

# Welcome to Punggol View P1 Curriculum Briefing



**24 Jan 2025**



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Care & Concern ■ Commitment ■ Communication ■ Courtesy

Parents as co-partners of education



**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 Vision

Confident Learners,  
Active Citizens

# Our Mission

Touching Lives,  
Inspiring Future



# What do P1 children learn ?

## - P1 Programme....

- English, Mathematics and Mother Tongue (MT)
- CCE/ FTGP values education  
(*R<sup>3</sup> ICH values, life skills, National Education & Social Studies*)
- Health Education & PE
- Programme for Active Learning (PAL)

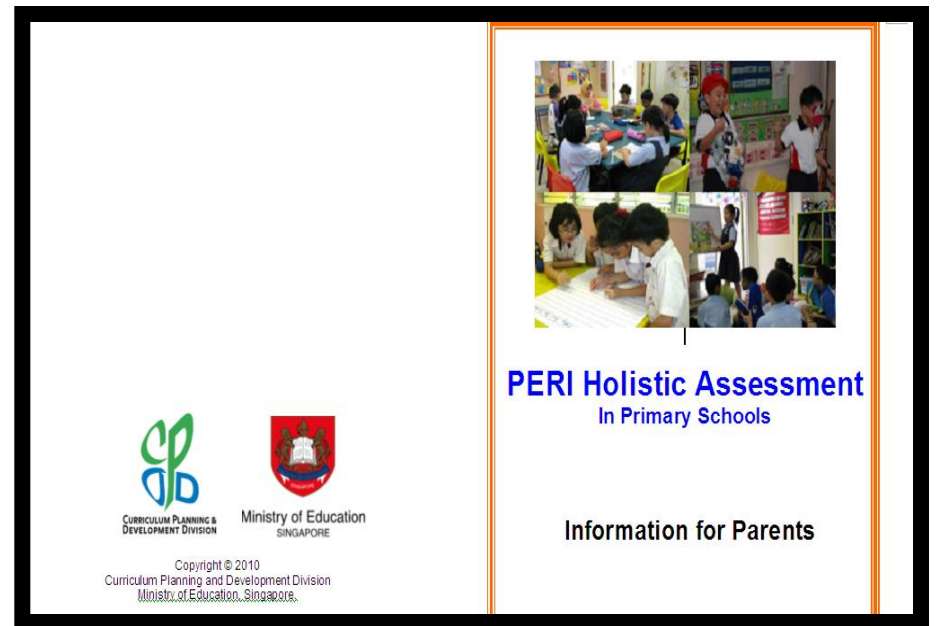


Providing a variety of learning experience for your child to acquire knowledge, skills and values



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

- 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



# *What are the changes for P1...*

## 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

**From  
2019**

**From  
2020 or 2021**

### Refreshing the Holistic Development Profile (HDP)

#### P1 & P2

- > Use qualitative descriptors to report students' learning in all subjects. Non-academic indicators will be retained

#### All other levels

- > Academic indicators adjusted for HDP. Non-academic indicators will be retained

Use qualitative descriptor to report students' learning in all subjects. Non academic indicators will be retained  
It will come in the form of Learning Outcomes...

# 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 &amp; Viewing</u> <ul style="list-style-type: none"> <li>Listen attentively and follow simple instructions</li> </ul>	<u>Listening &amp; Viewing</u> <ul style="list-style-type: none"> <li>Listen attentively and follow simple instructions</li> </ul>	<u>Listening &amp; Viewing</u> <ul style="list-style-type: none"> <li>Listen attentively and follow simple instructions</li> </ul> <u>Speaking</u> <ul style="list-style-type: none"> <li>Speak clearly and fluently to express opinions, feelings</li> </ul>	

## 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...

<ul style="list-style-type: none"> <li>accurately)</li> <li>Read aloud Primary 1 texts with accuracy, fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>accurately)</li> <li>Read aloud Primary 1 texts with accuracy, fluency and expression</li> </ul> <u>Language Use</u> <ul style="list-style-type: none"> <li>Apply knowledge of grammatical rules at word, phrase and sentence level</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend age- / year level appropriate text at literal level (Primary 1)</li> </ul> <u>Writing and Representing</u> <ul style="list-style-type: none"> <li>Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing</li> <li>Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events</li> </ul>
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# 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

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

Essentially, it means that you should...

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?



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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

**From  
2019**

**From  
2020 or 2021**

Revising criteria for the Edusave Merit Bursary (EMB) for P1 and P2 and Edusave Good Progress Award (GPA) for P2 and P3

### **EMB for P1 & P2**

- > 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**

- > 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

### **GPA for P3**

- > 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



# Revising Criteria for EMB and GPA...

## Changes at a Glance

- S'pore 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 \$7500
- GPA for P2** – only for students who do not qualify for EMB but shows improvements in learning dispositions...

...more than 10% improvement in learning dispositions within the year

> Good conduct will continue to be a criterion

# *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 and they are:



### 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.

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### 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?

