



# Welcome to Primary 1 Parents Engagement Session 27 January 2023



Please keep your video on and mute your audio.



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# Agenda

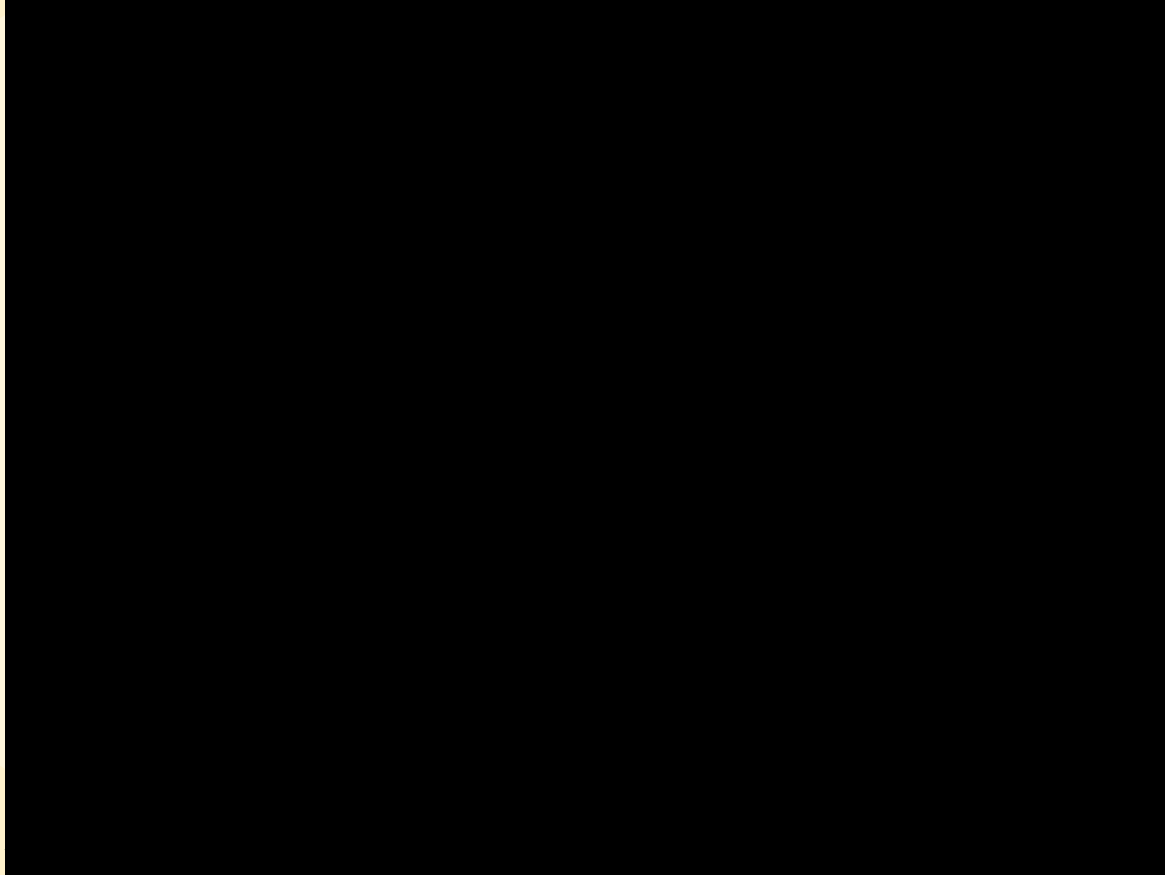
- Our Evergreen Experience (January)
- Key Programmes
- Curriculum Matters
- Holistic Assessment
- Parents Involvement
- Q&A time



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# Our Evergreen Experience

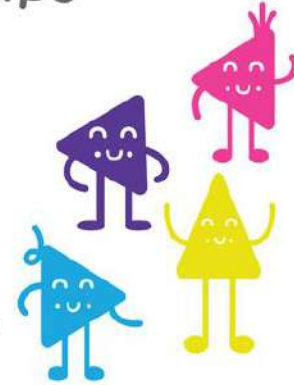
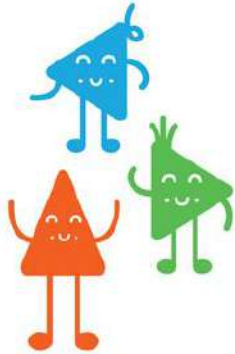


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# PLAY at EGPS

**P**ositivity in Relationships  
**L**earning with Passion  
**A**ctively Contributing  
**Y**outhfulness in Living



# P1 Theme



## Explorers

### P1 Motto

Dare to explore,  
discover more!





