

P1 CURRICULUM WEBINAR BRIEFING

12 January 2022
2:30 pm- 4:30 pm



Agenda

- 01** Our HGS Team
- 02** Subject Briefings
- 03** P1 Holistic Assessment & Reporting
- 04** Supporting our Haig Girls
- 05** School-Home Partnership





Our HGS Team

Our Team

P1 Form Teachers



Our Team

P1 Student Development Team



Mdm Tng Shoo Ling
Year Head (Lower Primary)



Ms Chen Hsiang Yin
Assistant Year Head (P1)

School Counsellor and Allied Educator



Ms Chee Fei Wan
School Counsellor




Ms Ada Ong
*Senior Allied Educator
(Learning & Behavioral
Support)*



Mdm Nur Amni
*Allied Educator
(Learning & Behavioral
Support)*



Subject Briefings



P1 Subjects	Presenter
English	Mrs Jeya Lawrence <i>Level Head</i>
Mathematics	Ms Kong Seok Fun <i>Senior Teacher</i>
Mother Tongue Languages	Mdm Chua Boon Ling <i>Head Of Department</i>
Physical Education (PE)	Mr Muhd Asyik <i>PE Coordinator</i>
Music	Ms Long Pei Zhen <i>Music Teacher</i>
Art	Mdm Salinah <i>Art Coordinator</i>
Information & Communication Technology (ICT)	Mr Ansar <i>Subject Head ICT</i>
Character & Citizenship Education(CCE)	Mrs Nikki Lin <i>Subject Head Citizenship Education</i>

Agenda

01 Our HGS Team

02 Subject Briefings

03 P1 Holistic Assessment & Reporting

04 Supporting our Haig Girls

05 School-Home Partnership





P1 Level



**Form Teacher Guidance Period
(FTGP)**



**Heart-to-Heart Talks
with Form Teachers**



**National Day Celebration
(Values In Action - Bags of Blessing)**



Racial Harmony Day Celebration



P1 Holistic Assessment & Reporting

P1-P2 Holistic Assessment – Removed all exams

No exams in P1, P2: Progress will be measured in other ways



Educators said bite-sized assessments would give them a more holistic understanding of pupils' progress. ST PHOTO: GAVIN FOO

No exams for Primary 1 and 2

Current

- P1:** No exams, but weighted assessments are conducted through the year
- P2:** Weighted assessments through the year and year-end exam

From 2019

P1 and P2: All weighted assessments (including P2 year-end exam) removed

Focus on **nurturing your child** for who she is by:

- (1) Understanding the child's **strengths and interests**
- (2) Developing both **academic and non-academic areas**

P1-P2 Holistic Assessment – Qualitative assessment on students' learning progress

Level	Description
Beginning	<ul style="list-style-type: none">• Able to understand & apply concepts/ skills learnt and complete assignment, only with support from teachers• Able to communicate her understanding of concepts only with support from teachers
Developing	<ul style="list-style-type: none">• Able to understand and apply concepts/ skills learnt accurately some of the time• Able to complete some assignments independently• Able to communicate her understanding of concepts with some support from teachers
Competent	<ul style="list-style-type: none">• Able to understand and apply concepts/ skills learnt accurately most of the time• Able to complete most assignment independently• Able to communicate her understanding of concepts independently
Accomplished	<ul style="list-style-type: none">• Able to understand and apply concepts/ skills learnt accurately all of the time• Able to consistently complete all assignments independently• Able to communicate her understand of concepts independently and effectively

P1-P2 Holistic Assessment – Example of Holistic Development Profile Report

Holistic Development Profile For Year 2020	
Page: 2 of 6 Date: 06 Nov 2020	
Name :	
SUBJECT	SEMESTER 2
CHINESE LANGUAGE	
Listening: Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.	Competent
Reading: Read aloud Primary 2 texts with accuracy and fluency.	Competent
Speaking: Participate in short conversations related to daily life with some guidance.	Developing
Writing: Write short sentence(s) about daily life with some guidance.	Developing
Reading: Understand Primary 2 texts and are able to identify details with some guidance.	Competent
MATHEMATICS	
Identify, name, describe and sort shapes and objects.	Accomplished
Tell time to 5 minutes.	Competent
Compare and order objects by length, mass, or volume.	Developing
Read and interpret picture graphs with scales.	Competent
Understand fractions.	NA

- **Formative assessment** –
Gather feedback & info from teachers across all subjects
- **Assessment modes** –
Use variety of methods (e.g. Assignments, Class discussion, Written Tasks, Show and Tell)

Developing your child

- **Academic and Non-Academic areas** –
Refine the child's knowledge of concept and skills
- **Values & Leadership** –
Inculcate school values and leadership qualities
- **Intrinsic motivation** –
Build positive behaviours and attitude towards learning



Developing your child

School Values



Leadership Attributes



Developing your child – Focus on Learning Dispositions



H EALTHY LEARNING HABITS

- I am prepared for lessons
- I am focused and know how to manage distractions
- I complete my work to the best of my ability and submit them on time



