

Welcome to Punggol View

P2 Parent Engagement Session

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

E-Briefing for P2 parents – 8 Mar 2022

Programme Outline

Time	Programme
6.00pm -6.15pm	<ul style="list-style-type: none">• Registration/Admin Matter• Welcome
6.20pm -7.15pm	Principal' s Address on: <ul style="list-style-type: none">• What's in store at P2• Learning Dispositions/BL• School Based Assessment changes• How class allocation is done for P3 next year
7.15pm – 8.00 pm	<ul style="list-style-type: none">• Q & A



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Sharing on

- ☐ What's in store for P2
- ☐ Changes for P2 School Based Assessment and how class allocation is done for P3
- ☐ 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



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 P2?**



What do P2 children learn ?

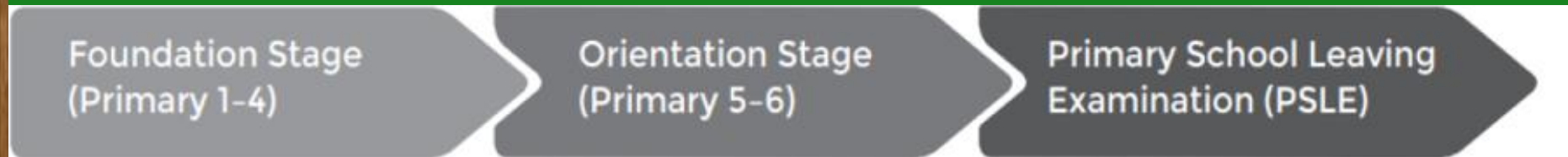
- P2 Programme....

- 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 experiences
for your child to acquire knowledge, skills and values



Transition from P1 to P2.



- ❖ P2- Still in the Foundation Stage where we want to excite students; Still part of Lower Primary



- ❖ Like P1, No Weighted Assessment or SA (formal exam) for P2
- ❖ Schools to continue to use assessments formatively to move students' learning forward (Bite-sized Assessment).
- ❖ Similar to P1, use qualitative descriptors to report mastery of learning at P2- Using Learning Outcomes
- ❖ Purpose and Intent: To encourage students at such a young age to focus on growth and mastery as opposed to grades and performance
- ❖ Continue with the HA portfolio to collate students' work as well as to communicate learning progress. Students' learning progress will be reflected in the HDP which will be issued at the end of each semester



How will my child's academic progress be measured if there are completely no examinations and weighted assessments at 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.
- Teachers continue to track learning progress of students through formative assessment strategies
- **The ONLY 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**). **Focus is on the learning; Not marks.**



Learning Outcomes for P2...

- Every subject to focus on 3 to 5 Learning Outcomes(LO) per semester to report students' learning progress
- 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**



Learning Outcomes for P2...

English Language		Where am I now?			
Meeting the Learning Outcomes		Term 1	Term 2*	Term 3	Term 4*
IN M U S a M m C o U R I c o T * D L L L L		Mother Tongue Language			
		Meeting the Learning Outcomes			
	<u>List</u> List info	Term 1	Term 2* HDP Report	Term 3	Term 4* HDP Report
	<u>Spe</u> a)				
	b)				
	<u>Re:</u> a)				
	b)				
	<u>Lar</u> App phr				
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<u>Wri</u> a)	* Learning Outcomes v				
b)	Descriptors on Student Level 1: Starting out Level 2: Getting there Level 3: Got it Level 4: Achieved master				
		CL - Chinese Language ML – Malay Language TL – Tamil Language			

☐ Captured in Holistic Development Profile

☐ Forms part of the Holistic Assessment portfolio

☐ Reflects the students' learning

☐ Forms part of the data for Class Allocation at the end of the year

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Grading for P1 and P2

	Starting Out
	Getting There
	Got it
	Achieved Mastery



Holistic Development Profile at P2...

