

Primary 1 Parents Briefing

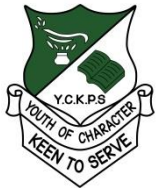
Friday, 18 February 2022



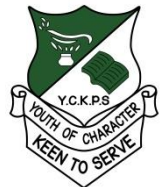
Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

Programme

1. Introduction
2. Curriculum and Learning Outcomes
3. Level Focus
4. Home School Partnership

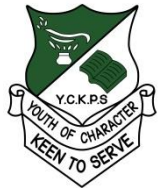


INTRODUCTION



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YCKPS HEARTBEAT



Yio Chu Kang Primary School
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School Vision:

Empowering Mind,
Engaging Heart,
Extending Hands

School Mission:

To nurture confident
and self-directed learners
who are keen to serve



Our Philosophy

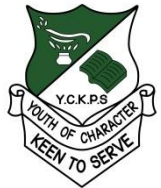
***To recognise each child as an individual
and help him achieve his personal best***



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School Motto

Youth of Character
Keen to Serve



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School Values

Care

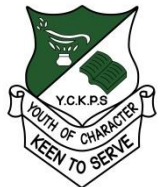
Respect

Responsibility

Integrity

Resilience

Excellence



CURRICULUM AND LEARNING OUTCOMES



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2018

**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 Mid-Year Exam (MYE) and year-end exam, in addition to other 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)



2018

**From
2019**

**From
2020 or 2021**

Refreshing the Holistic Development Profile (HDP)

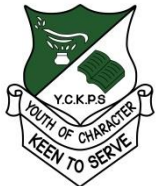
> Use of indicators to report students' development in both academic and non academic domains (e.g. physical fitness, involvement in community-based and co-curricular activities etc.)

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



Learning Progress in the Holistic Development Profile (HDP)

- Subject-specific Learning Objectives (LOs) and qualitative descriptors to report students' learning progress for all subjects in the HDP
- LOs reflects the syllabus outcomes
- LOs are meant as feedback to students and parents for learning



Reporting of P1 & P2 Students' Learning Progress in HDP

Reflection of Learning Outcomes & Qualitative Descriptors

For illustrative purposes only.

Holistic Development Profile

Date : 6 Nov 2019

Identification No : T0612345F

Name : Jane Ong

Age on 1st Jan : 6 S/N : 5

Course : Primary Two

Class : P2-Respect

Form Teacher

Co-Form Teacher

Learning Outcomes (LOs) for each subject

Customised Qualitative descriptors

SUBJECT

MATHEMATICS

• *Solve mathematical problems involving addition and subtraction.*

Accomplished

• *Multiply and divide numbers within multiplication tables*

Competent

• *Identify, name, describe and sort shapes and objects*

Competent

• *Tell time to 5 minutes*

Developing



Use of descriptors for parents to gain a better understanding of the progress of their child

Instead of receiving just a test score or grade, parents will now receive qualitative feedback regarding the progress of your child for the learning outcomes expected of students as highlighted in the MOE syllabus guide for each subject through the HDP.

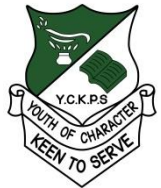


Use of descriptors for parents to gain a better understanding of the progress of their child

- Parents may make use of this qualitative feedback to complement their understanding of their child's progress such as areas of strength or growth with the students' returned files and work.
- The descriptors also help shape conversations between parents and child, and or parents and teachers when discussing on areas for growth.



ENGLISH LANGUAGE



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P1 Learning Outcomes

SEMESTER 1	SEMESTER 2
<p><u>Listening</u></p> <p>1. Listen attentively and follow simple instructions.</p> <p><u>Speaking</u></p> <p>2. Speak clearly to express their thoughts, feelings and ideas.</p> <p><u>Reading</u></p> <p>4. Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).</p> <p>5. Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.</p> <p><u>Writing</u></p> <p>7. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.</p>	<p><u>Speaking</u></p> <p>2. Speak clearly to express their thoughts, feelings and ideas.</p> <p>3. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.</p> <p><u>Reading</u></p> <p>5. Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.</p> <p>6. Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.</p> <p><u>Writing</u></p> <p>8. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.</p>



STELLAR

STrategies for English Language Learning And Reading

- STELLAR aims to strengthen both language and reading skills as well as promote a positive attitude towards reading in the foundational years.

Broad Strategies:

- Shared Book Approach (SBA) for reading
- Modified Language Experience Approach (MLEA) for writing
- Learning of Grammar

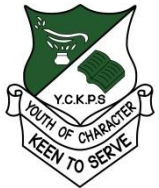


KEY PROGRAMMES: Reading

- Morning Reading Time (MRT) daily
- Drop Everything And Read (DEAR) a period/week

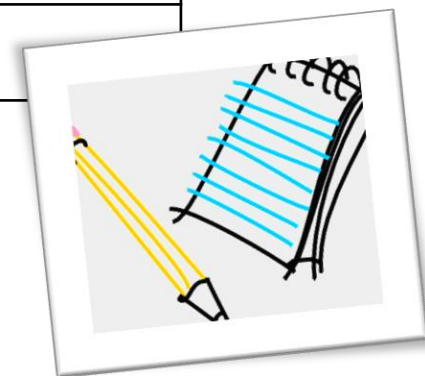
KEY PROGRAMMES: Speaking

- Reading Aloud; Show and Tell



P1 EL Key Work Deliverables

Components	Item
STELLAR Learning Sheets C'mon Supplementary Worksheets	Dark Purple Ring Folder
MLEA Writing – Writing based on learning experience	Writing File (light purple)
Narrative Writing – Theme-based writing on pictures	
Spelling/Dictation	Activity sheets or exercise book
Oral & Listening Comprehension	Book



TIPS FOR PARENTS: READING & SPEAKING

- Model the use of Standard English when communicating with your child. Avoid using Singlish.
- Encourage them to read widely and have them share with you the story plot and reasons they enjoy the book.
- Discuss latest snippets of news and have them share their thoughts and opinions on the matter.
- In addition to doing worksheets and assessment books, English language learning requires frequent exposure to listening, speaking, reading, viewing and writing opportunities and activities.