A CTIVE TEAM PLAYER

- I listen and accept others' opinions and ideas
- I share my ideas in a class / group setting
- I am able to disagree respectfully



I NQUISITIVE LEARNER

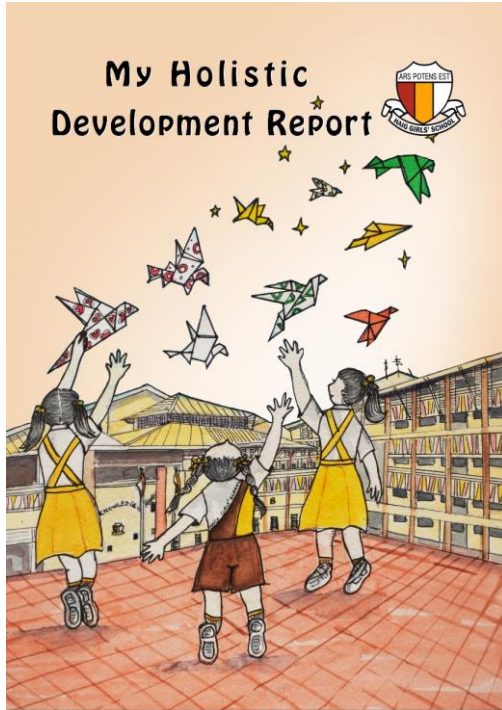
- I ask questions to build on my learning
- I can talk about my learning and what I can do to improve



G ROWTH MINDSET

- I do not give up even when faced with difficult tasks
- I learn from my mistakes and work on feedback given

P1-P2 Student's Holistic Development Report – Feedback to Parents and Students



For the Semester 1 report, you will be able to find out about the Learning Outcomes for all subjects and your child's/ward's **level of attainment for each Learning Outcome.**

The end of year Holistic Development Profile (HDP) will be a **more comprehensive report** with **both the level of attainment** for each learning outcomes and the **personal quality assessment.**

Schools: Moving away from overemphasis on grades


Edusave: Awards for lower primary pupils to be based on learning attitudes

- **MOE Edusave Merit Bursary Awards**
- **MOE Edusave Good Progress Awards (P2 onwards)**
- **Good Conduct Award (school-based award)**
 - ✓ **Recognition for students whose behaviours exemplifies the school values, exhibit positive learning dispositions and are role models to their peers.**
 - **Inputs from form teachers and subject teachers.**



Supporting our Haig Girls

How HGS is Supporting Your Child's Learning Journey

- **Smaller teaching group** for pupils who need more support
 - **Learning packages** designed by our KP and experienced teachers & catered to the needs of our Haig girls
 - **Daily assessments** by teachers to identify and close learning gaps
 - **Parent-Child-Teacher-Conference**
 - **Conducive learning environment** for students
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How HGS is Supporting Your Child's Social-Emotional Well-Being

- Form Teacher Guidance Period (FTGP) & Form Teacher (FT) Time
- Customised FTGP Lessons
- Heart-to-Heart Talks with Form Teachers
- Close monitoring by form, subject teachers and Assistant Year Head, Year Head throughout the year
- Growth Mindset Strategies





School-Home Partnership

Your Support for your child

- **Believe** in your child's strengths and **don't compare** your child to others; Everyone has their strengths & interests
- **Be involved** and **provide a conducive home environment**
- Encourage good **learning attitude** and **new experiences**
- Cultivate **good values/habit** and **leadership qualities**
- **Motivate and develop** a 'growth mindset' in your child
 - Nurture the belief that with effort, she can improve, achieve & excel
 - Praise the process (e.g. effort/time spent, focus/determination, improvement over time etc.)

Developing your child to Learn Independently



- Establish home routines and a conducive place for your child to complete homework.
- Teach our girls to record their homework and assignments and be responsible for sharing the information with parents.



- Don't do your child's homework for her.
- Don't expect teachers to give daily updates on your child, or provide detailed instructions on your child's homework

Developing your child to Learn Independently



- Encourage your child to be resilient and learn from the consequences when she is unable to complete her homework or forgot to bring items to school.



- Don't deliver your child's forgotten items to school, unless it is a medical emergency.
- Don't contact the teacher to check on the things that your child needs to do.



School-Home Partnership

- **Trust our teachers & work with us!**
- Contact teachers via **email, Class Dojo** or **leave a message** with GO (Tel: 6344 0293)
- Our teachers will get back to you between **7am to 7pm** on weekdays.
- **Be patient** if our teachers may not be able to answer your queries on the day itself.

Parents Gateway

- **Official MOE communication channel between schools and parents (1 way)**
- **Please download the app and stay logged in**
- **Notifications and Consent Forms from schools**
- **Push notifications from MOE**
- **Let us know if you are not on board**





Thank You

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