- 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



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

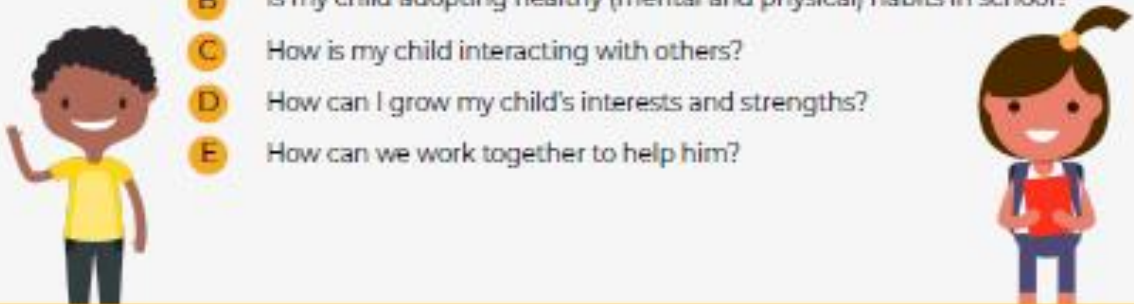
- Encourage and affirm your child on the progress made
- Learning from various school activities and experiences, discuss with your child his strengths and interests
- Discuss with your child his plans in developing in both academic and non-academic domains

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?

A cartoon illustration of a boy and a girl. The boy is on the left, wearing a yellow shirt and dark pants, with his right hand raised. The girl is on the right, wearing a red shirt and blue pants, with a backpack. They are both smiling.

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
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



4 levels of 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 <u>all</u> the time ❖ Reflected in the Holistic Development Profile (HDP)



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"/>				
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)



Ways you can help your child nurture Learning Dispositions



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.

When your child is stuck in the middle of a task, instead of providing immediate help, support your child by encouraging him/her to

- ❖ wonder....:“ I am stuck because?.....”
- AND
- ❖ believe “ I can do it if I try again”.

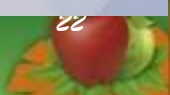
You can nurture your child's **curiosity** by asking him/her a series of questions when opportunity arises, such as during an outing/an activity:

- “ what do you see?”
- “ what do you think about that?”
- “ Have you ever wondered why?”



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.



Classroom Allocation for 2023...

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, Mathematics and Science SA2 results as well as choices made through the Subject-Based Banding (SBB) Exercise. Students are divided into 3 broad groups:</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>
P5 to P6	En-bloc promotion with minimal movement.

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P3 to P4	En-bloc promotion
P4 to P5	<p>Class allocation results as well as (SBB) Exercise</p> <p>Based on the 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 from P2 to P3 (Details can be found in **Pg 25** of the student handbook)

- ❑ In general, Class Allocation is based on LO attainment for EL, math and assessment of LO
- ❑ Other non-academic factors such as gender and ethnic group mix will also be taken into consideration when re-grouping students within the broad group.