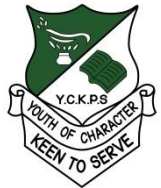


TIPS FOR PARENTS: WRITING

- Time management –important to learn how to manage time well by completing a given task within the given time.
- Encourage your child to jot down good vocabulary/phrases from their reading and apply them in their writing.
- Encourage your child to keep a journal.
- Read and write notes/messages to your child. Let them have ample writing opportunities as well, example, write a postcard or email to a relative or friend overseas.



MATHEMATICS



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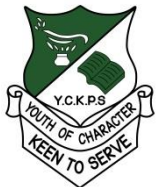
P1 Mathematics Syllabus

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none">• Numbers to 10• Addition• Subtraction• Shapes• Ordinal Numbers• Numbers to 20• Addition and Subtraction• Picture Graphs• Numbers to 100	<ul style="list-style-type: none">• Addition and Subtraction within 100• Length• Multiplication• Division• Time• Money



P1 Learning Outcomes

SEMESTER 1	SEMESTER 2
<ol style="list-style-type: none">1) Understand numbers up to hundred2) Understand addition and subtraction3) Add and subtract numbers4) Identify, name, describe and sort shapes5) Read and interpret picture graphs	<ol style="list-style-type: none">1) Understand numbers up to hundred2) Add and subtract numbers3) Measure and compare lengths using everyday objects4) Understand multiplication and division5) Tell time to 5 minutes



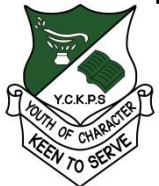
Tips for Parents

- Help your child to
 - Cultivate as a habit to revise regularly what has been taught for the day or week
 - Do regular practices on addition and subtraction, so as to achieve fluency
 - Find opportunities in everyday life to get your child to add and/or subtract numbers (e.g., number of different fruits in the refrigerator, difference in the types of goldfish in the tank, etc).



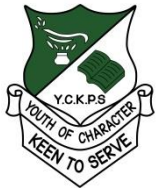
Tips for Parents

- Ensure that your child completes the daily homework to the best of his/her ability and effort.
- Encourage your child to always check his/her work before submitting. Cultivate this as a habit.
- Encourage your child to revise problems that he/she has done before. Learn from the mistakes made and strive to avoid making the same mistakes subsequently.



Tips for Parents

- Look through your child's written assignments (e.g., workbook worksheets, journal book, math files, revision worksheets, etc) and work with your child on the feedback given by the teacher.



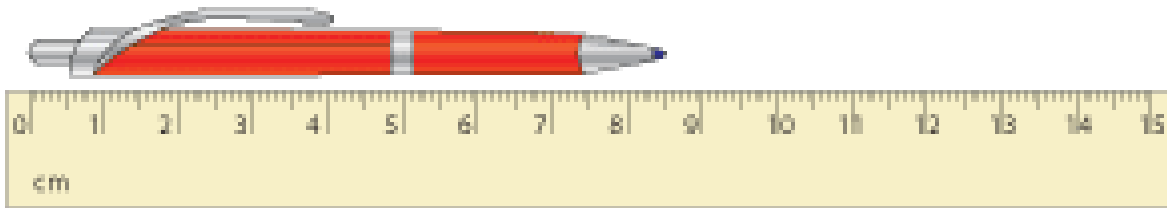
Tips for Parents

- Help your child relate the mathematics learnt in school to everyday life experiences.
 - Money: counting coins and notes, converting money, comparing amounts of money, simple addition of cents to make a dollar, simple addition and subtraction of dollars/cents (e.g., \$2+\$5, 50¢ - 10¢, etc.)



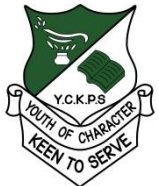
Tips for Parents

- Help your child relate the mathematics learnt in school to everyday life experiences.
 - Length: measuring any objects at home in centimetre (cm), comparing lengths of different objects (e.g., ribbons, strings, etc), provide opportunities for your child to use the centimetre ruler frequently, get your child to estimate length or height of objects at home.



Tips for Parents

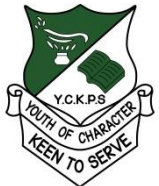
- Help your child relate the mathematics learnt in school to everyday life experiences.
 - Time: give your child plenty of opportunities to tell time to 5 minutes (e.g., breakfast 6.30 a.m., going to school at 7.05 a.m., etc), use a.m. and p.m. in daily conversations, tell time in terms of duration of one hour and half an hour (e.g., your child's favourite cartoon show is from 5.30 p.,. To 6 p.m. → duration of half an hour)



LEARNING SUPPORT PROGRAMME

Through specialised early intervention programmes, learning support is provided for students who need additional help with:

- English Language (LSP)
- Mathematics (LSM)



LEARNING SUPPORT PROGRAMME

Learning Support Programme (LSP)

Learning Support for Mathematics (LSM) Programme

Conducted by trained teachers

Focused on building English language skills

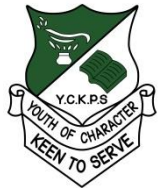
Focused on developing numeracy skills

Half an hour a day (in small groups of 8 to 10 students)

4 to 8 periods a week (in small groups of up to 8 students).