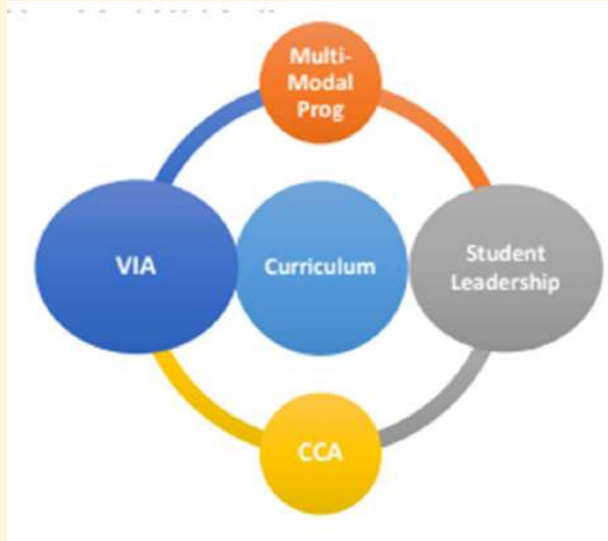
# Curriculum at EGPS



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# Holistic Curriculum at EGPS

Robust, holistic and innovative programme through  
curriculum & co-curriculum



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# Key Programmes



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# Key Programmes

Multi-Modal Programme (MMP)

Programme for Active Learning (PAL)

That's Great It's Friday! (T.G.I.F.)

Student Leadership



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# Multi-modal Programme (MMP)



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# Multi-modal Programme (MMP)

'The science tells us that having the **time and space for your mind to wander** when you are young is critical in developing creative abilities...We need to **provide a diversity of experiences** for children as they grow up outside of classrooms,"

Mr Tharman Shanmugaratnam,

NTU Lecture 20 Sep 2017.



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# Purpose of MMP

**Holistic Development**

through

**Aesthetics**

**Language Arts**

**Citizenship**

**Enterprise**

**Media & Technology**

**Sports**

**Self Management & Social Skills**

to

discover

**Interests**

**Strengths**

to become

**21<sup>st</sup> Century  
Problem Solvers**



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# Student Outcomes

## Confident Person

*Overcome life's Challenges*



## Concerned Citizen

*Service to Others*



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## Self-Directed Learner

*Passion in Learning*



## Active Contributor

*Cooperate & Collaborate*



# Primary 1

Term 1 (8 weeks)	Term 2 (8 weeks)	Term 3 (8 weeks)
Self-Management & Social Skills	Aesthetics	Language Arts
SDWB: <b>U + I = WE</b>	PA: <b>Hip Hop Dance</b>	EL: <b>Choral Reading/Poetry Recitation</b>
Digital Literacy		





# Primary 2

Term 1 (8 weeks)	Term 2 (8 weeks)	Term 3 (8 weeks)
Self-Management & Social Skills	Language Arts	Performing Arts
Homecraft	Reader's Theatre	Ethnic Dance



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# Primary 3

Term 1 (8 weeks)	Term 2 (8 weeks)	Term 3 (8 weeks)
Language Arts	Citizenship	I&E
EL: <b>Drama</b>	MT: <b>Conversation CL/ML</b>	<b>Coding &amp; Design Thinking</b>



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# Primary 4

Term 1 (8 weeks)	Term 2 (8 weeks)	Term 3 (8 weeks)
Language Arts	I&E	Sports
<b>Musical</b>	<b>STEAM-Design Thinking Programme</b>	<b>Swimsafer</b>



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# Primary 5

Term 1 (8 weeks)	Term 2 (8 weeks)	Term 3 (8 weeks)
Media & Technology	Aesthetics	Language Arts
ICT: <b>Animation</b>	PA: <b>International Drums</b>	MT: <b>Reality Drama</b>



