

Welcome to Punggol View

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

E-Briefing for P3 parents- 10 Mar 2022



Programme Outline

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

Sharing on

- ☐ **What's in store for P3**
- ☐ **Changes to P3 School Based Assessment**
- ☐ **Provide greater insights of what your child will be learning**



Our



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

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

**The
PGVP
Graduate**

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
- Aesthetically Aware
- 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.

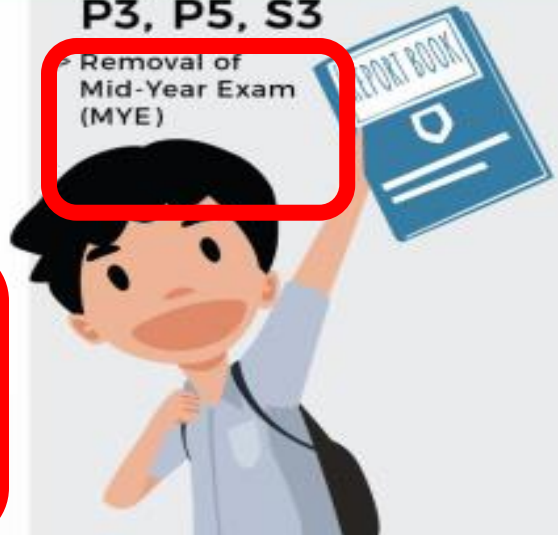
- P3- Foundation Stage; Moving from Lower Primary to Mid Primary



- First time studying a new subject : **SCIENCE**....
- Involvement in CCA – P3 CCA Open House [8 and 15 Feb]
- Unlike P1/P2 – Your child will experience formal exams. there is **WA in Term 2/3** and **SA2 exam** at the end of the year (Refer to Pg 25-26 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
Adjusting School-based Assessment Structures		
P1 > No examination, but weighted assessments are conducted throughout the year P2 > Weighted assessments throughout the year and year-end exam P3-P6 > Mid-Year Exam (MYE) and year-end exam, in addition to weighted assessments throughout the year Secondary level > Most schools conduct a Mid-Year Exam (MYE) in addition to weighted assessments throughout the year	P1 & P2 > Removal of all weighted assessments (including P2 year-end exam) S1 > Removal of Mid-Year Exam (MYE) From P3 to S4/5 > 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	P3, P5, S3 > Removal of Mid-Year Exam (MYE) 

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....



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Ref: PGVP/0 Features:

24 Feb 20

Dear Parent

Learning fo

In line with 1
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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. 1WA per subject per semester as well as the SA2
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...



Asses

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)	SA2
	15%	15%	70%

Promotion from Primary 3 to Primary 4

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 re-grouping 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	Is very good in the subject
2	70 - 84	Is good in the subject
3	50 -69	Has adequate grasp of the subject
4	49 and below	Has not met the minimum requirement for the subject

Classroom Allocation for 2023...

C
a

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 results as well as choices made in the (SBB) Exercise. Students are divided into 3 broad groups of similar learner profiles</p> <p>Based on the above, student 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>
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/environment)
- ❑ P3 level and above are encourage to take up a CCA . To remain in their CCA to ensure deeper skill development and continuity
- ❑ CCA Day- Mon, Tues and Thurs[one of the day depending on the CCA]



Gifted Education Programme (MOE)

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

17 Aug 2022

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

18 & 19 Oct 2022

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



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?

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

Learning Dispositions	Primary 1	Primary 2	Primary 3
<p>Joy of Learning</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"> • 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



4 levels Qualitative Descriptors

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



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



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
Learning Disposition 1: Joy of Learning						
• 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"/>		
Learning Disposition 2: Curiosity						
• Asks questions to clarify understanding (e.g. always asking the "why" questions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Learning Disposition 3: Open-Mindedness						
• 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