MOTHER TONGUE LANGUAGES



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Approach

Mastery of 4 Macro Skills

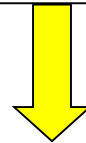
Listening

Speaking

Reading

Writing

Language Use



Vocabulary

Grammar

**Reading
with
Understanding**

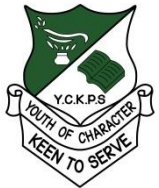


Learning Outcomes for Primary 1 MTL

Semester 1 (Term 1 & Term 2)	Semester 2 (Term 3 & Term 4)
<ul style="list-style-type: none">• Ask and/or respond to simple questions related to daily life.• Listen attentively to short, simple spoken content related to daily life.• Speak with correct pronunciation using vocabulary and sentence structures from Pri 1 texts.• Recognise characters taught in Pri 1(CL).• Recognise words taught in Pri 1 (ML).• Recognise letters and words taught in Pri 1 (TL).	<ul style="list-style-type: none">• Participate in short conversations related to daily life with some guidance.• Read aloud Pri 1 texts with accuracy and fluency.• Understand Pri 1 texts and are able to identify some details with guidance.• Write words, phrases and simple sentence(s) about daily life with guidance. (CL & ML)• Write words and simple phrases with guidance. (TL)

Tips For Parents

- Encourage your child to share what words/content they learnt for the day with you. This will not only help reinforce what he or she has learnt, but also creates a good opportunity for family bonding.
- Use online resources to revisit content and vocabulary taught. Making use of online platform to build their reading
- Cultivate the habit of reading by visiting the library regularly

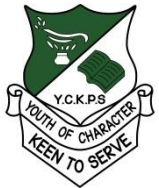


Tips For Parents

- Watch quality Chinese, Malay or Tamil language television programmes together.
- Make use of objects in your environment such as road signs and advertisements to engage your child in MTL conversations.
- Make Mother Tongue a language of use, and a language that's in use. Create opportunities for your children to interact and communicate.



AESTHETICS (ART)



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Learning Outcomes For Art

Semester 1	Semester 2
<ul style="list-style-type: none">• Identify simple visual qualities in what they see around them• Ask questions about what they see• Draw from their imagination and observation• Play with a variety of materials and tools to make art• Share their imagination, thoughts and feelings through art making	<ul style="list-style-type: none">• Identify simple visual qualities in what they see around them• Ask questions about what they see• Share their imagination, thoughts and feelings through art making• Show interest in looking at a variety of artworks• Talk about what they see, feel and experience using art vocabulary

Art Instructional Programme

Visual Inquiry

Actively looking & responding to visuals and participating in discussions

Art Techniques

Handling a brush/ drawing/ colouring tool, painting & using IT tools to assemble objects and create artworks

School-based Module

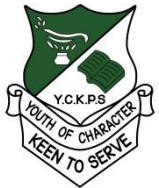
Exploring Colours

Thinking Skills

See, Think, Wonder



AESTHETICS (MUSIC)

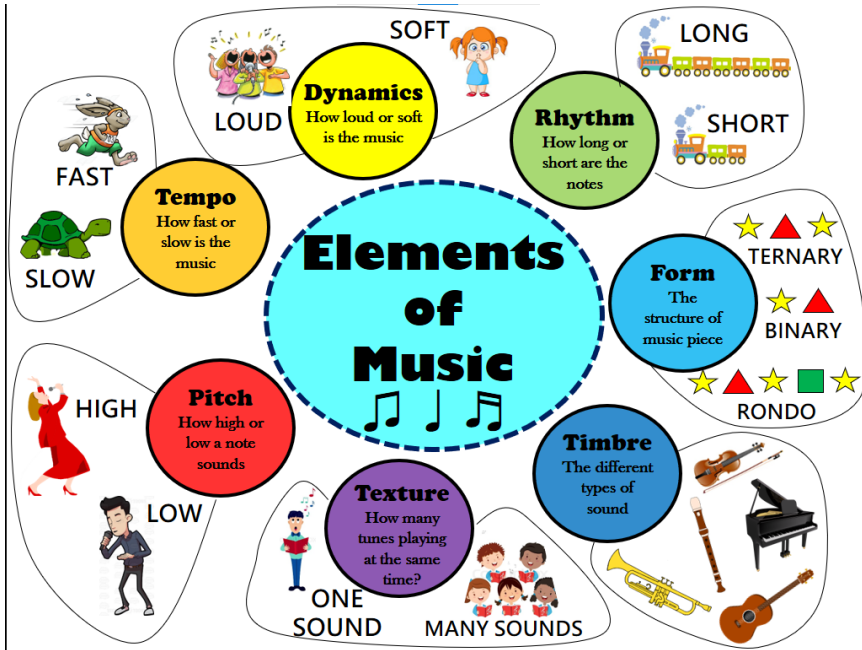


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Music Learning Outcomes

Semester 1	Semester 2
<ul style="list-style-type: none">• Perform Music in both instrumental and vocal settings, individually and in groups• Listen and Respond to Music• Appreciate Music in local and global cultures• Understand musical elements and concepts	<ul style="list-style-type: none">• Create Music in both instrumental and vocal settings, individually and in groups• Perform Music in both instrumental and vocal settings, individually and in groups• Listen and Respond to Music• Appreciate Music in local and global cultures• Understand musical elements and concepts

Music Instructional Programme



Instrument Boomwhackers

Music Elements

- Steady Beat
- Rhythm: Crotchets & Quavers
- Pitch: High and Low
- Tempo: Fast and Slow
- Dynamics: Loud and soft



PHYSICAL EDUCATION (PE)



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Physical Education

The purpose of PE is to enable students to demonstrate individually and with others the physical skills, practices, and values to enjoy a lifetime of active, healthy living.



PHYSICAL EDUCATION (P1)

Dance	Games & Sports	Gymnastics	Outdoor Education	Physical Health & Fitness
<ul style="list-style-type: none"><input type="checkbox"/> Exploration<input type="checkbox"/> Creating and Performing	<ul style="list-style-type: none"><input type="checkbox"/> Rolling Underhand and Catch<input type="checkbox"/> Tossing, Throwing and Catching	<ul style="list-style-type: none"><input type="checkbox"/> Performing sequence of two movements	<ul style="list-style-type: none"><input type="checkbox"/> Move across variety of ground surfaces	<ul style="list-style-type: none"><input type="checkbox"/> Personal safety practices<input type="checkbox"/> Good health practices



PROGRAMME FOR ACTIVE LEARNING (PAL)



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Programme For Active Learning (PAL)

To develop in our students **Confidence, Curiosity** and **Cooperation** skills through broad exposure and experiences.