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# Primary 6

Term 1 (8 weeks)	Term 2 (8 weeks)	Term 3 (8 weeks)
Self-Mgt & Social Skills	Sports	
<b>SDWB: Building Aspirations, Sustaining Motivation</b>	<b>PE: Wushu/Fencing/Kickboxing/ Inline Skating/Archery/Golf</b>	<b>No MMP: PSLE Preparation</b>

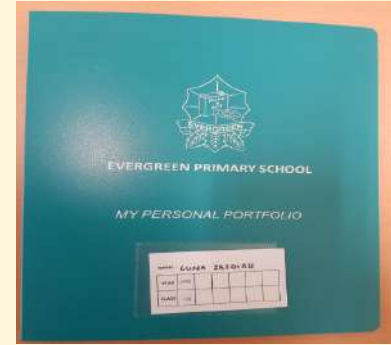


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# Success of MMP

- 1) Students participate over 6 years
- 2) Every student is exposed to at least 16 enrichment modules
- 3) Students share their experiences or put up performances





# Programme for Active Learning (PAL)



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# Programme for Active Learning (PAL)

PAL is a major initiative by MOE to address the need for **greater emphasis on non-academic programmes** for all Primary 1 and Primary 2 students.

It consists of modules of activities in two broad areas: **Sports & Games and Outdoor Education, Performing and Visual Arts**, which are carried out within the curriculum time.



# Modules for PAL

Term 1-2	Term 2-3	Term 3-4
Visual Arts	Music	Sports & Games



# Students in Action



The focus of PAL is for students to learn the importance of communication and teamwork!



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# That's Great It's Friday (T.G.I.F)



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# Purpose of T.G.I.F

- Strengthens students' social skills
- Develops confidence and the dare-to-do spirit
- Provides choice & voice – students can choose to participate in different activities



# Purpose of T.G.I.F

- Free play motivates students to be self-directed in their learning and pursue their passion in learning
- as they get to choose and challenge themselves through the games and activities.





# Student Leadership



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# Student Leadership

Every student gets a chance to lead

Every student can be a peer supporter



# Curriculum Matters



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# English



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# English - STELLAR

## **S**trategies for **E**nglish **L**anguage **L**earning **A**nd **R**eadings



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# What is a STELLAR lesson like?

## 1. Shared Reading Experiences

Children read storybook with the teacher and engage in oral discussions with teacher and peers

## 3. Language Use Activities in Learning Centres

The teacher prepares mini lessons based on specific needs of children to prepare them for reading & writing activities; e.g. grammar, vocabulary, word recognition, decoding skills, spelling

## 2. Shared Writing Experiences

The teacher models writing using children's language. Children engage in writing together and in writing independently.



# English – Modes of Assessment

- **Non-weighted**
- Running Record (Reading)
- Choral Reading & Poetry Recitation
- Grammar & Vocabulary Reviews





# Mathematics



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# Mathematics

## Factual Fluency

- Get Math facts into memory
- Develop fluency, and practise recalling the math facts frequently
- Use of addition/subtraction facts cards or mini whiteboards

→ Parents you can also get students to recall these math facts using their whiteboard sets at home, and replace their whiteboard markers regularly.



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# Mathematics

## **Engagement Activity**

- Concrete-Pictorial-Abstract (CPA) approach
- Use of manipulatives or ICT tools
- Communicating and articulating ideas  
(Math Talk/ Using the Mathematical Language)
- Inquiry-based approach to probe understanding and deepen learning

## **Mastery Activity**

- Reinforce learning outcomes
- Check for understanding



# Mathematics - Modes of Assessment

- **Non-weighted**
- Math Trail
- Daily observations and class work
- Hands-on activities
- Diagnostic reviews
- Rubrics





# Lower Primary Support Programmes for Identified Students



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# Helping Every Student Succeed

**Learning Support Programme (LSP) by Mdm Muj**

→ **Early Literacy Indicator (ELI)**



**Learning Support for Mathematics (LSM)**

**by Mrs Belford**

→ **Early Numeracy Indicator (ENI)**







# Holistic Assessments



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# Holistic Assessments

- Build child's confidence and passion to learn
- Focus of assessments is to provide more information on learning progress  
→ Richer feedback on your child's development
- **No** tests/ weighted assessments



# How will a student's academic progress be measured if there are no exams and weighted assessments at Primary 1?

- Use of checkpoints such as class discussions, class work, homework and bite-sized reviews
- To support students' learning, inform parents of their learning progress and address learning gaps.