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

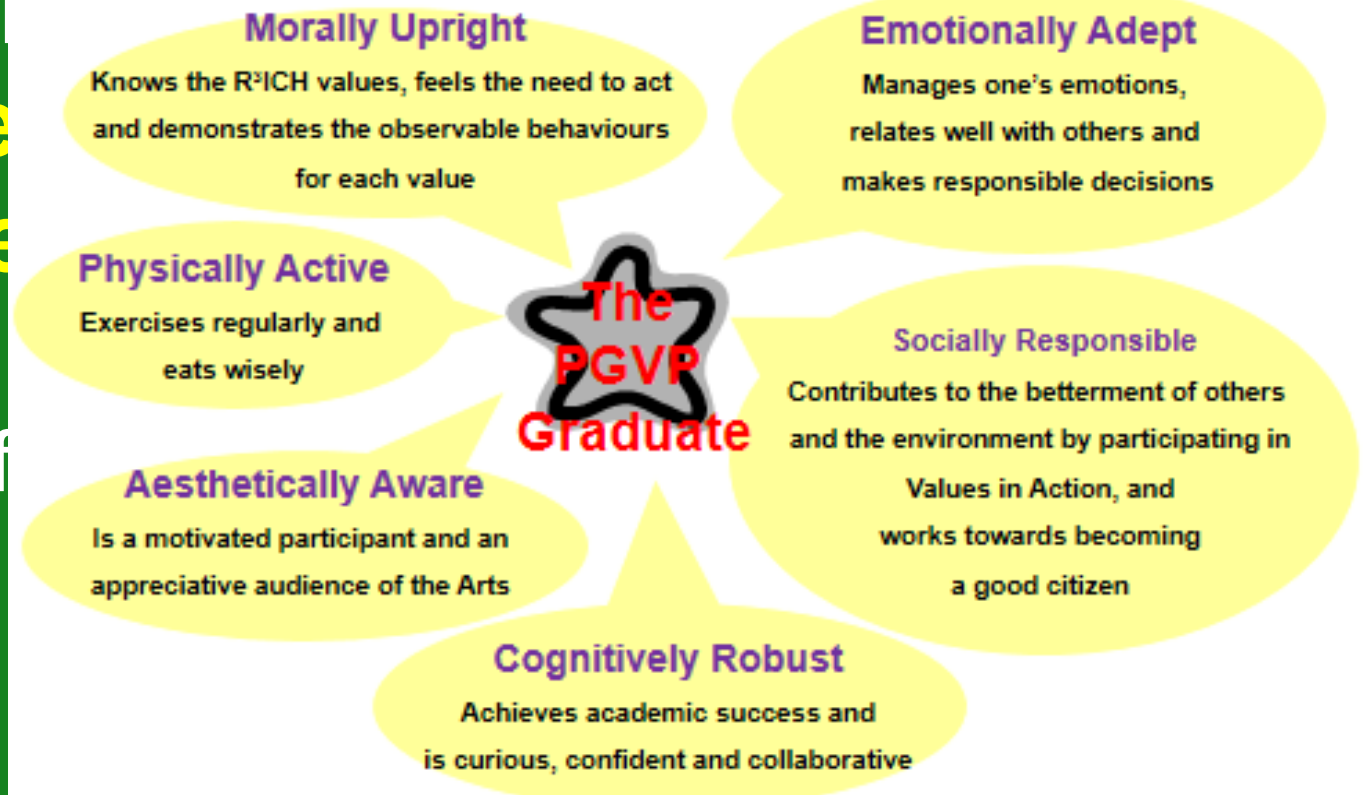


Our Philosophy

Values-based, Holistic Education

We believe in nurturing the whole child
by guiding
moral, emotional, aesthetic
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Punggol View defines 6 MESCAP Student Outcomes



Blended Learning @ PGVP....

- 2022- to continue with the BL efforts for P2-P5 [e-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 to
follow

**Self-Directed and
Independent
Learners**

Our

**Passionate and
Intrinsically
Motivated
Learners**



Blended Learning @ PGVP....

- 2022- to continue with the BL efforts for P2-P5 [e-learning]
- What do we hope to achieve through BL?
- Blended Learning is a combination of face-to-face and online learning. It is a learning environment that combines the best of both worlds. It is a learning environment that combines the best of both worlds. It is a learning environment that combines the best of both worlds.
- 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**

Key
follow



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

Parents as co-partners in education



Our Philosophy

Values-based, Holistic Education

Do the Right Thing
And
Give of Your Best



**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.....**

- Attendance

- Come to school every day
- Be on time 7.30 am ; **must be in the classroom by 7.25 am**

- Attitude

- Pay attention during lessons
- Encourage your child to ask when in doubt / not sure
- Ensure that your child complete his/her homework on time
- Ensure that your child does his/her corrections

- Achievement

- Try your very BEST

3As to Success.....



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

□ R3ICH values (Respect, Responsibility, Resilience, Integrity, Care & Harmony)



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.

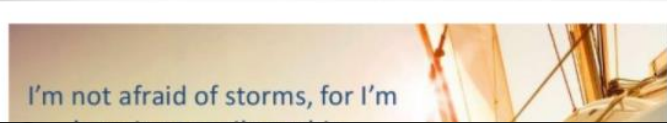


Positive Education...


DAILY DOSE OF POSITIVE EDU (1



- We know that not every day can be smooth sailing either; **life puts storms in our path.**
- We **seek to learn and build our skills** with each experience.
- **Remember where you are going.** Stay the course but adjust if you need to.



I'm not afraid of storms, for I'm



I'm not afraid of storms, for I'm
learning to sail my ship.

~ Louise May Alcott

www.thesocialmediaprincess.com

New for 2022:

- Weekly Reflection
- Uploaded in SLS
- So far, there are 8 sets being uploaded.

Self-Directed Learner Tips

- ✓ I actively reflect on my learning.
- ✓ I know my level of learning.



SELF-DIRECTED LEARNER TIPS

- ✓ I take ownership of my learning.
- ✓ I actively reflect on my learning.
- ✓ I celebrate every success in learning.
- ✓ I put in extra effort in areas that I need to improve.
- ✓ I thank the people who helped me in my learning.



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