Self awareness

Self Management

Social awareness

Responsible Decision Making

Relationship Management

Outdoor Education

Performing Arts

Visual Arts

Sports & Games



PAL Learning Outcomes

- Students exhibit confidence in what they do and are able to express themselves effectively
- Students exhibit curiosity and positive attitudes towards learning
- Enjoy group experiences and cooperation
- Engage in social-emotional learning and values education



Curiosity

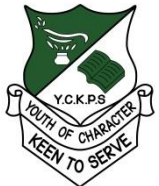
Confidence

Cooperation

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PAL @ Yio Chu Kang Primary School

- All Primary 1 students will participate in PAL
- 1.5 hours of PAL every Friday
- 4 Domains:
 - Sports & Games
 - Outdoor Education
 - Performing Arts (Music & Dance)
 - Visual Arts
- Students to be in PE attire on PE and PAL days



CITIZENSHIP AND CHARACTER EDUCATION



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CCE Form-Teacher Guidance Period (CCE FTGP)

Purpose of CCE (FTGP)

1. Provide **quality interaction time** between form teachers and students to build positive teacher-student relationship
2. Equip students with **social and emotional competencies**



CCE Form-Teacher Guidance Period

Social Emotional Learning (SEL) is foundational to nurturing **mentally healthy** and, **socially and emotionally competent learners**, enabling them to thrive in the future.

CCE (FTGP) lessons are designed with strategies for pupils to acquire these competencies.

The content is divided into 4 themes, base on the domains of

- 1) **Self-awareness**
- 2) **Social Awareness**
- 3) **Self Management**
- 4) **Relationship Management**

The aspect of **Responsible Decision Making** runs through all the lessons.



CCE Form-Teacher Guidance Period

Purpose of CCE (FTGP)

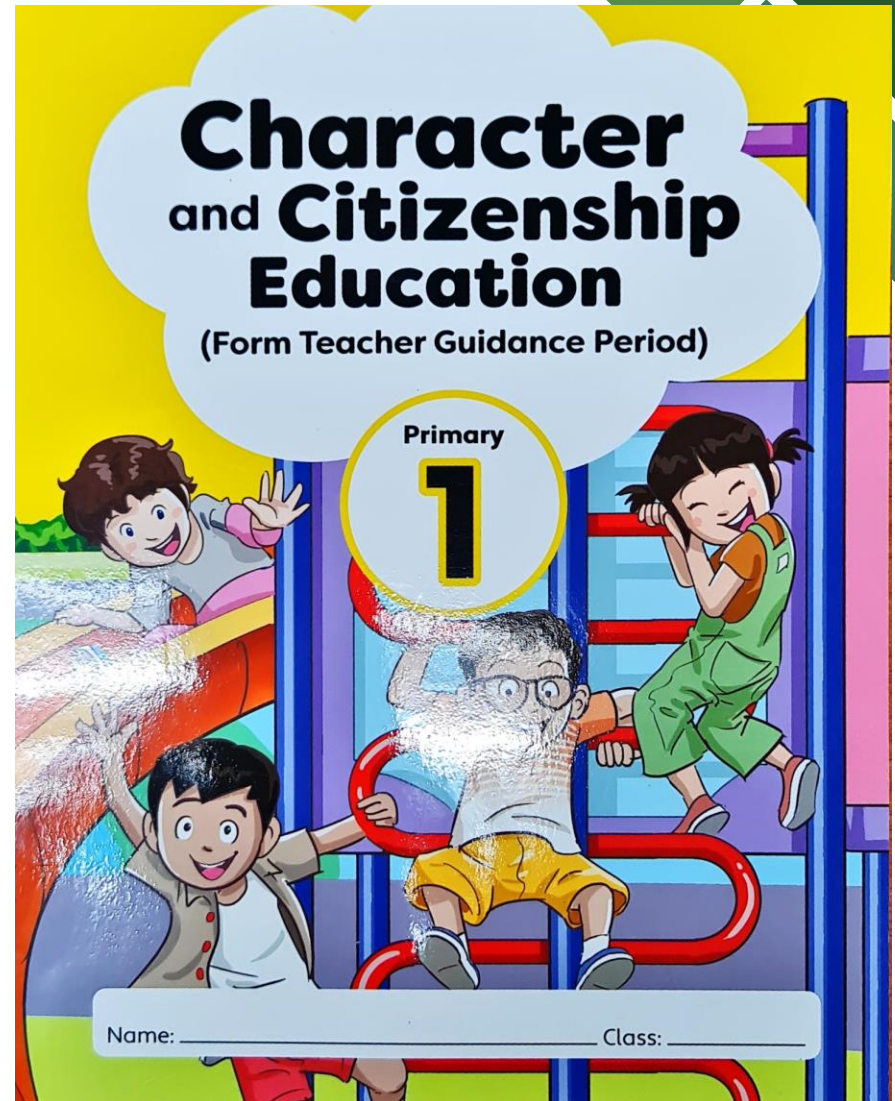
3. Topics related to developing citizenship dispositions are also taught in CCE(FTGP) to foster inter-ethnic understanding and appreciation for one another's culture in a multicultural classroom setting.
4. Topics on cyber-wellness are also infused in CCE(FTGP) to educate pupils on positive well-being of internet users



CCE Form-Teacher Guidance Period (CCE FTGP)

CCE FTGP Journal

A means for students to record their FTGP journey through their interactions with the Form Teachers and classmates, as well as their Social Emotional Learning in school.



