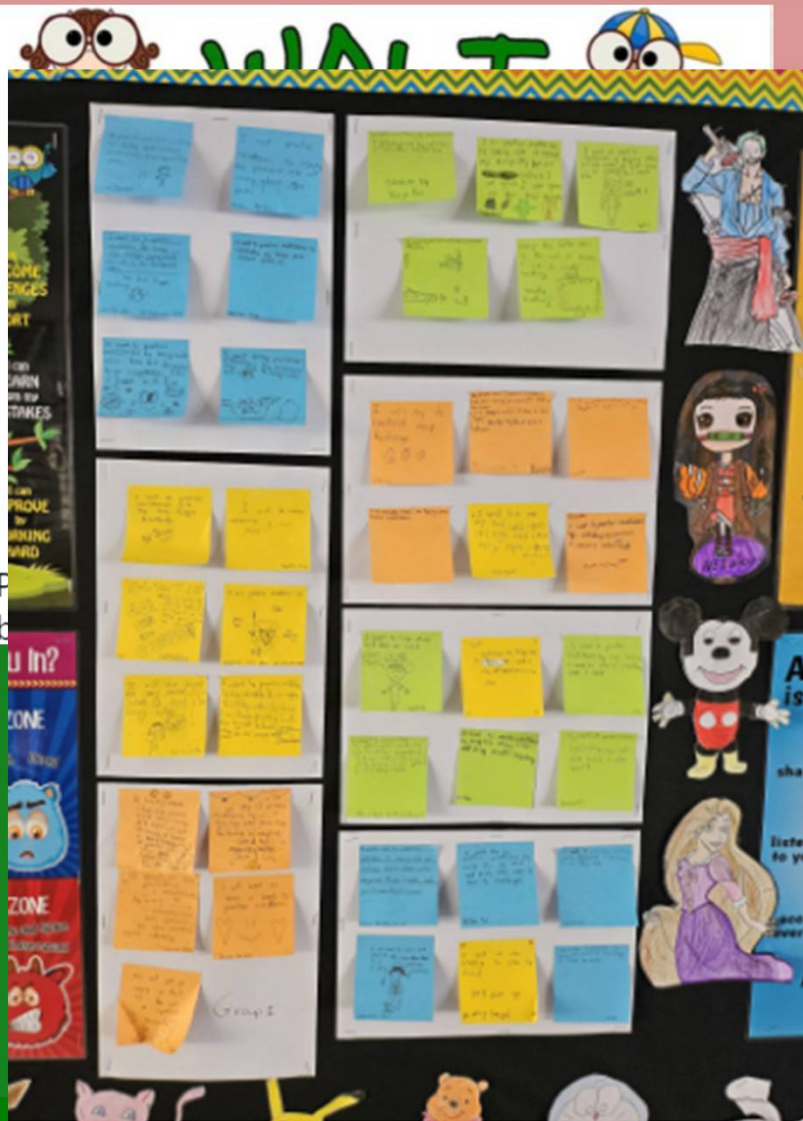
building the 6 domains of well-being

10:40

## New for 2023:

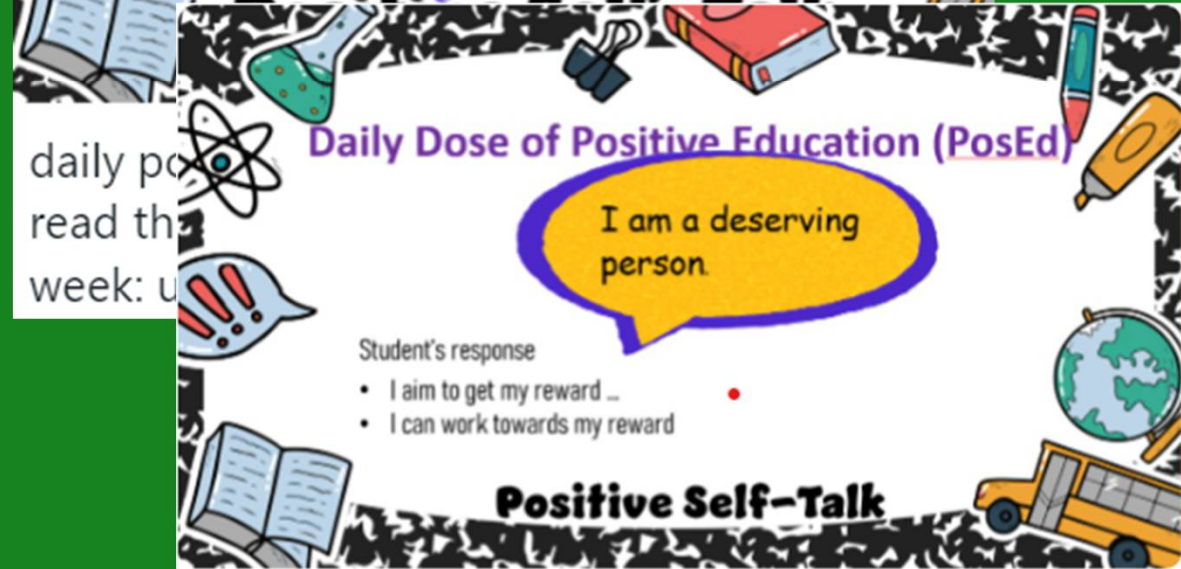
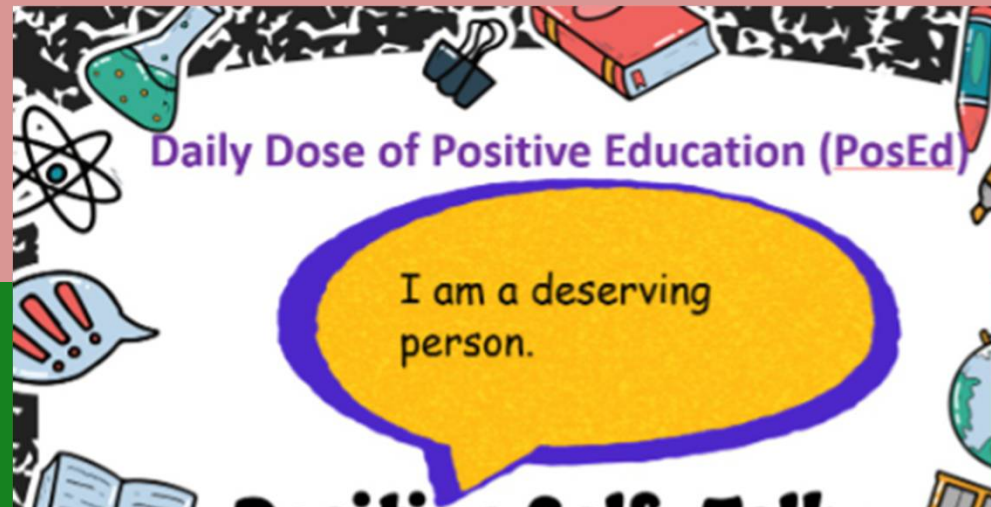
- For P1/P2 – part of the lesson ( 1 period per week) for Pos Edn

## How is PosEd taught in P3?:



focus for p3/p4 is mindfulness

10:45



unpacking

10:48



# Guiding our students to be Self-Directed...

## Am I Self-Directed Learner?

- How can I be one?
- What do I need to display?
- Who can help me?
- How long do I need?
- Why is it important?



About ME  
Self-Directed Learner

I Am A Self-directed Learner. I know the steps to take to develop my learning dispositions.



## Get to Know Me

- ✓ Am I a responsible student?
- ✓ Which Learning Disposition is my strength?
- ✓ Which Learning Disposition is my weakness?

## Let's Listen to our friend.

Hello everyone! I am Krishanah. Let me share about me as a student. In the beginning of the year, I set my goals for myself. I was not happy with my handwriting. I was not confident about my writing. I need to be able to write content and use words in a new way. I have been trying to write descriptive words in a new way. I can be tired after school. I have a timetable after school. I follow my timetable. I do my work independently. I am interested in related topics such as animals. I do my work during class activities. Thank you for listening.

Set clear goals

Working on the feedback

Timetable after school

Working independently

Source and share

Checklist  
You will be given this rubric to reflect on your own LD.

Level 1	I am Starting Out	I am beginning to demonstrate.
Level 2	I am Getting There	I demonstrate <u>some</u> of the time.
Level 3	I did it.	I demonstrate <u>most</u> of the time.
Level 4	I Achieved Mastery.	I demonstrate <u>all</u> the time.

Support your assessment with evidence

Eg I set realistic goals-  
Level 3  
I get 5 out of 8 for spelling. I aim to get 7 out of 8.



# Message for P3 parents...

## How can you Help?

- **Creating a conducive Environment for learning**
- **Support and Encourage**
- **Monitor your child's homework**
- **Talk to your child**
- **Set targets/ goals together with your child**



# Conclusion



**Together,**  
**let's prepare our children to be**  
**Confident Learners,**  
**Active Citizens**  
**of the future...**