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

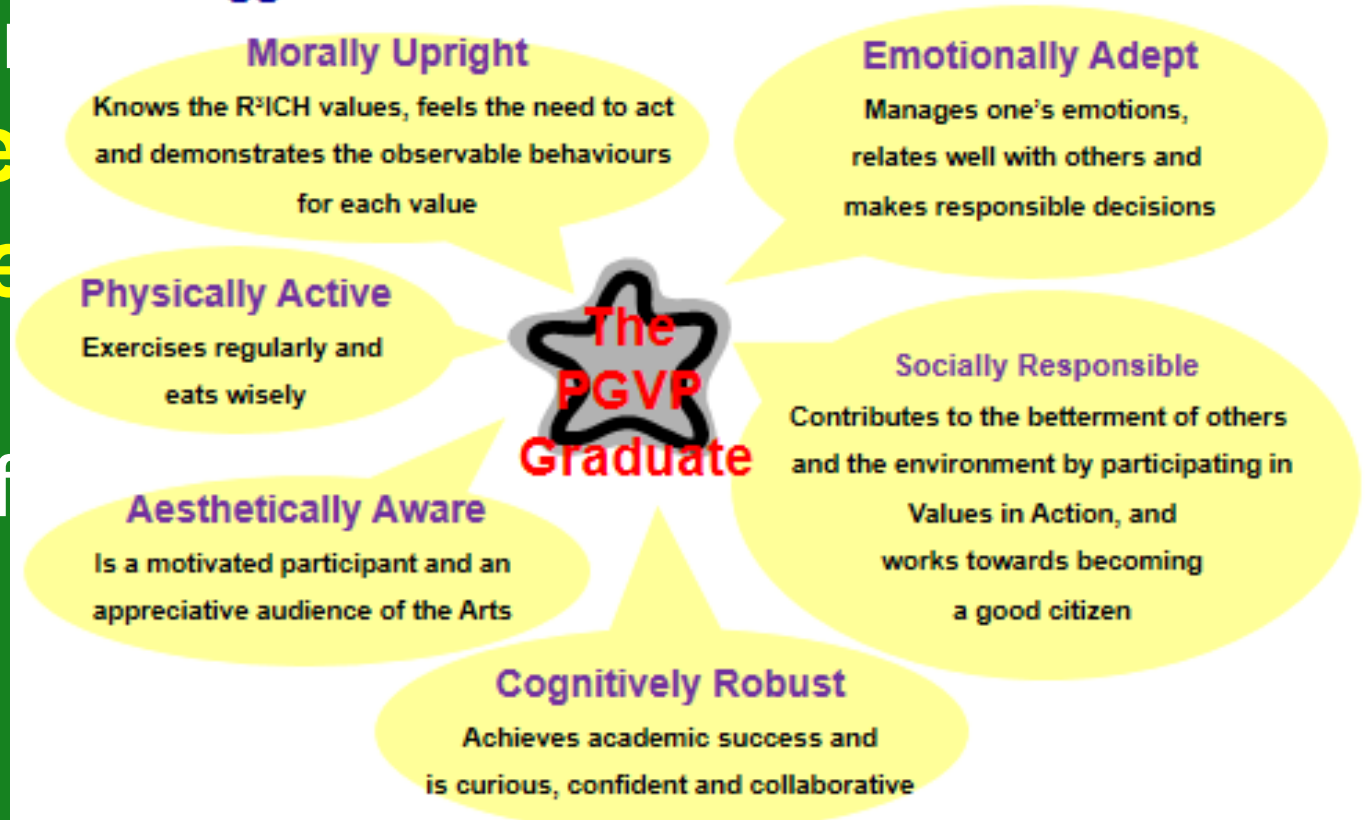


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Punggol View defines 6 MESCAP Student Outcomes



Blended Learning @ PGVP....

- For 2022- we are continuing with BL efforts; P2 to P5 will be involved. [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
follow

Self-Directed and
Independent
Learners

Passionate and
Intrinsically
Motivated
Learners



Blended Learning @ PGVP....

- For 2022- we are continuing with BL efforts; P2 to P5 will be involved. [e-Learning]
- What do we hope to achieve through BL?

• Blended Learning is an educational approach that combines traditional face-to-face classroom methods with e-learning techniques to create a more personalized and flexible learning experience.

1. e-Learning
and h
and

2. t

Key to
follow

- 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 to new knowledge**
 - **Open and willing to embrace challenges**
 - **Pursue and sustain areas of passion**



**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 ...**



Part of the preparation for higher level and hence PSLE depends on building the right habits starting from P2...

- Attendance ...

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

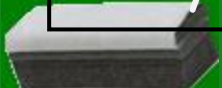
- Attitude

- 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)



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

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New for 2022:

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

POSED 8:8. I forgive myself for any past mistakes.

- Mistakes help me learn.
- Mistakes are proof of learning.
- Mistakes help me become better learners.

ENTER

INSTRUCTIONS

You may record an audio clip of up to 10 minutes or upload a file with your answer.

Talk about an incident that you are sorry.

Tap here to submit answer.

Suggested Answer

Teacher's Feedback

☒ Suggested Answer

No Suggested Answer

MARKS [1]

Q2

INSTRUCTIONS

You may record an audio clip of up to 10 minutes or upload a file with your answer.

What did you do to show that you are really sorry?

Tap here to submit answer.

Teachable moments:

- Great platform to kick start conversation with your child
- Opportunity to understand your child perspective and thought

1. How to say sorry.

I'm Sorry By Mercer Mayer read by Grandpa Tom

Golden Books®

I'M SORRY

BY GINA AND MERCER MAYER



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 P2 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...