# Students' Portfolio

- Documents student learning through a series of student-developed activities and reflections.
- Enhances the learning experience and the self-understanding of the student as learner.



# Students' Portfolio

Evergreen Primary School  
Primary 1 Mathematics  
Chapter 4: Shapes  
Hands-On Activity

Name: mylene (10) Day: Tuesday  
Class: Primary 1 A-rose Date: 27 April 2021



I learnt to form figures using 2D shapes. I used  
Rectangles and triangle to make this figure.

2714

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PRIMARY 1 AND PRIMARY 2

MY SCRIPT

Name: Myhaneey (10) Class: 1-rose

Good morning/afternoon, Mummy and daddy

Today, I am going to share about my experience this semester.

I had fun when I made my 2-D  
figure, using shapes.

During the Mathematics lesson, I  
used many rectangles and a triangle  
to make a bird house.



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# Students' Portfolio

## EVERGREEN PRIMARY SCHOOL ENGLISH LANGUAGE MY HANDWRITING



Name: Javier Chua Teng Yee 19

Class: Primary 1 Grace

Task: Stellar Handwriting worksheet 7

Success Criteria	Tick (if achieved)	Suggestions for Improvement (tick if applicable)
1. Student is able to sit up straight and comfortably.		<input checked="" type="checkbox"/> Student needs to improve on gross motor skills such as using the correct posture.
2. Student is able to hold his/her pencil correctly.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Student needs to improve on fine motor skills such as having a good pencil grip.
3. Student is able to place his/her book at a slight angle to the edge of the desk.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Student needs to improve on spatial awareness skills so that the words and letters have consistent and even spacing.
4. Student is able to rest his/her free hand on the book to keep it steady.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Student needs to improve on motor and visual memory skills in order to recognise and form the letters correctly. (e.g. reversal of lowercase b and d)
5. Student is able to form all his/her letters correctly.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Student needs to keep the letters on the line and write from left to right and from top to bottom to ensure the letters are formed and placed correctly.
6. Student is able to write his/her letters not too close or too far apart.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Student needs to differentiate between lowercase and uppercase letters.
7. Student is able to write his/her letters on the line.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Student needs to write legibly and neatly.
8. Student is able to leave the right amount of space between each word.	<input checked="" type="checkbox"/>	
9. Student is able to write from left to right and from top to bottom.	<input checked="" type="checkbox"/>	
10. Student is able to ensure that his/her work is neat.	<input checked="" type="checkbox"/>	

Teacher's Signature: Mrs Chen

Parent's Signature: [Signature]

### Soalan panduan

1. Apakah yang kamu lakukan semasa aktiviti ini?
2. Kad itu untuk siapa?
3. Apakah perasaan kamu semasa aktiviti ini?
4. Mengapakah kamu pilih warna itu untuk kad kamu?