P1 CCE (FTGP)



Contents

Understand and Care for Myself

- Pages 2-5 In My New School ① ② ③
- Pages 6-12 Understanding My Feelings ① ② ③ ④
- Pages 13-15 Staying Safe in the Cyberworld ① ②
- Pages 16-22 Good Touch, Bad Touch ① ② ③

Do My Best

- Pages 24-29 What Is Important ① ② ③ ④
- Pages 30-32 Follow What Is Right ① ② ③

Care and Respect for Others

- Pages 34-38 Caring for Family and Friends ① ② ③ ④ ⑤
- Pages 39-40 Different yet Similar ① ②

Our Singapore and the World

- Pages 42-47 Playing My Part in Total Defence

ASEAN Story

Respecting My Friends

Singapore, Our Home

- Page 48 Reflection

- Pages 49-55 Stickers

CCE Form-Teacher Guidance Period

4 themes and their modules

1) Self-Awareness

- Understand and care for myself
 - Growing my Character Strength
 - How I feel
 - Do I Know You

2) Self-Management

- Do My Best
 - Yes I Can
 - My Learning

Understanding My Feelings ①

Date:

What are feelings?

How are you feeling today?

Feelings affect how we feel in our bodies, what we say, what we do and what we think.

I feel...

Paste sticker from page 49.

6 Understand and Care for Myself



CCE Form-Teacher Guidance Period

4 themes and their modules

3) Social Awareness

4) Relationship Management (Social Skill Focus)

- **Care and Respect for Others**
 - Understanding my friends
 - Responding with Care and Respect

5) Our Singapore and the World

- Being Careful, Being Prepared
- Languages of ASEAN
- Harmony as one
- My Wish for Singapore



Follow What Is Right **3**

Should I Follow My Friend?

Before I follow my friend's actions or words, I ask myself...

Is that action **respectful** and **kind**?

If I were to do this, what would my parents and teachers say?

Do My Best **31**

CCE Form-Teacher Guidance Period

4 themes and their modules

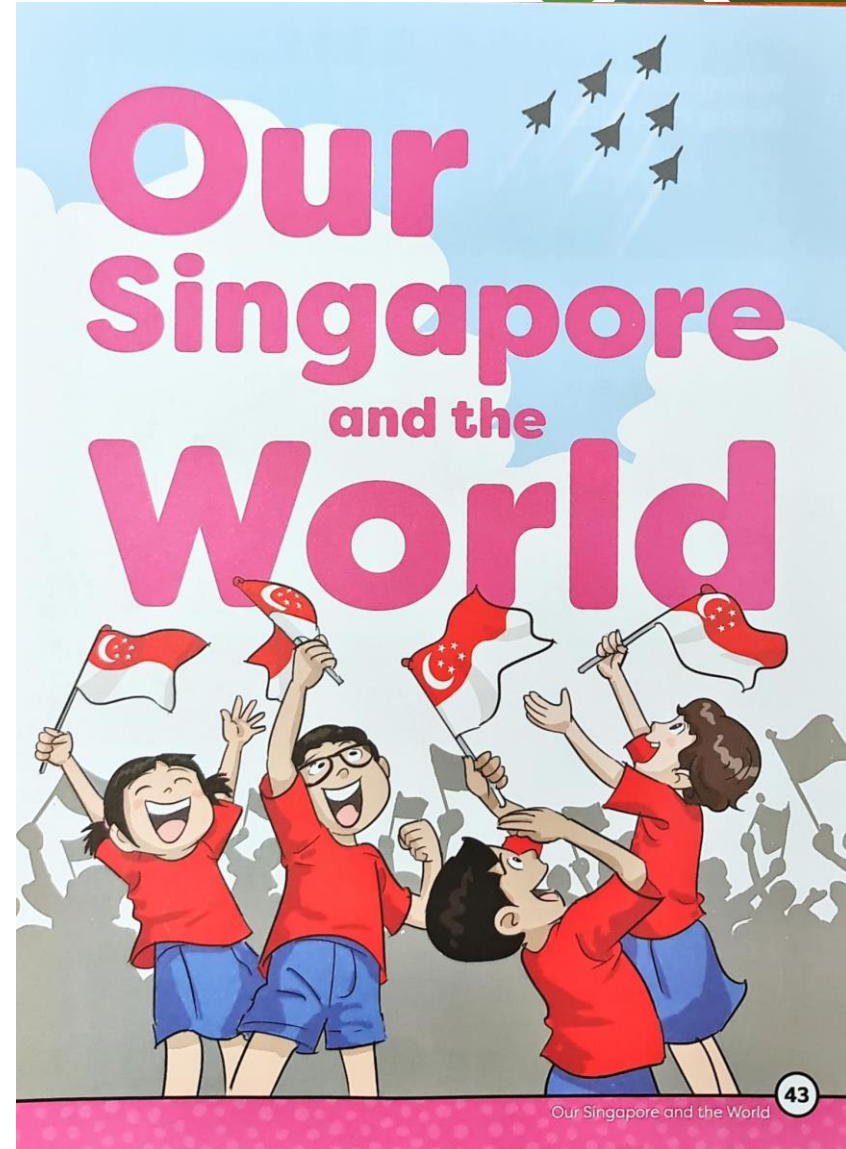
3) Social Awareness

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- **Care and Respect for Others**
 - Understanding my friends
 - Responding with Care and Respect

5) Our Singapore and the World

- Being Careful, Being Prepared
- Languages of ASEAN
- Harmony as one
- My Wish for Singapore



CCE Form-Teacher Guidance Period

Examples of **cyber-wellness** lessons to educate pupils on positive well-being of internet users

Staying Safe in the Cyberworld 1

Do you know what the **cyberworld** is?



It is a place to find information.



Anyone can see information that is posted online.



Online information can be shared quickly.



Online information stays in the cyberworld forever.



CCE Form-Teacher Guidance Period (CCE FTGP)

Family Time - Important Role of Parents

- 1) Involvement of parents in the child's personal journey in social and emotional development is important.
- 2) Family Time - Parents are strongly encouraged to pen their thoughts and feelings, and express words of encouragement in their children's journal where appropriate

An example of Family activity in the journal

What is Important 4

Family Time Family Activities
Share with your parents/guardians how you have been spending time.