## Joy of Learning ■ Resilience ■ Open-mindedness ■ Curiosity ■ Collaboration (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>
<p><b>Resilience</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Tries his/her best to complete every question given</li> <li>• Does not give up easily even if the task is difficult</li> <li>• Seeks the help of teachers in overcoming the difficult challenges/tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Tries his/her best to complete every question given</li> <li>• Does not give up easily even if the task is difficult</li> <li>• When faced with a difficult task, is resourceful enough to ask for help (approach teachers, refer to books, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Strives to achieve goals set for any given task regardless of its difficulty</li> <li>• Goes to multiple sources to find solutions to challenging problems.</li> <li>• Views setback as learning opportunities.</li> </ul>

# Implications of SBA Changes for PGVP...

## *Guidelines on Class Allocation*

Our class allocation guidelines remain unchanged from the previous year and are in line with MOE's adjustments to school-based assessment structures. Fundamentally, our class allocation guidelines aim to:

- strengthen holistic development, self-discovery and engaged learning;
- better customise our teaching to a similar profile of learners in the classroom;
- increase social diversity in the classrooms by having mixed-progress groups to foster peer relations across different progress groups and reduce the high stakes of examination; and
- preserve class identity during progression by not regrouping the students at the end of each level.

The class allocation guidelines provide opportunities to inculcate values and soft skills as well as reduce over-emphasis on academic results. Students may also level up their academic progress as learning in a mixed-progress setting affords opportunities for authentic and collaborative learning. More importantly, we want to encourage students to discover their strengths. Our teachers will be planning lessons to cater to the diversity of learners in their classrooms to ensure that all our students are meaningfully stretched and supported. PGVP is committed to nurture all aspects of each child to their full potential.

# Implications of SBA Changes for PGVP...

## *Guidelines on Class Allocation*

Transition Levels	Procedure
P1 to P2	<ul style="list-style-type: none"><li data-bbox="440 491 1348 554">• En-bloc promotion with minimal movement.</li></ul>
P2 to P3	<ul style="list-style-type: none"><li data-bbox="440 658 1740 882">• Class allocation is based on students' English and Mathematics readiness which is determined by the Learning Outcomes attainment and Learning Dispositions.</li><li data-bbox="440 986 1682 1133">• Based on the above, students are then divided into 3 broad groups of similar learner profiles.</li><li data-bbox="440 1238 1808 1376">• Students of each group are then allocated to their classes <u>within the broad group</u> factoring in gender and ethnic grouping mix.</li></ul>

# In PGVP, how will you receive feedback?

## 1) Termly reports

- Progress Booklet- 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; Getting 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

To be shown to parents at our Parent-Teacher Conferencing

### Term 2 Week 5:

24 April Thursday ( Full Day )

25 April Friday ( 2.30pm to 5.00pm )

### Term 4 Week 10: (Selected)

Teachers will inform respective parents.

20 Nov Thursday ( Full Day )



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

## 3) PTC for Sem 1 Term 2 Week 5

- Online platform
- 10 min session
- Progress Report
- Sharing by teachers on students' learning, development and achievement



# 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 2025  
will be conducted online  
14<sup>th</sup> Mar-14<sup>th</sup> Apr on SLS  
for all subjects...

- EL Workshop
- MTL Workshop
- Math Workshop

More info will be provided nearer to the date..






<https://www.moh.gov.sg/others/resources-and-statistics/guidance-on-screen-use>



No devices for kids at meals and turn off the TV:  
Singapore issues stricter screen use guidelines

# New MOH guidelines


## Guidance for children 7 to 12 years old

**THE STRAITS TIMES** 

### New MOH guidelines on screen use for children under 12




**BELOW 18 MONTHS**




- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities

**18 MONTHS TO 6 YEARS**



- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime


**7 TO 12 YEARS**



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

For primary and secondary schools, MOE has provided more detailed



- ✓ **Limit screen use to less than 2 hours a day, unless related to schoolwork.** Moderate the time spent on passive recreational screen use, if necessary.
- ✓ **Develop a collaborative screen use plan or timetable** for the family to help achieve an appropriate balance between screen use and other age-appropriate activities, such as family bonding, interaction with peers, homework and exercise.
- ✓ **Be familiar with how to safeguard children from possible harmful online influences.**
- ✓ **Have regular conversations with children** to find out what they are doing online. Educate children about potential online risks, including inappropriate content, cyberbullying, and speaking to strangers online. Provide timely advice when necessary.
- ! **Do not give your child mobile devices with unrestricted access to the internet and applications.**
- ✓ **Use parental control settings** to monitor and ensure children access age-appropriate content and applications. This includes materials that are developmentally appropriate for children based on their age, level of maturity, social-emotional / behavioural capacities. Avoid harmful content that contain references to violence, sexual behaviour, suicide, self-harm or cyberbullying. Check content ratings if available.
- ! **Parents should not give your child access to social media services.** Major social media services require users to be at least 13 years old.
- ! **Do not use screens during meals and one hour before bedtime.**
- ✓ **Take appropriate steps** if you have concerns that your child has difficulty regulating his or her screen use. – see page 12 for more information

Feedback on ...

# Student Care Centre (Raffles Education)

Mrs Sandra Theseira email address:  
[de\\_souza\\_sandra@moe.edu.sg](mailto:de_souza_sandra@moe.edu.sg)

We want to hear your concerns...



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!