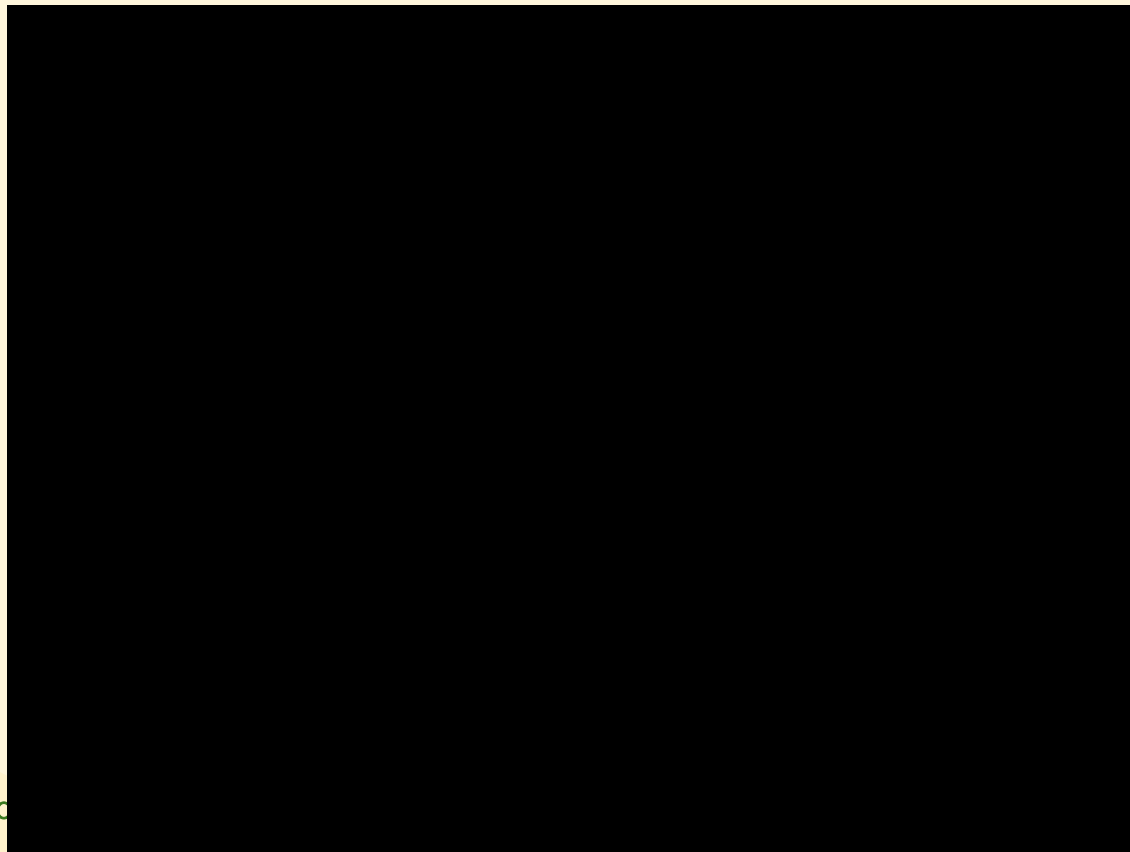
# Parents Involvement



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# The best gift for your child



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# Partnership with Parents

## Seek to Understand than to be Understood



# 4 P's for Students to Excel

- Present
- Passion
- Purpose
- Perform



# Parental Involvement (Proper School Attire)

## School Attire and Hairstyles

- Use only black ribbon or band (for girls)
- No fanciful hairstyles and clips (for girls)
- No shaving of hair at the sides (for boys)

## Nametag

- Below the school crest for both girls and boys



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Please refer  
to **page 17**  
of student  
diary



## School Attire

- Students are to wear prescribed school uniform to school (including school activities, school functions and school outings). Modification of the uniform is strictly not allowed.

Level	Boys	Girls	Remarks
P1 – P3	Polo t-shirt	Polo t-shirt P1 – P3 Skorts*	Mon to Fri. There is no need to change for PE lessons.
P4 – P6	<b>Boys</b>	<b>Girls</b>	<b>Remarks</b>
	Shirt Shorts	Blouse P4 – P6 Skorts <sup>1</sup>	Students are to be in full uniform during official school events and examinations
	Polo t-shirt Shorts / PE shorts	Polo t-shirt Skorts <sup>1</sup>	Mon to Fri.
	Polo t-shirt PE Shorts	Polo t-shirt PE Shorts / Skorts <sup>1</sup>	PE Attire

\*skirt with shorts hidden underneath

<sup>1</sup> Do note that the designs for the skorts (Girls) for Lower Pri and Upper Pri are different. Girls are to wear PE Shorts for PE and change back into their skorts after their PE lessons.

# All students to wear black shoes and white socks.

### Ornaments, Jewellery

- No ornaments or any forms of jewellery, such as necklace and bracelet are allowed.
- (For girls only) Only plain ear studs (black, gold or silver) are allowed. For safety reasons, girls are not allowed to wear loop earrings as they may pose a danger during play. Religious amulets or chain must be long enough to be hidden beneath the uniform and must not be worn visibly, even on the wrist.