Is there anything that you would like to change?
Circle your answer. **Yes / No**

If yes, discuss with your parents/guardians what you would like to change.

Write or draw what you want to spend **more** time on.

Write or draw what you want to spend **less** time on.

We did it together!
Parent's / Guardian's signature



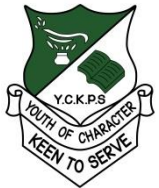
Do My Best

29



Class Leadership

- Leadership opportunities within class to develop self-confidence, responsibility and care for others.
- Leadership roles
 - Class monitors
 - Reading Activists
 - Math monitors
 - Mother Tongue monitors
 - Aesthetic Monitors
 - PE monitors



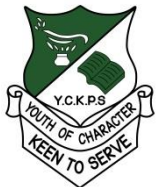
LEVEL FOCUS



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Key Objectives

- Support Teaching & Learning process
- Develop values, 21st century skills and social-emotional learning (SEL)
- Provide authentic learning experiences
- Relate learning to real-world contexts and make sense of the learning




Focus for the Year


Grow & Glow




What am I
most proud of?



What am I good at?



How do I want to
improve?



What do I want
to work on?

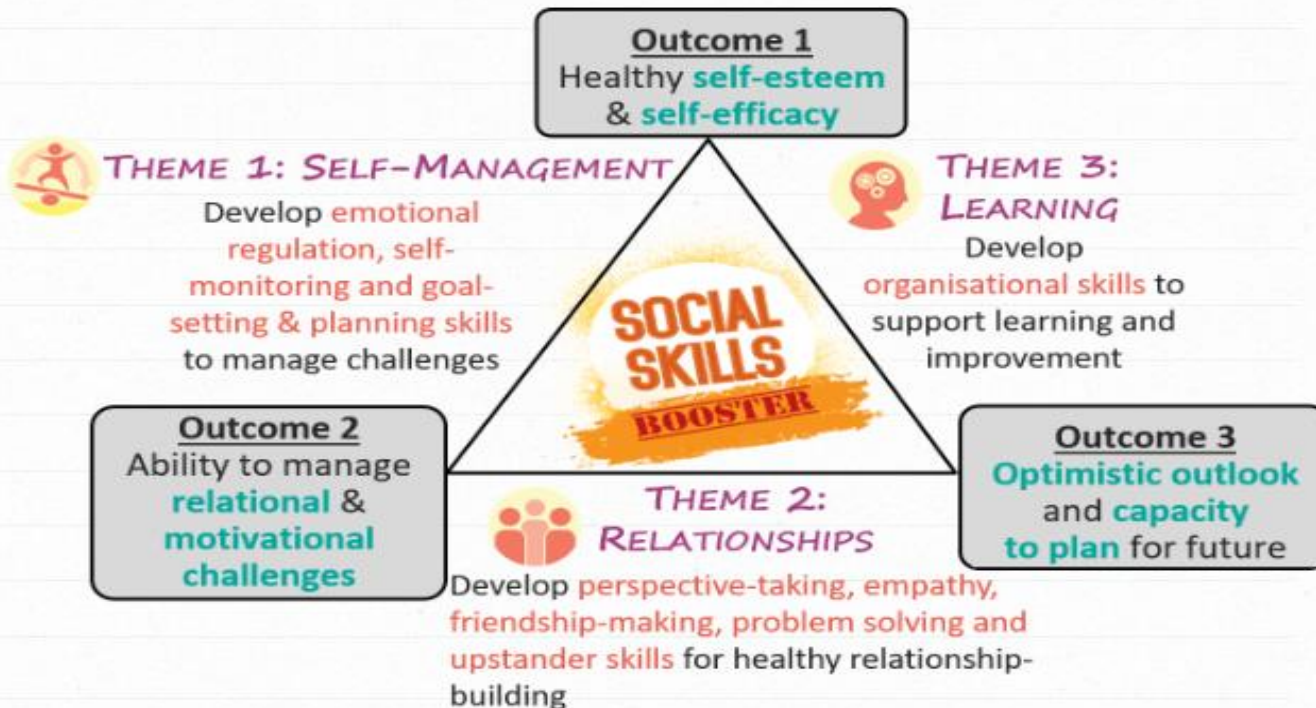


Social Skills

Social skills are sets of behaviours that enable individuals to interact with one another in ways that are socially acceptable as well as personally and mutually beneficial to others.



Three Broad Themes for Social Skills



List of Social Skills

	P1 – P2
Self-Management 	<ul style="list-style-type: none">• Cheering Myself On• Asking for Help• Naming my Feelings• Dealing with Anger• Accepting "No" or Consequences
Relationships 	<ul style="list-style-type: none">• Using an Appropriate Voice Level• Listening• Joining in Activities• Inviting Others to Join in• Asking Others to Share• Giving Praise• Disagreeing Respectfully• Making an Apology
Learning 	<ul style="list-style-type: none">• Being Prepared for Class• Following Instructions• Ignoring Distractions

Platforms used to teach:

- 1) FTGP
- 2) Programme for Active Learning (PAL)
- 3) Start It Right (SIR)
- 4) Assembly talks
- 5) Teachable moments during daily interaction

KEY REMINDERS

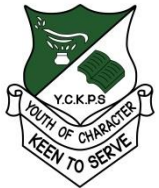


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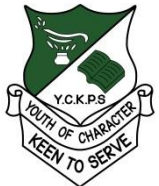
Morning Reading Time

- Remind your child to bring a story book to read on a daily basis
 - If possible, do choose the story books with him/her
- Schedule for Morning Reading Time:
 - Monday, Tuesday and Wednesday: English Language books
 - Thursday and Friday: Mother Tongue Languages books

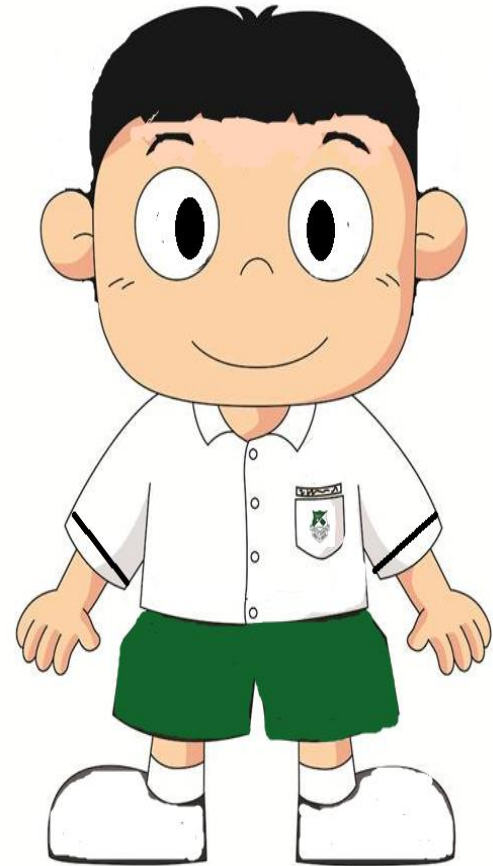


Writing Materials

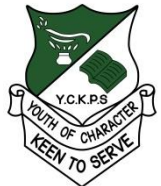
- Students to use pencil for daily work
- Please continue to ensure pencil cases have the following stationery:
 - Pencils
 - Eraser
 - Ruler
 - Pencil sharpener
- Use of whiteboard and markers during lessons



School Attire

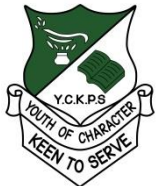
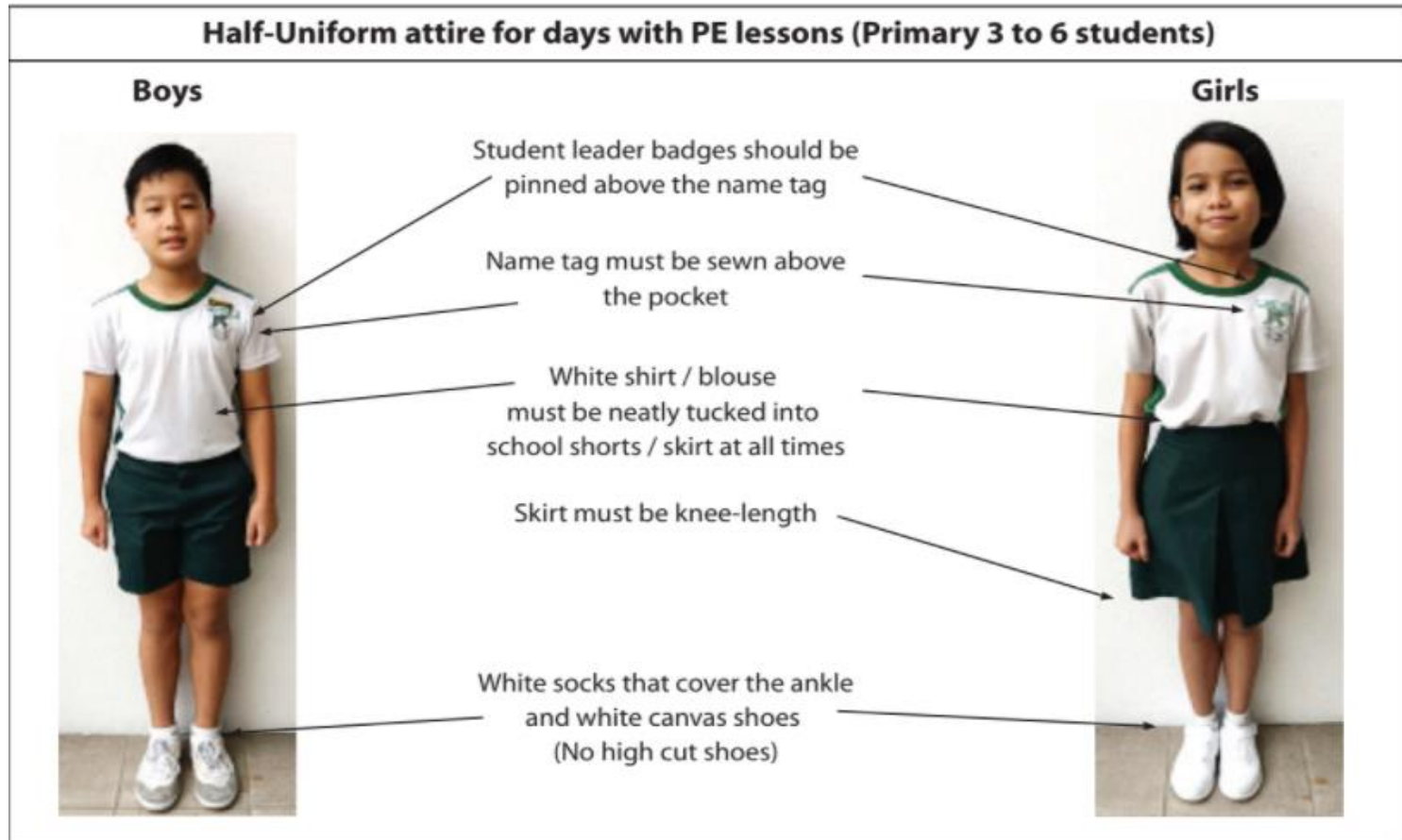


- **Nametag** is sewn on all shirts, blouses and PE shirts
- Shirt, blouse or PE shirt must be **tucked in** at all times
- **White shoes** and **white socks** that cover the ankles
- For girls, skirt must be knee-length



School Attire – Half Uniform

- Information on School Attire can be found in pages 11 and 12 of the Student Handbook