## School Attire (Girls)

### PE ATTIRE FOR GIRLS



Name tag ironed below school crest for school blouse and PE T-shirt.  
**Only P4 – P6 will wear school uniform which is blouse and skirts.**

PE T-shirt must be tucked in at all times.

School blouse must be worn over the skirts at all times.

School / Plain white socks  
Only plain black shoes are allowed.  
Sports shoes must be fully black with no other colours.

### (P4 – P6) SCHOOL UNIFORM FOR GIRLS



### FRONT VIEW



### SIDE VIEW



### Hairstyles and Appearance

- Hair should be kept neat, tidy and combed back from the face.
- The fringe (if any) must not touch the eyebrows and must be secured with a black clip or band.
- Long hair (touching collar) must be tied in a ponytail or plaited neatly with a black ribbon or band.
- No fanciful hairstyles is allowed.
- No dyeing or highlighting of hair is allowed.
- Hair must not cover the ears or touch the collar of the shirt.
- Only plain ear studs (black, gold or silver) are allowed.
- Nails are to be kept clean and short at all times. Nail polish and henna are not allowed.

## School Attire (Boys)

### PE ATTIRE FOR BOYS



Name tag ironed below school crest for school blouse and PE T-shirt.  
**Only P4 – P6 will wear uniform which is shirt and shorts.**

PE T-shirt must be tucked in at all times.

School shirt must be worn over the shorts at all times.

School / Plain white socks  
Only plain black shoes are allowed.  
Sports shoes must be fully black with no other colours.

### (P4 – P6) SCHOOL UNIFORM FOR BOYS



### FRONT VIEW



### SIDE VIEW



Please refer  
to **pages 18  
& 19** of  
student diary

### Hairstyles and Appearance

- Boys must be clean shaven and neat in appearance at all times.
- Facial hair, including beards and moustaches, is prohibited.
- Hair should always be kept neat and presentable at all times.
- The fringe (if any) must not touch eyebrows.
- Hair must not cover the ears or touch the collar of the shirt.
- No dyeing or highlighting of hair is allowed.
- Outlandish hairstyles are not allowed (e.g. Mohawk, Undercut, etc.)
- Cropping of sides and back and / or fanciful hairstyles are not allowed either.
- Nails are to be kept clean and short at all times.



# Parental Involvement (Snack Breaks)

## Food

- Prepare dry, healthy food such as cereals, sandwiches, biscuits
- Fruits such as whole apple, bananas, grapes, berries

## Drinks

- Water
- No sweet drinks (avoid Milo if possible)





# Parental Involvement (School Bags)

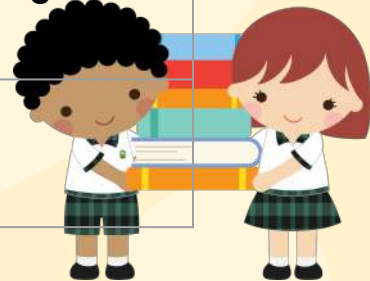
As a school, we teachers have done the following to help keep students' bag light:

- Kept all files in school
- Only textbooks are to be brought home
- Workbooks are returned when there is homework
- Art materials are provided by the school



# Parental Involvement (School Bags)

<b>P</b>	<b>P</b> lan the night before what needs to be brought to school. Bring the necessary items according to his/her timetable
<b>A</b>	<b>A</b> void heavy items. Bring lighter water bottles and pencil cases. Trolley bags are not allowed as they are bulky and heavy. Bags should be lightweight with cushions and adjustable straps
<b>C</b>	<b>C</b> arry the school bag properly with 2 straps. If your child/ward needs to bring a lunchbox, please choose a lighter box.
<b>K</b>	<b>K</b> ee a good posture.



# Parental Involvement (School Bags)

## Things to pack every day:

1. Pencil Case (pencils, ruler, eraser, sharpener)
2. Colour pencils
3. Student Diary
4. Homework File
5. Mini Whiteboard Set  
→ whiteboard, duster, markers (please refill regularly)
6. Soft cover Storybooks (Mon - Wed: EL, Thu-Fri: MT)  
→ Please change storybooks regularly as well.