Snack Time

- There will be a snack time at **11.50 a.m.**
- Providing this meal break would ensure that students are not too hungry between recess at 9.00 a.m. and lunch after school dismissal
- Students will be allowed to have their snack in class during lesson time
- Students should bring only healthy snacks for their snack time

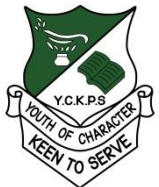


Acceptable Items	Unacceptable Items
<ul style="list-style-type: none"> • Biscuits • Bun (e.g. red bean bun) • Bread • Sandwich • Cereal (small box) • Dried fruit • Energy bar (e.g. muesli or oats bar) • Slice of cake (without cream) • Fruit (e.g. apple or banana) • Raisins • Nuts • Cheese slice/stick • Carrot/Cucumber stick • Small packet of Milo/milk 	<ul style="list-style-type: none"> • Fried Food • Rice, porridge and noodles • Sweets • Chocolate bar • Tidbits (e.g. Potato Chips)



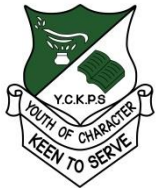
Safe Management Measures

- Students who are unwell, on Stay Home Notice or have flu-like symptoms such as fever and cough, will be required to stay away from school and seek medical treatment as soon as possible.
- Students should test ART negative each day if they are on Health Risk Warning (HRW) before entering the school.
- Students are required to bring **TraceTogether (TT) Token** to school. Parents should check to ensure that your child's TraceTogether token is in working order. Replacement of tokens can be done at the Community Centres or selected malls.



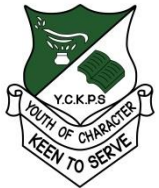
Vaccination

- Updating of vaccination details to Form Teachers
- Avoid strenuous physical activities during school hours for 14 days after each vaccination



Being Responsible for Own Belongings

- Encourage your child to be responsible for and take care of their own belongings.
- Do not leave valuables unattended or in the class during recess.
- Remember to bring all the needed items down for recess.



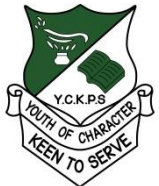
Use of Electronic Devices

- The School does not recommend students to bring mobile phones, tablets, smart watches, e-readers and other similar electronic devices into the school premises and on learning journeys.
- **The School will not be responsible for the loss, theft or damage of any electronic devices.**



Use of Electronic Devices

- The use of mobile phones and other electronic devices is **not allowed** in the school premises before, during and after curriculum hours **unless a teacher's permission is obtained**.
 - Recess
 - Lunch
 - Enrichment/ Supplementary/ Remedial classes
 - CCA
 - Any school-organised activities in the afternoon



Use of Electronic Devices

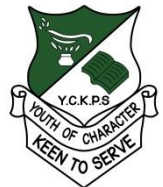
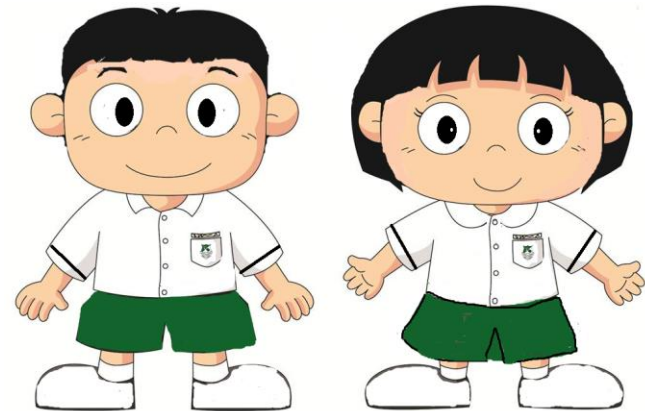
- The use of electronic devices to capture, store, display and/or transmit visual, audio or verbal information in the school premises is **not allowed** without the explicit consent of the school authority and persons involved.
- The use of personal mobile phones and other electronic devices is **not allowed** during learning journeys, other school activities or on to bus to and from school.



No Unauthorised
Photography or Filming

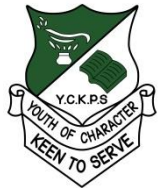


HOME SCHOOL PARTNERSHIP



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SETTING LEARNING EXPECTATIONS

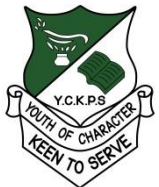


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Setting Learning Expectations

Regular Attendance & Punctual for School

- Learning is affected if children are absent regularly for school because of gaps in learning
- **Being punctual for school sets the learning tone for children**
- Teach children the value of responsibility by reporting to school on time by 7.30 a.m.



Setting Learning Expectations

Checking and Monitoring of Learning

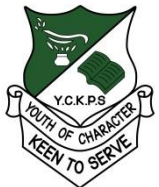
- Set a practice at home for children to show parents periodically their homework progress. (Homework to be written on their Student handbook)
- Ask regularly to see/sign learning sheets (parent communication yellow file)
- “Children take the cue from parents on the importance of academic studies”



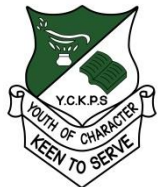
Setting Learning Expectations

Parents and teachers communicate to children as one voice

- Collaborative partnership between parents and teachers for the children's development
- **Common communication methods via Class Dojo and Phone call**
- Positive affirmation and encouragement with corrective actions and consistent messaging to children



MODES OF COMMUNICATION



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Modes of Communication

Regular Feedback and Communication

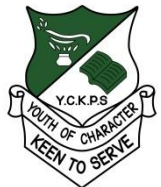
- Parents Briefing, Meet-The-Parents, 1-1 Meet Up sessions
- Student Handbook
- Email
- Telephone
- **Parent's Gateway (PG) App – Sch/MOE**
- **ClassDojo App - Teachers**
- School Circulars / Letters



We would love to hear your feedback

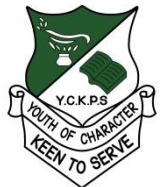


<https://go.gov.sg/p1feedback2022>



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THANK YOU!



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