# Parental Involvement (Monitoring of Work)

- Homework will be copied in the Student's Diary
  - Place assignments and parents' letters in a homework file
  - Homework to be submitted in a neat and timely manner
- Allowance on case-to-case basis

**Please encourage independent completion of homework**



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# Parental Involvement (Monitoring of Work)

- Check the student diary to see the homework your child has written down for the day
- After the homework is done, check that it has been done properly (students might only complete part of it)
- Check that your child has put his/her homework in the bag
- Monitor your child's work so that you know his/her areas for improvement and what to work on together
- Check your child's bag for new spelling lists, letters or forms to be signed every day



# Parental Involvement (Timetable & Student Diary)

- Teach your child to pack his/her bag according to the timetable and include the list of school supplies every day.
- Stick to the deadline given on the submission of forms



# Parental Involvement (Managing time after school)

- Read with your child every day if possible
- Do regular revision (important)
- Plan a timetable of activities (so that your child will be engaged and familiar with routines)
- Set aside time for your child to rest, exercise or play (rest is also important)





# Parents Involvement (Parents Support Group)



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# Parents will be invited to help out in:



Learning journeys



School Celebrations



P1 Orientation



School Orientation



Preparation of  
resources /  
Decoration



Support in  
school recess  
activities /  
programmes





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Join our

Parent  
Support Group  
(PSG)  
today!

**Benefits of  
joining PSG**

- "When parents are involved in their children's educational journey, children tend to demonstrate positive learning attitudes, high self-esteem and are motivated in their learning"
- Get support and tips from other experienced parents in your parenting journey.
- Build better understanding, communication and collaboration between you and the school.



**"BE A PART OF  
YOUR CHILD'S  
EDUCATION  
JOURNEY"**

**SCAN HERE TO JOIN!**





# Parents Involvement (Communication with Teachers)



# Parental Involvement (Communication with teachers)

For school announcements or consent forms for programmes:

→ Do check Parents Gateway website regularly  
(<http://pg.moe.edu.sg/>) or

turn on notifications for Parents Gateway app on your mobile phone.



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# Parental Involvement (Communication with teachers)

Please inform the Form Teachers:

- whenever your child is absent (sickness - fever? flu? runny nose? sore throat?) → **Submit Medical Certificate (MC) or letter from parents to the Form Teachers when the child is back in school.**
- when there is a change in dismissal mode (by 10.30am), contact number or address





# Parental Involvement (Communication with teachers)

Replies through Remind App will only be during office hours.

Teachers might not be able to reply during lesson timings as well.



Do refrain from going for a holiday during school term as your child will miss lessons and learning. We will not provide extra lessons for this reason. You need to provide a letter of absence AND email to the form teacher at (your email) and Mrs Cory Chen at [cory\\_chung\\_gui\\_hua@schools.gov.sg](mailto:cory_chung_gui_hua@schools.gov.sg)



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# Join your form class on Remind App



Class	Code	Class	Code
<b>1 Care</b>	<b>@1ca2023</b>	<b>1 Hope</b>	<b>@1ho2023</b>
<b>1 Charity</b>	<b>@1ch2023</b>	<b>1 Joy</b>	<b>@1jo2023</b>
<b>1 Faith</b>	<b>@1fa2023</b>	<b>1 Love</b>	<b>@1lo2023</b>
<b>1 Grace</b>	<b>@1gr2023</b>	<b>1 Respect</b>	<b>@1re2023</b>



# Join your MT class on Remind App



Chinese Language Teacher	Code	Malay Language Teacher	Code
Mdm Kee	@mwaiyin	Cikgu Ali	@p1mlarif
Mr Yeo	@p1clmryeo	Cikgu Hazelin	@p1ml2023
Mdm Chia	@mdmchia23	Cikgu Hidayah	@fbh2432
Mdm Tan	@p1chi2023	Tamil Language Teacher	Code
Mdm Chen	@mdmche	Mdm Thilagah	@1tamil23



# Gentle Reminder (Dismissal from 1st February 2023, next Wednesday)

All P1 students will be dismissed at **1.30 p.m.**

(Do update the FTs if there is any change in dismissal mode)

→ Please be punctual in fetching your child to avoid unnecessary anxiety.



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Q&A



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**Thank you for your time!**  
**We look forward to working closely**  
**with you.**



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